900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.gov

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

KANSAS STATE BOARD OF EDUCATION

May 12 & 13, 2026 BOARD MEETING MATERIALS

In this packet please find the following:

- Summary (to be revised into minutes) for April 14 & 15, 2026 meeting
- Agenda for May 12 & 13 meeting
- Consent Agenda Items

TUESDAY ITEMS

- Commissioner's Report (*the Last Report from Dr. Watson)*
- Citizen's Open Forum
- Recommendations on Devices in Schools
- Receive RFP for Blueprint for Literacy universal screener
- Singing Students from Williams Elementary
- Reading Corner from Roesland Elementary
- Receive Regs and Rules Review
- Receive Licensure Application Fee Changes
- Receive Standards and Higher Ed
- Act on CTE Cluster Reviews and Pathway Credentials
- At on School Breakfast Program Waivers
- Act on Board Policy Citizens' Open Forum
- Legislative Report
- Act on Professional Practice Commission (four motions and Executive Session)

WEDNESDAY ITEMS

- Presentation from USD 494 Syracuse on K-12 Digital Health and Safety
- Presentation on new law about social media and school staff members
- Receive Code of Ethics for Educators
- Receive National Student Clearinghouse Contract
- Update on Registered Teacher Youth Apprenticeship Program
- Receive Orion Adult Alternative Ed Waiver Application

The meeting is archived on YouTube KSDE Livemedia channel. The time stamps are aligned with those videos.

TIME STAMPS TO BE ADDED

Kansas State Board of Education
April 14, 2026

CALL TO ORDER

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, April 14, 2026, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

ROLL CALL

Nine Board members were present:
(Mrs. Betty Arnold was absent due to family illness. She did join virtually for the new Commissioner vote on Tuesday morning)

Mrs. Michelle Dombrosky
Mrs. Melanie Haas
Mr. Dennis Hershberger
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter
Mr. Jim Porter
Mr. Danny Zeck, Vice Chair

Mr. Mark Ferguson, Board Attorney and Commissioner Watson were in attendance at the Board table.

ACT ON MARCH MINUTES

Mr. Hershberger moved to approve the minutes for the March 10 & 11, 2026 Kansas State Board of Education meeting. Mrs. Haas seconded the motion. Motion carried 8-0-1, with Mrs. Potter present but not voting.

APPROVE APRIL AGENDA

Mrs. Haas moved to approve the agenda for April 14 & 15, 2026. Mr. Porter seconded the motion. Motion carried 9-0.

CONSENT AGENDA

Mr. Porter moved to approve the consent agenda without items D and E, Mrs. Haas seconded the motion. Motion carried 9-0.

Consent Items approved were:
a. Receive monthly personnel report
b. Act on local professional development plans
c. Act on recommendations for licensure waivers

SEPARATE VOTE FOR CONSENT AGENDA

*Item D approve extension of Board Attorney contract for 1 year

Mrs. Haas moved to approve the Board Attorney contract for 1 year, Mr. Porter seconded the motion. Motion carried 6-2-1 with Mrs. Potter and Mrs. O'Brien voting no and Mrs. Dombrosky present not voting.

*Item E (Clearinghouse contract) moved to May Agenda (This was pulled by Mrs. Dombrosky for discussion, however, as the Board is only meeting one day in April, it was decided the discussion/vote would take place in May. It will be on the Agenda but treated as a consent item and can be voted on in May.)

INTRODUCTION OF SUPERINTENDENTS

Senator Argabright, with the Kansas Educational Leadership Institute (KELI) staff, Dr. Mischel Miller, Executive Director, introduced some of the superintendents who are involved in leadership training: Jason Wheeler (USD 387 Altoona-Midway) , James Dawson (USD 504 Oswego) , Dustin Wilson (USD 243 Lebo-Waverly), Jason Scheck (USD 443 Dodge City), and Dr. David McGehee (USD 253 Emporia).

COMMISSIONER'S REPORT

Dr. Randy Watson

Dr. Watson described a markedly changed landscape in schools, particularly at the early childhood and elementary levels. He explained that national survey data and recent research had illustrated how students' daily experiences were being reshaped by increased exposure to personal electronic devices and digital media. The presentation emphasized that children were encountering screens earlier and more frequently than in previous generations and that these patterns were influencing attention, behavior, and learning environments in classrooms. Visual data reinforced the finding that media use among young children had become widespread and varied significantly by age and context.

Building on this backdrop, Dr. Watson shifted to policy implications for schools. It

summarized the work of a task force that examined personal electronic device use in K–12 settings and presented recommendations intended to create more focused and safe learning environments. The task force advised school districts to adopt bell-to-bell policies limiting student access to personal devices during the school day, to require secure storage of those devices, and to ensure that safety and emergency procedures did not depend on students' personal or school-issued devices for communication.

The presentation then distinguished between personal devices and district-issued electronic devices, noting that guidance related to school-issued technology had been formally presented to the State Board earlier in 2026. The report explained that research did not support rigid time-based limits on screen use in schools. Instead, it highlighted a consensus among major health and education organizations that the quality and purpose of device use mattered more than the number of minutes. Active, instructional uses of technology were contrasted with passive or entertainment-focused use, underscoring that not all screen time had equivalent educational value.

The commissioner's report articulated a set of principles for appropriate technology use in instruction. It emphasized that educators should be able to clearly explain when, why, and how devices were used to support learning goals and academic standards. Expectations for device use were described as needing to vary by grade level and developmental stage, with explicit guidance that technology should not replace hands-on learning, discussion, physical activity, creative play, or face-to-face collaboration. The report also cautioned against using devices as a default tool for managing student behavior or emotions.

Student safety and responsible use were presented as critical considerations. Districts should define when devices were appropriate for instruction and when they should be restricted, and safeguards should be in place to limit access to inappropriate content and digital distractions during the school day. The Commissioner emphasized the importance of teaching students' digital literacy, including online safety, ethical and responsible technology use, appropriate use of artificial intelligence tools, and strategies for managing attention and focus.

He highlighted the importance of transparency and communication with families, noting that districts were encouraged to clearly explain their technology practices and expectations. It encouraged local school systems to regularly review their policies, gather input from educators, families, and students, and make adjustments as research, technology, and community needs evolved.

The presentation concluded by indicating that formal guidance and recommendations to school districts would be brought back to the State Board at the May meeting. It closed with a reaffirmation of the Kansas State Department of Education's broader vision, emphasizing that today's students were Kansas's future workforce and leaders and that, together, Kansans could lead the world in achieving success for every student.

CITIZENS' OPEN FORUM

Speakers included:

1. Harmony Jarratt, Kansas School for the Deaf teacher, spoke about the importance of keeping ASL American Sign Language the primary communication for the deaf community, and how that plays into the choice of superintendent for the school. She shared the testimony from Chriz Dally, Museum of Deaf History, Arts & Culture, on the direction of the KSD superintendent search. Ms. Dally was concerned there were no deaf persons on the search committee, and the task force from earlier in the year was also made up of hearing parents and very little deaf staff were able to contribute. She believes that to be a KSD superintendent must be someone who understands Deaf culture and Deaf education from the inside and who can serve as a language model and a role model for Deaf children.

2. Steve Roberts, former State Board member, spoke about paying teachers well. He recommended a "techno Tuesday" be implemented for younger children, so they do not have technology all day, but they are exposed to it. He also thanked the Commissioner for his many years of stellar service to Kansas students.

PRESENTATION: KANSAS TEACHER OF THE YEAR TEAM

Rachel Marlow, Kansas Teacher of the Year (Olathe)
Tracie Betz (Quinter)
Jason Peters, Hesston
Susan Rogers, Derby
Lauren Sage, Kansas City
Julie Smith, Carbondale
Troy St. Clair, Topeka
Tranda Strnad, Belleville

The KTOY team gave an inspiring presentation with each teacher sharing their journey and what it meant to work together.

ACT TO SELECT A NEW KANSAS COMMISSIONER OF EDUCATION

Mr. Porter moved that the Kansas State Board of Education approve the appointment

of Dr. Jake Steel as the Kansas Commissioner of Education. Mrs. Haas seconded the motion. Motion carried 7-1-2 with Mrs. Dombrosky voting no and Mrs. Potter and Mrs. O'Brien present not voting. (Mrs. Arnold was able to vote virtually during this motion.)

PRESENTATION: LIFE AND EMPLOYABILITY SKILLS ASSESSMENT FOR KANSAS SPECIAL PURPOSE SCHOOLS

Dr. Jay Scott, Director, Accreditation and Design
Jon Harding, Superintendent, Kansas State School for the Blind
Mike Bonner, Superintendent, Heartspring School

Dr. Scott and the Superintendents of the Kansas State School for the Blind and Heartspring School, introduced the Kansas Special Purpose Schools *Life and Employability Skills Assessment* as a statewide effort to better measure student readiness for postsecondary life.

The assessment was developed in response to longstanding challenges with traditional academic measures, which did not accurately reflect growth or success for students served by special purpose schools. Graduation rates, standardized testing, and conventional postsecondary indicators were described as poor measures of progress for this population, often failing to capture meaningful outcomes or true student readiness.

The *Life and Employability Skills Assessment* was presented as a solution designed to provide a clearer picture of students' preparedness for life beyond school. It was described as a universal, skills-based assessment administered to every K-12 student in special purpose schools. Students will be assessed twice each year through a pre- and post-assessment model, allowing schools to measure growth over time rather than comparing students to one another.

The assessment focused on skills aligned with adult quality of life and real-world, postsecondary expectations. It emphasized flexibility and individualization while maintaining high expectations for all students. Rather than measuring success based on current placements or limitations, the assessment focused on skills students would need in future environments, including employment and independent living. Outcomes were described as more meaningful and understandable for families, as they focused on practical skills and authentic results.

The assessment was also positioned as a tool for strengthening postsecondary transitions. It was described as providing employer-ready evidence of student skills and supporting long-term tracking of success beyond graduation. Additionally, the assessment was presented as a cultural shift for staff, promoting purpose-driven

work, unified accountability, and coherence across programs and schools.

The presentation concluded with an outlined implementation timeline. Schools were scheduled to complete the post-assessment by the end of May 2026, marking the conclusion of the pilot phase. In mid-June 2026, a cohort of special purpose schools will meet to debrief the pilot, refine the assessment, and finalize processes for administration, aggregation, and reporting. In July 2026, the Kansas State Board of Education will receive the assessment as an alternative metric for graduation and postsecondary effectiveness in accreditation. Pending approval, the 2026–2027 school year was identified as the first year of full implementation.

MONTHLY PRESENTATION: READING CORNER

Hailey Hawkinson, Dighton reading teacher

In a recent article on schools that had extremely high reading scores, considered to be bright spots, Dighton was selected as one of the highest scoring schools in Kansas especially when considering the poverty rate of the community.

Ms. Hawkinson described her small western Kansas district, Dighton, which has been lifted up as one of the “most improved” schools in Kansas in terms of student improvement in reading. She described their rural context and emphasized a long-term commitment to foundational reading instruction grounded in evidence-based approaches.

The initiative was explained as beginning more than a decade earlier when the district adopted a structured phonics program for early elementary grades. Implementation required significant professional learning and a clear focus on strengthening core instruction. Teachers delivered direct, systematic instruction in phonics while also incorporating small-group instruction to meet individual student needs.

Teacher expertise and stability were identified as key contributors to success. Veteran teachers brought strong classroom management, deep curricular knowledge, and confidence in instructional decision-making. Low turnover and consistency in curriculum use allowed staff to refine practice over time and respond more effectively to student learning needs.

The presentation emphasized the importance of balancing academic rigor with developmentally appropriate practices. Recess, play, and brain breaks were intentionally preserved as essential supports for student focus, regulation, and overall learning. Literacy instruction was described as structured yet flexible, allowing teachers to adjust pacing and support based on student performance.

Data played a central role in guiding instruction and interventions. Teachers regularly reviewed assessment results to identify strengths, target specific skill gaps, and determine appropriate instructional responses. Interventions were delivered through direct instruction and were not limited to struggling students, as on-level and enrichment opportunities were also provided.

Professional learning communities, student improvement teams, and close coordination with special education services ensured shared responsibility for student progress. An "all hands on deck" mindset reinforced the belief that supporting literacy growth was a collective effort across roles and disciplines.

District leadership conveyed high expectations paired with strong support for staff. Teachers were described as deeply invested in students and committed to providing the best possible educational experience. This collective belief system fostered a culture of continuous improvement and mutual accountability.

CAREER AND TECHNICAL EDUCATION SCHOLARS' ANNOUNCEMENT

Assistant Director Natalie Clark

Mrs. Clark announced the 2026 Kansas Career and Technical Education Scholars program and recognized students who demonstrated excellence in career and technical education, academics, and civic engagement. Eligibility criteria included completion of a CTE pathway, academic performance, technical skill attainment, and community service or civic involvement. Individual letters of congratulations were sent to each student from their Board representative. The presentation summarized statewide promotion efforts, reported participation and outcomes across districts, and described the formal recognition provided to scholars. It concluded with the public acknowledgment of individual scholars and districts and reaffirmed the state's commitment to career readiness and postsecondary success.

RECEIVE ITEMS FOR CAREER AND TECHNICAL EDUCATION

a. Receive CTE Cluster Review
b. Receive CTE Pathway Credentials

Assistant Director Natalie Clark and the CTE support staff

Mrs. Clark and her team brought the Board copious materials documenting the Cluster Review process and outcomes and the Pathway Credential lists.

Cluster Review:

The presentation provided an overview of the 2025–2026 Career and Technical

Education cluster review process and shared recommended changes for future implementation. Updates included the Kansas modernized career cluster framework, which organized CTE into multiple industries, clusters, and pathways aligned to workforce needs. The review process incorporated input from secondary educators, postsecondary representatives, business and industry partners, and state agency staff.

The presentation summarized the clusters reviewed during the cycle, including Management and Entrepreneurship, Advanced Manufacturing, Digital Technology, and Supply Chain and Transportation, and described a modified review that resulted in a proposed Logistics and Supply Chain Management pathway. Review committees analyzed labor market data, industry standards, postsecondary alignment, assessments, credentials, and work-based learning opportunities to inform recommendations.

A public comment process was conducted, and recommendations were reviewed by the Kansas Advisory Committee for Career and Technical Education prior to being advanced for State Board consideration. Proposed updates included pathway revisions, course sequencing adjustments, expanded and consistent work-based learning opportunities, and the addition of entrepreneurship coursework across clusters. Approved changes were scheduled to take effect beginning with the 2027–2028 school year, with future cluster reviews planned on a rotating cycle.

Pathway Credentials:
The presentation provided an overview of Career and Technical Education pathway credential recommendations and related statutory requirements. It summarized updates to the Excel in CTE initiative and the annual review process for qualifying industry-recognized credentials aligned to high-demand occupations. The presentation highlighted recommended additions and updates to credential lists the 2026–2027 school year, including new and expanded certifications and proposed future considerations. It also reviewed statutory requirements for identifying, approving, and funding industry-sought credentials, the roles of state agencies and governing boards, and the use of credential lists to support pathway approval and student access to credentialing opportunities.

PRESENTATION: TEACHER RETENTION SURVEY
Dr. Bret Church, Emporia State University

Dr. Church shared findings from the 2025 Kansas Teacher Retention Survey and examined factors influencing educator engagement, satisfaction, and long-term retention across the state. The purpose of the survey was described as understanding

why teachers stayed, why they considered leaving, and how engagement levels influenced both decisions and student outcomes.

The survey design and participation were reviewed, including response rates, regional representation, years of experience, and educator roles. The presentation emphasized that the survey provided a statewide snapshot rather than a single-year anomaly and allowed for trend comparisons across engagement levels. Respondents were grouped by engagement status, and differences in attitudes, intentions, and workplace perceptions were analyzed across those groups.

Findings indicated that teacher engagement was a strong predictor of retention. Highly engaged educators were described as more likely to remain in the profession and in their current districts, while disengaged educators were more likely to consider leaving either their district or the profession entirely. Engagement was also linked to perceptions of leadership, workload, compensation fairness, and professional respect. The presentation explored the financial and organizational costs of teacher turnover. Replacing teachers was described as costly for districts, not only due to recruitment and hiring expenses, but also because of onboarding, training, loss of institutional knowledge, and decreased continuity for students. High turnover was noted as disruptive to school culture, instructional consistency, and student achievement.

Several key drivers of engagement and retention were identified. These included supportive school leadership, trust in district administration, manageable workload expectations, access to resources, professional autonomy, and opportunities for growth and advancement. Compensation alone was not identified as the sole determinant of retention, but fairness, transparency, and alignment with responsibilities were shown to influence satisfaction and intent to stay.

The survey highlighted areas of lower satisfaction, including workload intensity, time demands, emotional exhaustion, and administrative burdens unrelated to instruction. Educators reporting lower engagement were more likely to feel that their voices were not heard in decision-making and that expectations continued to increase without corresponding support.

Differences in engagement and retention intent were also examined across career stages. Early-career educators were more likely to report uncertainty about staying long-term, while mid-career and veteran teachers cited burnout, workload sustainability, and leadership stability as key concerns. The presentation emphasized that retention strategies needed to be differentiated rather than uniform across experience levels.

The presentation emphasized that survey data could be used as a leading indicator rather than a reactive measure. Districts were encouraged to use engagement data proactively in strategic planning, negotiations, professional development planning, and school improvement efforts. Survey results were positioned as a tool to identify risk areas before large-scale attrition occurred, rather than responding after teachers had already decided to leave.

Dr. Church emphasized that improving teacher retention was not a single policy solution but required a systemic and sustained focus on educator experience. Engagement was described as a central lever that districts could influence through leadership practices, communication, workload management, and culture-building efforts. Improving engagement was presented as mutually beneficial for educators, students, and communities.

ACT ON PROFESSIONAL PRACTICES COMMISSION

Scott Gordon, General Counsel

A. Act on Complaint (breach of contract)

Mr. Zeck moved that the Kansas State Board of Education suspend the educator's license in case 26-PPC-10 for the remainder of the term of the current contract for breach of contract. Mrs. Haas seconded the motion. Motion carried 8-0-1 with Mrs. Potter present not voting.

(B) Act on Complaint (breach of contract)

Mr. Zeck move that the Kansas State Board of Education suspend the educator's license in case 26-PPC-12 for the remainder of the term of the current contract for breach of contract. Mrs. Haas seconded the motion. Motion carried 8-0-1 with Mrs. Potter present not voting.

RECEIVE SCHOOL BREAKFAST PROGRAM WAIVERS

Kelly Chanay, Director, Child Nutrition and Wellness

Director Chanay reviewed the statutory requirement that all Kansas public schools offer the School Breakfast Program and explained the State Board of Education's authority to grant waivers from this requirement. It outlined the eligibility criteria schools were required to meet to qualify for a waiver, including enrollment thresholds for free and reduced-price meal eligibility and evidence related to student need or participation. The presentation described circumstances under which schools could receive a waiver, such as low student participation despite offering breakfast, lack of demonstrated need, or the presence of policies and procedures addressing students' morning nutritional needs. The item was presented for board consideration as a receive item and it will be voted on in May.

BOARD POLICY REVISION OF THE CITIZENS' OPEN FORUM POLICY

Melanie Haas, Chair of Policy Committee

Mrs. Haas introduced the following text as a replacement for the present policy in the Board Policy Manual on Citizens' Open Forum:

Receive item in April 2026:

1012

POLICY: CITIZENS' OPEN FORUM

Policy Type: Governance Process

The Citizens' Open Forum is an opportunity for the general public to provide input on educational issues in the state of Kansas which are germane to the business of the board. Board members may not file a card to speak during Citizens' Open Forum as they do have the opportunity to be heard in other ways. This forum is for non-Board members only. Addressing the Board is a privilege and not a right.

Elected officials are encouraged to contact the board secretary to request speaking time on a monthly agenda, if they would like to have the opportunity to converse with board members on an education or legislative topic. Citizens' Open Forum is not a time for discussion, but an opportunity for the board to listen to the concerns of others.

Procedures for the Citizens' Open Forum are as follows:

(1) Each speaker shall be allowed to speak for three minutes.

(2) State Board of Education members may ask clarifying questions of the person making the presentation. The speaker will have up to one minute to respond. The presiding officer may grant additional time at his/her discretion.

(3) By consent of the Board, the agenda time may be extended. While offering a limited public forum is important to the Board, it is also necessary to ensure that the Board allows enough time to conduct its regular business.

(4) Information may be submitted to the Board in written form. Thirteen (13) copies should be provided.

(5) At the discretion of the chair and with regards to the timeliness of the agenda, the Citizens' Open Forum may be closed and reopened at a later time or date to be announced.

(6) Any person wishing to speak shall sign in prior to the commencement of the Citizens' Open Forum and shall complete a presenter's card, giving his or her name and address, the subject of the comments (which must be confined to topics which are germane to the business of the Board), and the name of any group he or she is representing. Speakers shall be recognized according to the order in which they signed in. If the Chair determines that the speaker is

attacking someone personally, the speaker will be asked to stop. If the Chair determines that the speaker is speaking about topics that have nothing to do with educational issues, the speaker will be asked to stop. (7) To maintain consistent expectations among all parties involved, the following script shall be read by the board chair, to open and close this section of the meeting. **CITIZENS' OPEN FORUM SCRIPT [TO OPEN:]** I now declare the Citizens' Open Forum of the Kansas State Board of Education meeting open at [_exact time_]. The State Board provides this opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Speakers will identify themselves by name and the name of the group they represent, if applicable. Per policy, speakers are required to focus their remarks on issues or topics. Personal attacks will not be tolerated. Each speaker shall be limited to 3 minutes. Any Board questions will be for clarification only, not to engage in discussion. Our first speaker is _____, followed by _____. **[TO CLOSE:]**

The State Board's Citizens' Open Forum is closed at [_exact time_]. We would like to thank our speakers for sharing their views with the Board. The State Board will determine if any of the issues should be addressed as an Agenda item at a future meeting.
Adopted: August 9, 1989
Amended: March 10, 1998; April 12, 2000; Nov. 14, 2001; Nov. 14, 2007; March 11, 2014; March 11, 2020; October 11, 2022, April 14, 2026

ACT ON EVALUATION REVIEW COMMITTEE RECOMMENDATIONS FOR HIGHER EDUCATION ACCREDITATION APPROVAL/PROGRAM REVIEWS
Dr. Catherine Chmidling, Teacher Licensure

Mr. Hershberger moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation provider accreditation for Bethel College, MidAmerica Nazarene University, and Washburn University and program approvals for MidAmerica Nazarene University, Pittsburg State University, and Wichita State University. Dr. New seconded the motion. Motion carried 9-0.

LEGISLATIVE UPDATE
Dr. Frank Harwood

Dr. Harwood gave a summary of the bills that passed the Kansas State Legislature that would affect the education community. The presentation provided an overview of the 2026 Kansas legislative session as it related to education policy and funding. The Legislature adjourned sine die in the early morning hours of April 11, 2026, concluding the second year of the biennium. Lawmakers introduced more than 600 bills during the session, with 147 ultimately passing. Because it was the final year of the biennium, any bills that did not pass were no longer eligible for consideration.

Significant budget actions affected the Kansas School for the Blind and the Kansas School for the Deaf. Both agencies received authorization to extend employee contracts by six days and to increase salaries for fiscal years 2026 and 2027. Procurement language was modified to permit the use of local school district purchasing processes rather than state agency procedures. Capital improvement funding was increased, with specific projects approved, including roof replacement, remodeling efforts, demolition, and vehicle purchases. Despite the inclusion of a 1.5 percent lapse for fiscal year 2027, several vetoes related to these budgets were overridden by the Legislature.

The Kansas State Department of Education budget was addressed primarily through substitute legislation making appropriations for fiscal years 2026 through 2028. The budget funded an estimated cost-of-living adjustment tied to CPI-U, added new funding for special education, expanded safe and secure school grants, and provided support for military student compact dues. Funding was allocated for AEDs and CPR equipment while other proposed appropriations, including a virtual math program and portions of a mental health initiative, were eliminated. Additional resources were directed toward professional development, mentor teachers, National Board certification, E-Rate matching funds, academic assessment tools, and career-focused programs.

The budget also imposed reporting requirements on federal funds and special education expenditures, with the release of new special education funding contingent on timely completion of those reports. Policy provisions within the budget legislation addressed student walkouts, participation in federal assessment waivers, and changes to state assessment cut scores. Some of these provisions were sustained following a gubernatorial veto, while others were overridden by the Legislature. Collectively, these measures reflected an emphasis on accountability, assessment alignment, and fiscal oversight.

Numerous education-related bills were signed into law during the session. These included measures expanding access to school nutrition programs, revising timelines for innovative district applications, addressing postsecondary credentialing and workforce development, strengthening literacy reporting requirements, and establishing career readiness assessments with transferable credentials. Other enacted legislation regulated student use of personal electronic devices, clarified school enrollment rights for children in state custody, licensed speech-language pathology assistants, expanded examination provider options, and enabled interstate practice for athletic trainers. Additional laws addressed virtual student assessment administration, exchange student enrollment, nonpublic school participation in activities, school safety drills, fentanyl education, and naloxone availability.

Several bills were vetoed by the Governor, including proposals related to scholarship tax credits and protest petition thresholds for property tax increases. However, the Legislature overrode vetoes on other measures, including legislation concerning biological sex designations in public facilities, participation in federal scholarship tax credit programs, and transparency requirements for contingency fee contracts. At the close of the presentation, several education-related bills remained with the Governor, addressing civics education requirements, daily recess mandates for elementary students, and revised protest petition

standards for property tax increases, with specified exemptions.

COMMITTEE REPORTS

Mrs. Dombrosky spoke about the upcoming KSD site council that will be held in May.

Mr. Porter will be attending the KS Legislature Task force on School finance this coming week as well as the KSHSAA meetings.

Chair Hopkins reported on the Teacher Vacancy meeting.

Mrs. Potter visited the Cheney school and learned about recipe preparation.

FUTURE AGENDA REQUESTS

Mrs. Potter requested that on the May agenda there be an item which would make certain documents available to the public: Invoices from Board Legal Counsel, itemized expense reimbursement paid to Board members, pre and post agenda informational letters to the Board as a whole by the Commissioner (Friday Notes).

Mrs. Dombrosky questioned how the career assessments were implemented. Dr. Watson has a brief explanation for her.

Mr. Hershberger would like more information on using devices in classrooms and on learning more about the effects of students writing by hand, as opposed to typing on devices.

BOARD COMMENTS

Mrs. Potter questioned whether she was under legal counsel or not by the Board Attorney. Board Attorney replied that she is covered as a Board member. She had questions about why she had received letters from the Board Attorney in November of 2025.

There was a brief discussion and Mr. Porter moved to adjourn the meeting, Mrs. Haas seconded the motion, motion carried 9-0.

The Chair then recessed the meeting until the following day when the Board met at the Kansas State School for the Blind at 8:30 a.m.

Kansas State Board of Education
April 15, 2026

Once a year the entire Board visits the two special schools; the Kansas State School for the Blind (KSSB) in Kansas City and the Kansas School for the Deaf (KSD) in Olathe. Everyone was present except for Mrs. Arnold. They visited KSSB first and Superintendent Harding had several reports, and they went on a short tour before having lunch with the students. There was one item the Board officially voted on.

Kansas State School for the Blind motion on additional contract days for KSSB Certified Staff FY 26

Mr. Porter moved that the Kansas State Board of Education suspend the rules and vote immediately on the item about additional contract days for KSSB certified staff. Vice Chair Zeck seconded the motion. Motion carried 9-0.

Mr. Porter moved that the Kansas State Board of Education approve the six additional contract days for certified staff at the Kansas State School for the Blind for the 2025-2026 school year to support the extended school year program. Mrs. O'Brien seconded the motion. Motion carried 9-0.

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After lunch, the Board drove over to KSD in Olathe. Superintendent Barron met them and had several reports, they went on some tours with students and then met for some official votes.

Kansas school for the Deaf motion to agree to the land transfer for municipal improvements

Mrs. Haas moved that the Kansas State Board of education suspend the rules and vote on the land transfer item immediately. Mrs. O'Brien seconded the motion. Motion carried 8-0-1 with Mrs. Potter present not voting. Mrs. Arnold was not present.

Mrs. Haas moved that the Kansas State Board of Education agree and codify the land transfer as recommended by the City of Olathe and the Kansas School for the Deaf. Mr. Hershberger seconded the motion. Motion carried 9-0.

The Board went into Executive Session to discuss the subject of non-elected personnel matters. When they returned they made the following motion:

Motion to continue the interview process for the Kansas School for the Deaf Superintendent

Mrs. Dombrosky moved that the Kansas State Board of Education continue interviewing for the KSD Superintendent position and find a permanent replacement in late winter, while having interim replacements until the superintendent is hired. Vice Chair Zeck seconded the motion. Motion carried 8-0-1 with Mrs. Potter present not voting.

After the votes, the Board went up to the KSD auditorium to participate in a celebration of the amazing years of service that Superintendent Barron has given to KSD and to the deaf community.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

Note: Some of the presentation summaries were developed using Copilot (AI tool).

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
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Agenda Tuesday, May 12, 2026

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

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	10 min	Chair Hopkins
(AI)	1. Approval of April 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 Licensure Review Committee recommendations		Director Shane Carter, Teacher Licensure
	e. Act on USD 434 (Two Motions) a. Bond and b. Capital Improvement		Director Dale Brungardt , School Finance
	f. Act to initiate the RFP process and contract for the financial monitoring system vendor for AmeriCorps Kansas		Director Beth Fultz, Career, Standards and Assessment Services
	g. Act on 2026-2027 AmeriCorps Kansas grant awards		Director Beth Fultz Career, Standards and Assessment Services
	h. Act on the salary of the Kansas State Commissioner of Education		Director Wendy Fritz, Human Resources
	i. Act on recommendations for approving Preschool-Aged At-Risk programs for 2026 – 2027		Director Amanda Petersen, Early Childhood
	j. Act on recommendations for funding Kansas Preschool Pilot grants for 2026-2027		Director Amanda Petersen, Early Childhood

Kansas Leads the world in the success of each student.

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

TIME	ITEM	DURATION	PRESENTER
10:10 a.m.	4. Commissioner's Report	20 min	Dr. Randy Watson
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m.	Break	10 min	
10:55 a.m. (IO)	6. **Recommendations** on Devices in Schools	45 min	Dr. Watson Mrs. Haas Vice Chair Zeck
11:40 a.m. (RI)	7. **Receive** RFP related to Blueprint for Literacy for the Universal Screener	20 min	Deputy Commissioner Nugent Dr. Curtis
12:00 – 1:30 p.m.	LUNCH BREAK	1.5 hours	
1:30 p.m. (IO)	8. Singing *Students from Williams Elementary in Topeka with Laura Cluke, Teacher*	20 min	
1:50 p.m. (IO)	9. **Reading Corner:** Roesland Elem USD 512	20 min	Dr. Curtis
2:10 p.m. (RI)	10. **Receive** Regs/Rules Review	10 min	Director Shane Carter, Teacher Licensure
2:20 p.m. (RI)	11. **Receive** Licensure Application Fee Changes	10 min	Director Shane Carter Teacher Licensure
2:30 p.m.	Break	10 min	
2:40 p.m. (RI)	12. **Receive (2) Standards & Higher Ed** **a.** Agriculture and Speech/Theatre standards **b.** Evaluation Review Committee recommendations for higher education accreditation approval/program reviews	30 min	Catherine Chmidling, Teacher Licensure
3:10 p.m. (AI)	13. **Act** on CTE **a.** Cluster Review **b.** Pathway Credential Recommendations	10 min	Director Beth Fultz Career, Standards and Assessment Services
3:15 p.m. (AI)	14. **Act on** School Breakfast Program Waivers	5 min	Director Kelly Chanay, Child Nutrition and Wellness
3:20 p.m. (AI)	15. **Act on** Board Policy Item on Citizen's Forum	10 min	Melanie Haas, Chair, Board Policy Committee
3:30 p.m. (IO)	16. Legislative Report	20 min	Deputy Commissioner Harwood
3:50 p.m.	Break	10 min	

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

TIME	ITEM	DURATION	PRESENTER
4:00 p.m. (AI)	17. Act on Professional Practice Commission (PPC) Recommendations	15 min	Scott Gordon, General Counsel Chair Ricardo Sanchez
4:15 p.m.	18. EXECUTIVE SESSION for the purpose of issues relating to non-elected personnel	45 min	
5:00 p.m.	Recess until Wednesday morning at 9 a.m.		

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

Agenda Wednesday, May 13, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m. (IO)	1. **Presentation** from USD 494 Syracuse on K-12 Digital Health and Safety Education	45 min	Paul Larkin, Superintendent with principal and parents
9:45 a.m. (IO)	2. **Presentation** on new law about social media and school staff members	15 min	Deputy Commissioner Nugent
10:00 a.m.	Break	10 min	
10:10 a.m. (RI)	3. **Receive** Code of Ethics for Educators	30 min	Scott Gordon Shane Carter
10:40 a.m. (RI)	4. **Act on National** Student Clearinghouse Contract for post-secondary data	20 min	Dr. Watson
11:00 a.m.	5. **Receive/Act** on MOU between Kansas School for the Deaf and Kansas National Educational Agency	10 min	Mark Ferguson Mrs. Dombrosky
11:10 a.m.	Break	10 min	
11:20 a.m.	6. **Update:** Registered Teacher Youth Apprenticeship Program	30 min	Director Shane Carter & guests
11:50 a.m. (RI)	7. **Receive** Orion Adult Alternative Education Waiver Application With guests from the district	20 min	Deputy Commissioner Harwood
12:10 p.m.	Break	10 min	
12:20 p.m.	8. Chair Report and Committee Reports	10 min	Chair Hopkins and All Board members
12:30 p.m. (AI)	9. **Act** on Travel Approvals	5 min	Chair Hopkins
12:35 p.m.	10. Board Comments	5 min	All Board members
12:40 p.m.	11. Future Agenda Requests	5 min	All Board members
12:45 p.m.	Adjourn		

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

Item Title: Personnel Report

From: Grace Keating, Wendy Fritz

Personnel Report:

Total employees 280 as of pay period ending 4/11/2026. 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		
Unclassified	4	4	3	4	0	0	1	2	0	2		
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0		
Total Separations	5	1	4	2	1	2	0	0	5	4		
Classified	0	0	0	0	0	0	0	0	0	0		
Unclassified	4	1	3	2	1	1	0	0	5	4		
Unclassified Regular (leadership)	1	0	1	0	0	1	0	0	0	0		
Recruiting (data on 1st day of month)	2	3	5	3	1	1	0	0	2	2		
Unclassified	2	3	5	3	1	1	0	0	2	2		
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0		

Arely Baeza to the position of Program Consultant on the Child Nutrition and Wellness team, effective April 13, 2026, at an annual salary of $57,782.40. This position is funded by State Administrative Expense, SFSP Admin, and CACFP Audit fund.

Jennifer Ashley to the position of Senior Administrative Specialist on the Division of Fiscal and Administrative services team, effective April 20, 2026, at an annual salary of $60,736.00. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 b.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

USD 206 Remington-Whitewater

USD 214 Ulysses

USD 360 Caldwell

USD 418 McPherson

Z0029 Kansas City Diocese

Z0064 Annoor Islamic School

Explanation of Situation Requiring Action:

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

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

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

State department staff have reviewed the above five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend them be approved.

Professional Development Plan

Whitewater-Remington USD #206



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

5-year Professional Development Plan Approval

The USD 206 Professional Development Council approved the following plan, at its meeting held on 12.17.2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Carla S Ryan (Signature) 4.8.26 (Date)

The USD 206 Board of Education approved the following plan, at its meeting held on 2.9.26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Tom Bommer (Signature) 4.8.26 (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

OUR DISTRICT MISSION

The Mission of Remington U.S.D. #206 is to work with the community to provide quality education for all students in a safe environment.

- Professional development is required for ALL certified and classified personnel, our greatest organizational resource, to continue to enhance and improve their competencies.
- All members of our school community should be provided opportunities for growth, which enhance the development of the whole organization, individual sites within the organization, and the individual.
- Professional development is essential, as we continue to strive for quality and the accomplishment of our mission.
- Professional development should link the district organization, the building, and the individual.

Professional development should focus on the desired outcomes and results of participation versus just attendance.

- Professional development and life-long learning are integral parts of our district's overall strategic plan.
- The ultimate purpose of staff development is to impact student learning and to facilitate organizational success.

Various Purposes

A comprehensive individual professional development program includes opportunities that address a variety of purposes:

- Inspiration: Motivation, Renewal
- Awareness: General exposure to ideas
- Renewal: All staff with the organization or building involved in learning from knowledge to application; requirement of all
- Intervention: Specific assistance for specific concerns
- Emerging needs: Exposure to innovations; enrichment (usually for a subgroup of the staff)

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 206 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.

Membership and Terms

- The Professional Development Council shall consist of membership of 75% of certified faculty with membership representation from each building and 25% administration chosen by the administration.
- Council members will serve three-year terms.
- PDC building representatives will rotate off of the Council to ensure two PDC members return each year
- Members may serve additional terms.
- Should a vacancy occur prior to the end of a term, a new building representative will be elected by the teachers of the building.

Elections

- At the end of a member's three-year term, a building representative will be elected by the teachers of the building by the end of the school year.
- If there is a vacancy in the middle of the school year, a new member would be elected in thirty days.
- The chairperson is responsible for the documentation of each meeting's notes.
- Meeting documents will be shared through Google Drive.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Remington Elementary School	1
Remington Middle School	1
Remington High School	1
Total	3

1.22 Licensed Teacher Group Selection Process:

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

Principals of each building guide the process of selecting PDC members through the voting process.

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

Three years - changed from two years.

If any, what are the term limits?

No Limits

If the terms are staggered, how is that done?

Rotation of buildings to ensure two PDC members return each year

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

Standard rotations will be selected by the end of the school year. If there is a vacancy in the middle of the school year, a new member would be elected within thirty days of the notice of the vacancy.

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

The administration of the building will send out a google form to ask for nominations, at which time staff can nominate themselves as well as others.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Google Form

Who tallies/documents the selections?
The Principal of each building.

Who reports the results to the PDC Chair or designee?
The Principal

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

RES, RMS, RHS

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
USD 206 Administration	1
Total	1

1.24 Licensed Leader Group Selection Process:

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

Superintendent

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

Three Years

If any, what are the term limits?

No Limits

If the terms are staggered, how is that done?

NA

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

The end of the school year.

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

Through the Superintendent

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

Administrator Meetings

Who tallies/documents the selections?

Superintendent

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:

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the building principal or superintendent (if the victim is a 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.

Description

The Professional Development Council for the Remington School District is a representative group of staff members (teachers and administrators) who will advise the Superintendent, the local Board of Education and the Building Leadership Teams in matters concerning the coordination, implementation, and operation of Remington's Professional Development Program.

Purpose of the PDC

- Provide leadership for staff development opportunities within the district which will enhance the district organization, building sites, and the individual.
- Coordinate, support, and communicate the Professional Development Program.
- Provide feedback for the district's total staff development efforts.

Functions of the PDC

- Develop and recommend to the local Board of Education (BOE) Remington Professional Development Program to be submitted to the Kansas State Department of Education (KSDE) to fulfill the requirement of the Kansas Inservice Program.
- Review and evaluate annually the Remington Professional Development Program, including program goals and objectives.
- Assist administrators in preparing an annual report for the BOE, Superintendent and the KSDE which includes:
  - A review of the functions of the Remington Professional Development Program.
  - An evaluation of the effectiveness of the past year's professional development opportunities.

- A statement of the priorities for the following school year at the district organization, building and individual levels.
- An update of proposed professional development activities for the following school year.

- Communicate the importance of staff development to all district employees and patrons of the district.
- Establish and evaluate policies, procedures, and criteria for Individual Professional Development Plans at the district, building and individual levels.
- Communicate procedures of the Professional Development Program.
- Validate professional development credit points earned under the district, building, and Individual Professional Development Plans.
- Serve as a resource for the district/building/individual questions and concerns related to the Professional Development Program.
- Examine Individual Professional Development Plans and recommend approval or disapproval to the BOE.

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

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the District and Superintendents Calendar/meeting minutes. 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 Chairperson is elected by the PDC for a three-year term. That position is filled when that person completes their term in May of their third year. The Secretary is provided by the school district and is not an elected position. If the Chairperson position must be filled at another time during a school year, it is to be filled within 30 days of the vacancy notification.

The Chairperson

- Arranges for the preparation and distribution of agenda for meetings.
- Presides at all regular meetings.
- Calls and presides at all special meetings.
- Serves as an ex-officio member of any subcommittees.
- Receives all resignations from the PDC.
- Arranges for the preparation of an annual evaluation of the PD Education Plan.
- Appoints PDC members to ad hoc subcommittees, subject to approval of the PDC.
- Represents the PDC at all appropriate public functions or appoints a PDC member to represent the PDC.
- Carries out any other duties as described in this document or as assigned by the PDC.

The Secretary

- Records the minutes of all meetings.
- Arranges for preparation and distribution of minutes to all members of the PDC and all certified personnel.
- Handles PDC correspondence.
- Maintains a file of PDC minutes and correspondence.
- Maintains a calendar of approved PD activities and arranges for its distribution.
- Maintains and updates the Individual Professional Development Plans.
- Prepares transcripts
- Communicates with the Kansas State Department of Education

1.51 Meetings

Meetings

- The PDC will meet each new school year to set a schedule of meetings for the year, located on the Superintendent's Calendar for notifications to all PDC members.
- The chairperson may cancel scheduled meetings and/or call special meetings, giving members a minimum of 48 hours advanced notification via email.
- All meetings of the Council are public and open to whomever wishes to observe. Staff members who have questions or concerns, who are presenting projects, or who are appealing previous decisions are all encouraged to attend.
- Meetings may be held electronically if necessary due to the weather or to the need to have an emergency meeting for points. If so, the meeting will be held on Zoom, Microsoft Teams, or through email and the sharing of documents.
- The PDC will meet to award points once a semester with emergency meetings called as necessary. If approval is needed prior to the next PDC meeting, it may be given by agreement between the building representative and the PDC chair. If agreement cannot be reached, approval must wait until the next PDC 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 3 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:
    a. Frontline

2. When are staff trained to use the system?
    a. New Teacher Orientation
    b. August for all teachers

3. List the names of the forms used in the system for PDC activities and business:
    a. College Credit
    b. Knowledge Level
    c. Application Level
    d. Impact Level
    e. Service to the Profession
    f. IPDP

Copies of forms that are not part of one of the electronic systems should be included in the appendices.

4. If all forms are paper or self-created forms, they should be 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	X	Email	PDC Chair	Y
IPDP's	X	FrontLine	Secretary	Y
Meeting Minutes	X	Google Docs	PDC Chair	Yes
Member Selection	X	Google Form	Building Principal	Yes
Officer Selection	X	Minutes	Secretary	Yes
PD Plan Process	X	PDC Plan	PDC Chair	Yes
PD Points	X	FrontLine	Secretary	Yes
Staff PD Needs Assessments	X	Multiple Documents with Superintendent	Superintendent	No

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 the PDC Plan is communicated by the Superintendent to the Board of Education.

1.55 Approvals

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

5-year Professional Development Plan Review

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

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

If the annual evaluation ~~in five years~~ 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. The Secretary will make the appropriate changes in FrontLine.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principal/Designated Supervisor
2nd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow PDC Chair to approve IPDP's. The PDC Chair will consult with the PDC if he/she needs input before approving an IPDP. If the PDC Chair does not approve an IPDP, he/she 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-	Principal
2nd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. 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



Any licensed person who is not employed by but who works or resides within USD 206 Whitewater-Remington is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the District Office at 316-799-2115.

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

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

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.

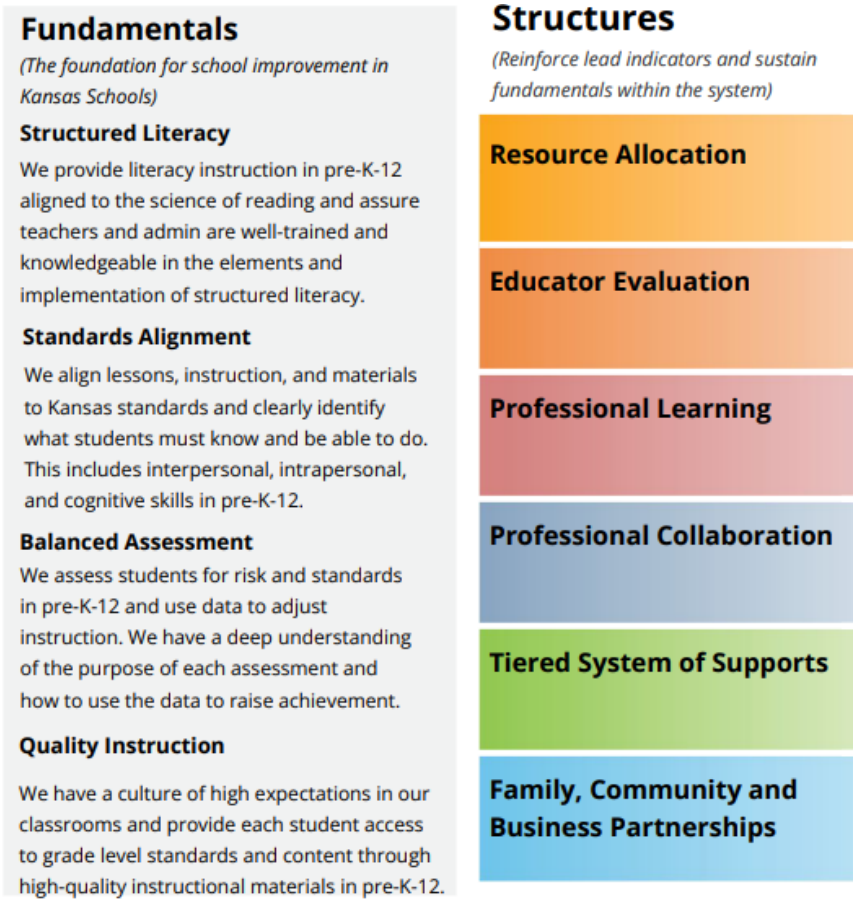
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

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

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Need(s)

- The District provides Google surveys to determine effectiveness of professional development.

2.5 Reporting Results of Evaluation of In-Service Needs

- The results of the Google surveys will be shared with administration and the PDC. Information will be shared to stakeholders through the district website and social media.

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.

How to Write an Individual Professional Development Plan

- Each USD 206 certified staff member will receive a copy of the Remington School District Professional Development plan. Certified staff will need to maintain his/her individual professional development

plan through the use of Frontline. Points will be recorded on the individual's transcript after being approved by the Professional Development Council.

- Fill out a complete Individual Professional Development Plan form on Frontline.
- List at least three personal goals.
- Submit to PDC

Earning Individual Professional Development Points

After you have your IPDP approved by the PDC:

- Complete the College Course or Knowledge Level form to obtain pre-approval from the PDC for all course work/workshops.
- Submit the completed form to a building representative.
- After completion of course work/workshop log into Frontline and complete Knowledge Validation questions and then submit.
- Points for license renewal must be earned in:
  - content standard for your endorsement and/or
  - professional education and/or
  - service to the profession
- The PDC will validate points.
- Transcripts may be viewed through Frontline. Contact the district office to submit a transcript to KSDE.

How to Document Knowledge Points

1. Activities are listed on Knowledge/Level 1 form.
2. Complete the Knowledge Level form and Knowledge Validation questions.

How to Document Application Points

1. Submit an approved copy of Knowledge/Level 1 Form and Application/Level 2 Form.
2. Upon completion of the Application/Skills Activity, appropriate documentation must be submitted with the Application/Skills Level 2 form.

How to Document Impact Points

1. Submit an approved copy of Knowledge/Level 1 form, Application/Level 2 form, and Impact/Level 3 form.
2. Upon completion of the Impact/Skills Activity, appropriate documentation must be submitted with the Impact/Level 3 form.

How to Document Service to the Profession Points

1. List approved committees and times spent on the Service to the Profession form.
2. Submit the form for approval.

Questions and Answers

- **Are you required to participate?**

  Yes, every teacher, in order to renew his/her license will need to participate in the Professional Development plan. **Are you required to fill out an Individual Professional Development Plan?**

  Yes, each staff member will be requested to sign an IPDP.

- **What are my responsibilities?**

  You are responsible for:

  2 Maintaining documentation of your professional development activities;

3 Correctly filling the proper forms; and
4 Delivery of documentation to the Professional Development Council upon request either in December or May.
5 Apply in a timely manner. You can apply up to 6 months prior to the expiration date.

- **What about summer activities?**
  Points will be awarded annually including summer activities and for other activities since the last date points were verified for the individual.

- **Who do I ask if I have a question(s) about my transcript?**
  Direct questions to your building's council member.
  Direct your questions about your IPDP transcript to the district secretary.

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.

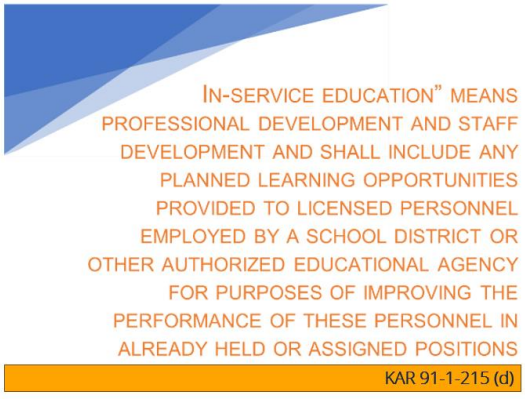
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations 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.

Applying for Relicensure

1. Complete the Kansas Certification Form online at KSDE.org.
2. Obtain all official college transcripts (sealed) to be uploaded with the application.
3. All college and Frontline transcripts need to be sent to the district secretary for official individual professional development transcripts to be uploaded to KSDE.
4. Renewals can be submitted no more than 6 months prior to expiration.

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 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 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.

Using Points for Horizontal Salary Schedule Movement

Movement on the salary schedule shall refer to both college credits and professional development points. In all salary schedule columns (A-L), half the requirement for movement may be met with college credit and half the requirement may be met with professional development application and/or impact points. Twenty points will be given per college credit hour. If the requirement for application points is met, points will be doubled. If the requirement for impact points is met, points

will be tripled. Points earned through in-service and/or workshops may be used for application and/or impact points as described in the PDC plan.

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

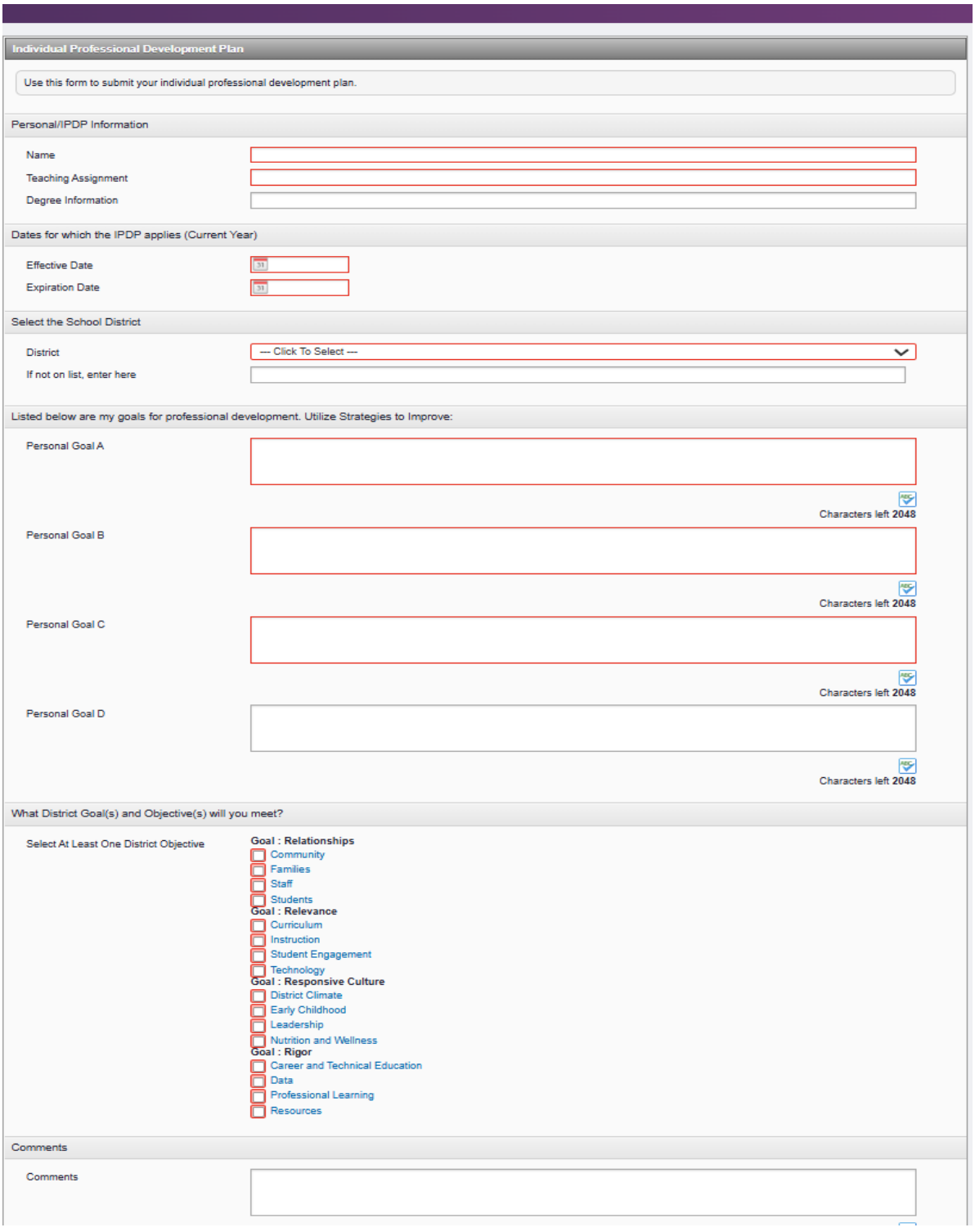
Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendix I- IPDP Form



Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IPDP Information

Name

Teaching Assignment

Degree Information

Dates for which the IPDP applies (Current Year)

Effective Date

Expiration Date

Select the School District

District — --- Click To Select ---

If not on list, enter here

Listed below are my goals for professional development. Utilize Strategies to Improve:

Personal Goal A

Characters left 2048

Personal Goal B

Characters left 2048

Personal Goal C

Characters left 2048

Personal Goal D

Characters left 2048

What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective

Goal : Relationships
- Community
- Families
- Staff
- Students

Goal : Relevance
- Curriculum
- Instruction
- Student Engagement
- Technology

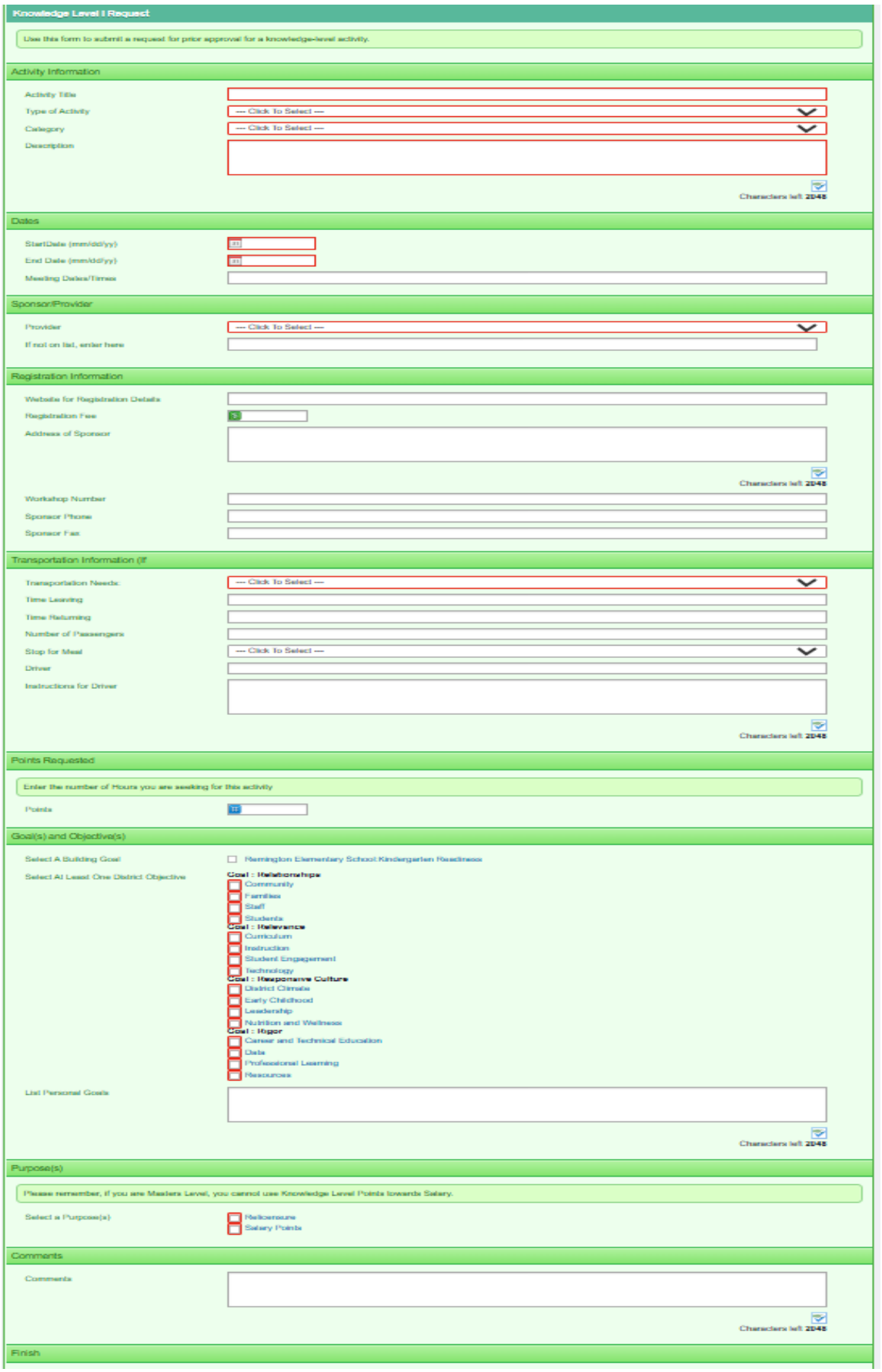
Goal : Responsive Culture
- District Climate
- Early Childhood
- Leadership
- Nutrition and Wellness

Goal : Rigor
- Career and Technical Education
- Data
- Professional Learning
- Resources

Comments

Comments

Appendix 2-Knowledge Form



Knowledge Level I Request

Use this form to submit a request for prior approval for a knowledge-level activity.

Activity Information

Activity Title
Type of Activity — Click To Select —
Category — Click To Select —
Description
Characters left: 2048

Dates

Start Date (mm/dd/yy)
End Date (mm/dd/yy)
Meeting Dates/Times

Sponsor/Provider

Provider — Click To Select —
If not on list, enter here

Registration Information

Website for Registration Details
Registration Fee
Address of Sponsor
Characters left: 2048
Workshop Number
Sponsor Phone
Sponsor Fax

Transportation Information (if

Transportation Needs — Click To Select —
Time Leaving
Time Returning
Number of Passengers
Stop for Meal — Click To Select —
Driver
Instructions for Driver
Characters left: 2048

Points Requested

Enter the number of Hours you are seeking for this activity

Points

Goal(s) and Objective(s)

Select A Building Goal — Nemington Elementary School Kindergarten Readiness

Select At Least One District Objective

Goal : Relationships
- Community
- Families
- Staff
- Students

Goal : Relevance
- Curriculum
- Instruction
- Student Engagement
- Technology

Goal : Responsive Culture
- District Climate
- Early Childhood
- Leadership
- Nutrition and Wellness

Goal : Rigor
- Career and Technical Education
- Data
- Professional Learning
- Resources

List Personal Goals
Characters left: 2048

Purpose(s)

Please remember, if you are Masters Level, you cannot use Knowledge Level Points towards Salary.

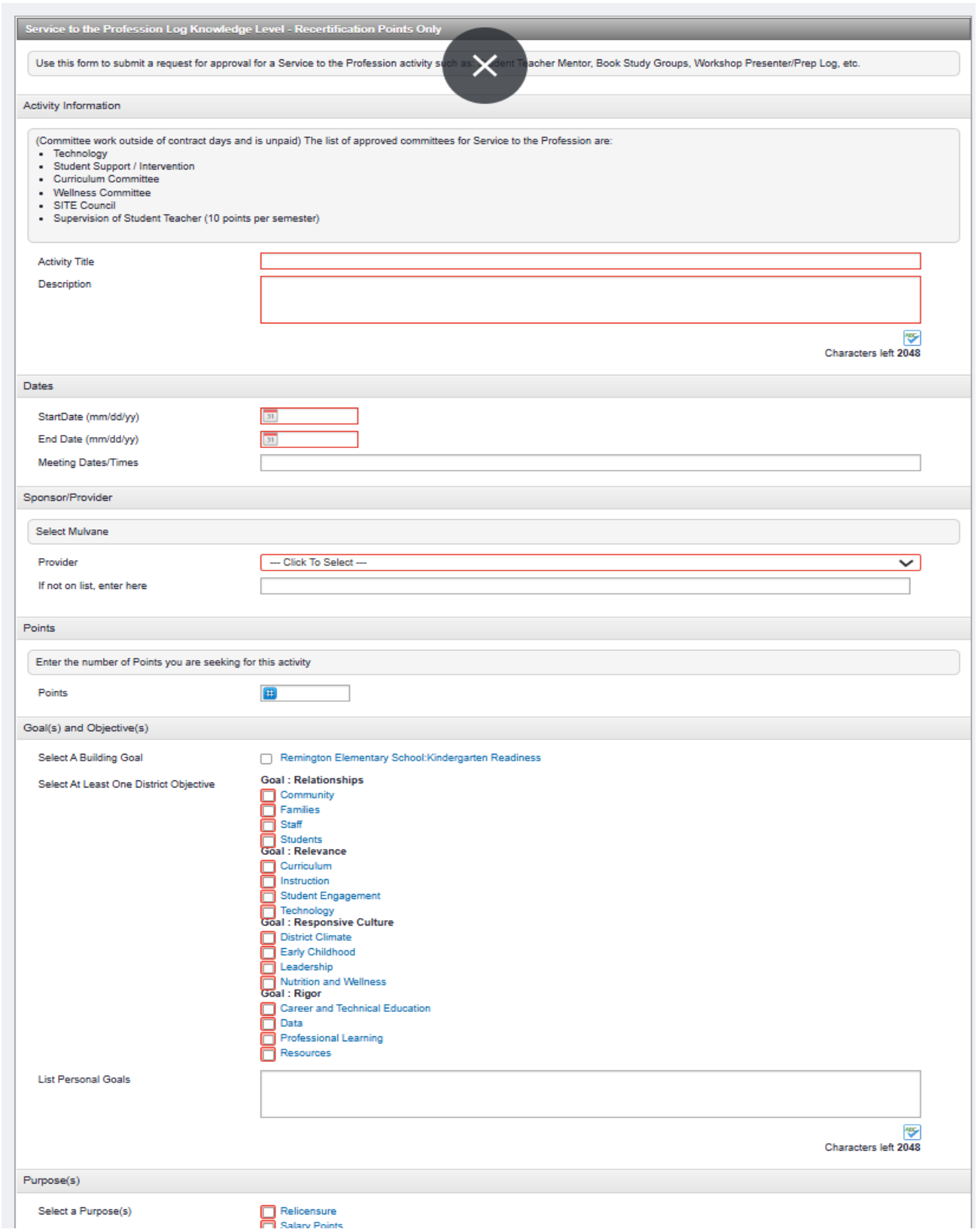
Select a Purpose(s)
- Relicensure
- Salary Points

Comments

Comments
Characters left: 2048

Finish

Appendix 3- Service to Profession Form



Service to the Profession Log Knowledge Level - Recertification Points Only

Use this form to submit a request for approval for a Service to the Profession activity such as: ...dent Teacher Mentor, Book Study Groups, Workshop Presenter/Prep Log, etc.

Activity Information

(Committee work outside of contract days and is unpaid) The list of approved committees for Service to the Profession are:
- Technology
- Student Support / Intervention
- Curriculum Committee
- Wellness Committee
- SITE Council
- Supervision of Student Teacher (10 points per semester)

Activity Title

Description

Characters left 2048

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Sponsor/Provider

Select Mulvane

Provider --- Click To Select ---

If not on list, enter here

Points

Enter the number of Points you are seeking for this activity

Points

Goal(s) and Objective(s)

Select A Building Goal: Remington Elementary School:Kindergarten Readiness

Select At Least One District Objective

Goal : Relationships
- Community
- Families
- Staff
- Students

Goal : Relevance
- Curriculum
- Instruction
- Student Engagement
- Technology

Goal : Responsive Culture
- District Climate
- Early Childhood
- Leadership
- Nutrition and Wellness

Goal : Rigor
- Career and Technical Education
- Data
- Professional Learning
- Resources

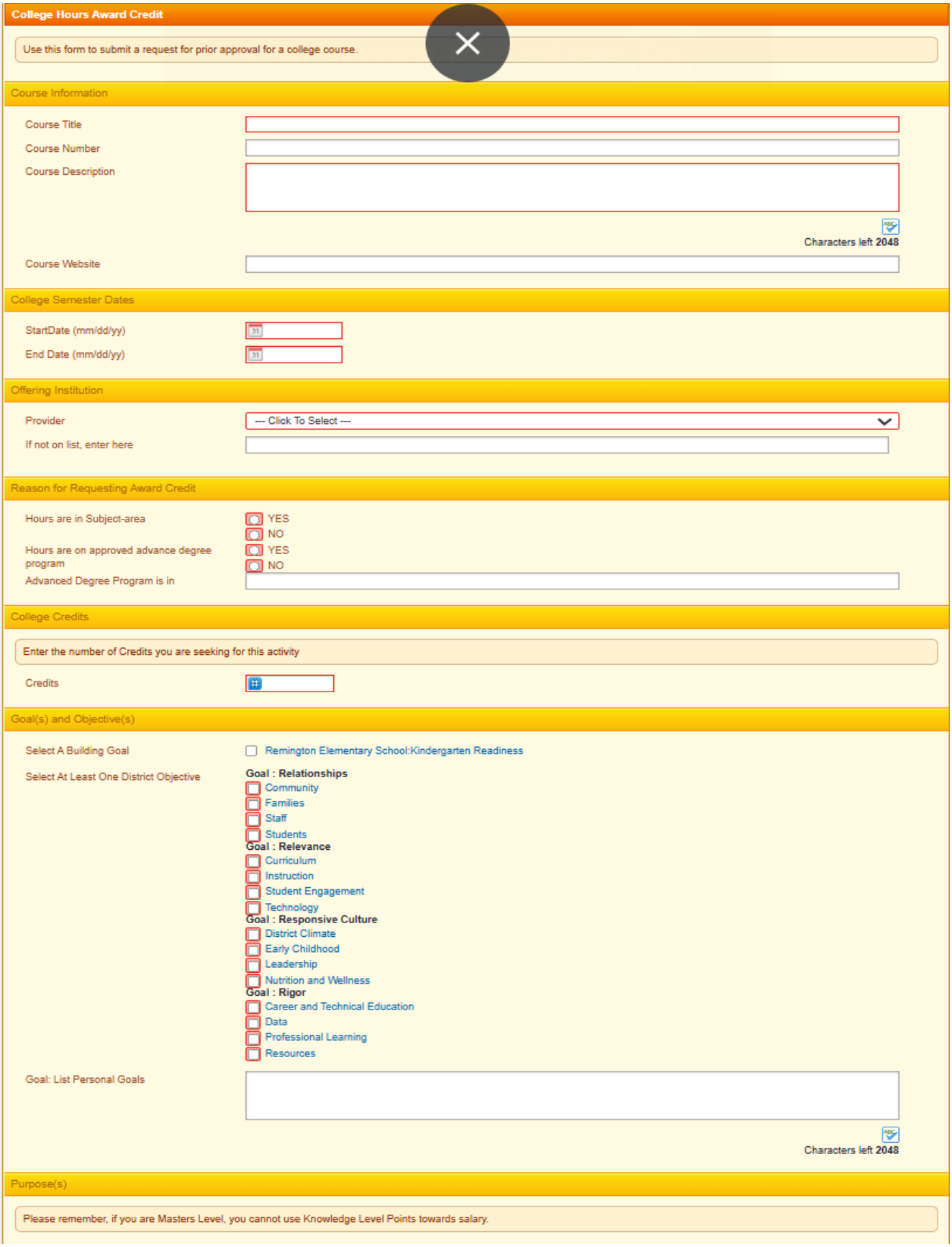
List Personal Goals

Characters left 2048

Purpose(s)

Select a Purpose(s): Relicensure

Appendix 4- College Form



College Hours Award Credit

Use this form to submit a request for prior approval for a college course.

Course Information

Course Title

Course Number

Course Description

Characters left 2048

Course Website

College Semester Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Offering Institution

Provider — --- Click To Select ---

If not on list, enter here

Reason for Requesting Award Credit

Hours are in Subject-area — YES / NO

Hours are on approved advance degree program — YES / NO

Advanced Degree Program is in

College Credits

Enter the number of Credits you are seeking for this activity

Credits

Goal(s) and Objective(s)

Select A Building Goal — Remington Elementary School:Kindergarten Readiness

Select At Least One District Objective

Goal : Relationships
- Community
- Families
- Staff
- Students

Goal : Relevance
- Curriculum
- Instruction
- Student Engagement
- Technology

Goal : Responsive Culture
- District Climate
- Early Childhood
- Leadership
- Nutrition and Wellness

Goal : Rigor
- Career and Technical Education
- Data
- Professional Learning
- Resources

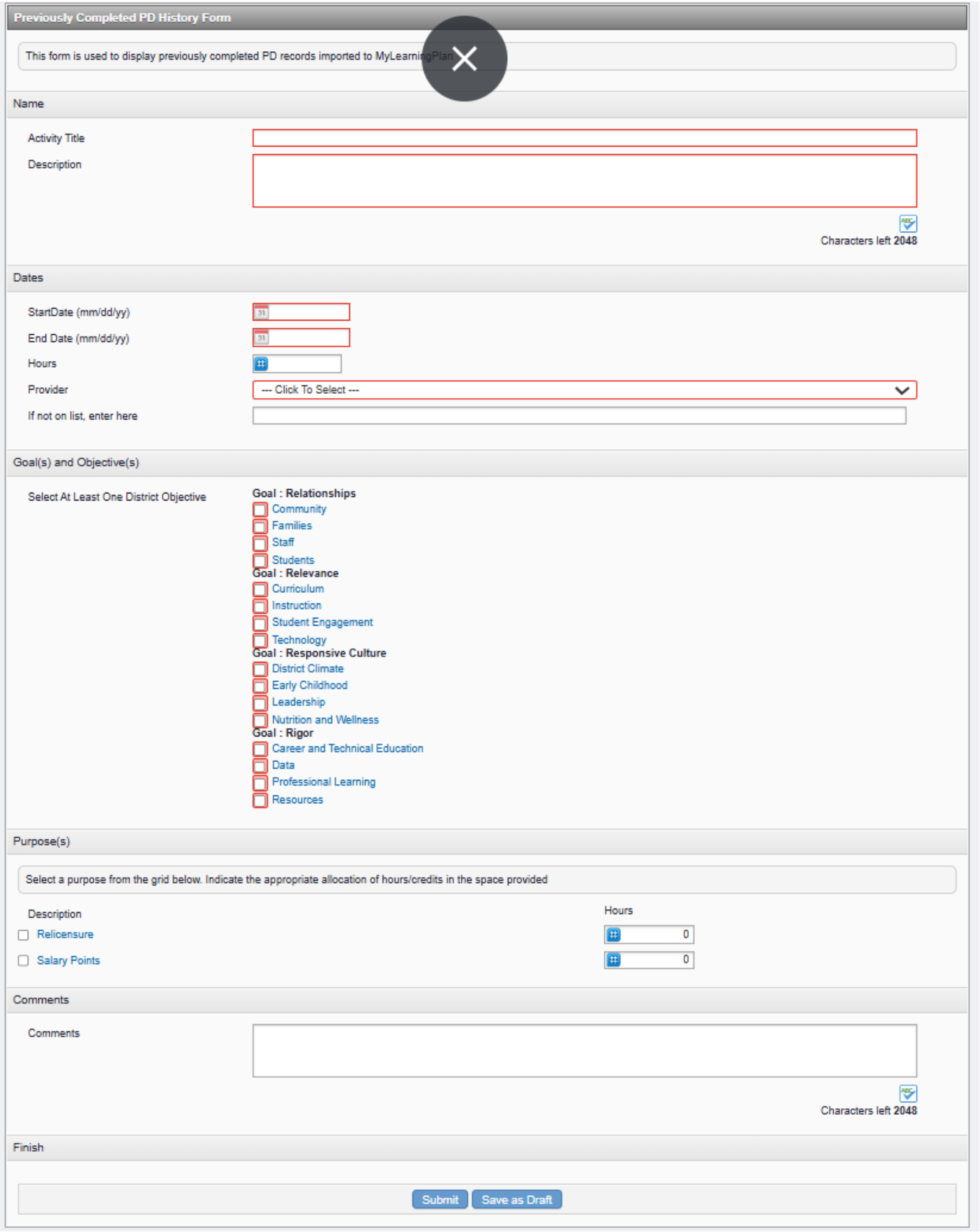
Goal: List Personal Goals

Characters left 2048

Purpose(s)

Please remember, if you are Masters Level, you cannot use Knowledge Level Points towards salary.

Appendix 5- Previously Completed PD History Form



Professional Development Plan
2025-2030

USD 214
Ulysses

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

5-year Professional Development Plan Approval

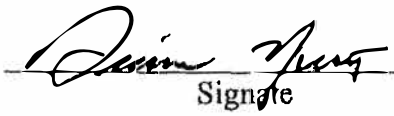
The USD 214-Ulysses Professional Development Council approved the following plan according to KAR 91-1-216(c) for submission for approval of the Kansas State Board of Education

PDC Chair:  3-9-2026

Signature Date

The USD 214-Ulysses Board of Education approved the following plan according to KAR 91-1-216(c) for submission to the Kansas State Board of Education for approval.

Board of Education President:

 3-9-2026

Signature Date

Plan Updates

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

Add Pages as needed

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Section One

Professional Development Council (PDC)

1.0 Introduction

USD 214-Ulysses District Mission Statement: Preparing Every Student Every Day!

USD 214-Ulysses District Vision Statement: USD 214 is a Community Engaged in Learning, Striving for Excellence, and Achieving Success.

Purpose of Professional Development Plan (PDP): The Professional Development Plan for USD 214-Ulysses is the officially submitted plan required by state regulation to permit the use of in-service education for the renewal of certification of employees and certified substitutes. Authority for the design and implementation of the plan is in accordance with the Kansas Professional Development Program Regulations and the Kansas Renewal Regulations. The Professional Development Plan will be used for licensure only. The Professional Development Council will assist in:

1. Developing and recommending to the Board of Education and the district administration a five-year professional development plan.
2. Aligning staff development with district mission.
3. Implementing school improvement plans.
4. Approving individual development plans.
5. Recommending or disapproving validation of points for staff development.

1.1 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 214-Ulysses PDC are staff who are licensed teachers and/or leaders. Each is selected by licensed teachers and leaders representing the groups to which they belong. The PDC will have as many or more licensed leaders as teachers, 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 requirements, to be contrary to regulations and therefore invalid.

The Professional Development Council is a representative group of district-licensed personnel that advises and informs the USD 214 Board of Education on matters related to the District's Professional Development Plan. Members of the PDC also participate in annual training related to their roles and responsibilities.

The qualifications for membership on the USD 214 PDC committee are as follows: Teachers are defined as all certified/licensed members of the USD 214 Ulysses School District who are not currently employed under an administrative contract. A Building Level Administrator shall be defined as those persons who receive an administrator’s contract approved by the USD 214 Ulysses Board of Education.

Standing membership shall be composed of six (6) members.

- District Leader - One Member
- Building Leader - One member
- Ulysses High School Teacher - One member
- Kepley Middle School Teacher - One Member
- Sullivan Elementary Teacher - One member
- Hickok Elementary Teacher - One member

The USD 214-Ulysses Assistant 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 Assistant Superintendent before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

- PDC Membership is determined by September for the concurrent school year through a peer selection process.
    - All vacant positions are communicated to licensed staff through the district email from the Assistant Superintendent.
    - All certified employees have the opportunity to apply for or be nominated for an open PDC membership spot through a Google Form (Appendix A).
    - All certified employee applicants (for each position) are then placed on a ballot (Google Form-Appendix B) and voted for by the group they represent (teacher or leader at each building). If there are no certified employee applicants to serve on the PDC, then all eligible representatives will be placed on the ballot.
- Members agree to serve a 5-year term but may end their membership early if they choose. Members can be reelected for as many terms as they wish.
    - The terms of the elected members will be staggered, so that two new members will be elected every 5th year.
        - The Elementary members will be elected in the even-numbered years.
        - The Secondary members will be elected in the odd-numbered years.
    - If a PDC member resigns their position in the middle of their term, an election will be held at the next building-level faculty meeting for which that member represents.
        - The newly elected PDC member replacing the resigning member's position will complete the term of said member they are replacing. Then, the freshly elected PDC member will need to reapply or be nominated for another term when the current term ends.
- The PDC members will select a Professional Development Chairperson through a volunteer and voting process.
    - All PDC Members with 1 year of PDC experience will have the opportunity to be the PD Chairperson by volunteering during the 4th quarter PDC meeting.
    - All volunteers are then placed on a ballot (Google Form) and voted for by all PDC members.
    - If no members volunteer to serve on the PDC, then all eligible representatives will be placed on the ballot. The ballot will be emailed to all PDC members by the Assistant Superintendent within one week of the 4th quarter PDC meeting, and should be completed within the same timeframe.
    - The PDC Member with the most votes will be named PDC Chairperson for the following school year. The Assistant Superintendent will share the results of the vote with the PDC via email.

    - Even with only one nomination/volunteer for a position, group members will elect their representative by a voting process (via email). The majority vote wins.
- All Google Forms used for nominations and voting will be stored in the USD 214 PDC Shared Drive.
- All voting results will be stored in the USD 214 PDC Shared Drive. PDC Members will be granted access.
- Members with three unexcused absences in one school year will be removed from the committee and replaced with a licensed staff member who represents the same building and level (teacher or leader). The same selection process will apply.
- The Assistant Superintendent will monitor the Council's teacher-to-leader ratio to ensure it is equal, and will inform the PDC of any issues that arise.

The Current Members of the USD 214 Professional Development Council

Name	Position	Representing Group	Term
Dr. Kevin Warner	Assistant Superintendent	District Leader	2021/22-2026/27
Marcia Raines	Hickok Elementary Principal	Building Leader	2023/24-2028/29
Marci Alford	Hickok Elementary KDG Teacher	Hickok Elementary Licensed Teacher	2023/24-2028/29
Josh Arnett	Sullivan Elementary 4th Grade Teacher	Sullivan Elementary Licensed Teacher	2021/22-2026/27
Jennifer Hittle	Kepley Middle School STEM Teacher	Kepley Middle School Licensed Teacher	2023/24-2028/29
Jennifer Hegwood	Ulysses High School Science Teacher	Ulysses High School Licensed Teacher	2021/22-2026/27

1.11 Licensed Teacher Groups Represented:

Licensed Teacher Groups Represented	Number
Hickok Elementary School	1
Sullivan Elementary School	1
Kepley Middle School	1
Ulysses High School	1
Total	4

1.12 Licensed Teacher Group Selection Process:

- All vacant PDC representatives for the licensed teacher group positions are communicated to licensed staff through the district email from the Assistant Superintendent.
- The Assistant Superintendent will take nominations or applications for any open PDC positions through a Google Form (Appendix A).
- PDC Membership is determined by September for the concurrent school year through a peer selection process. The election of new PDC committee members will take place in August each year (as needed) by the last Tuesday of August.
    - All certified employees have the opportunity to apply for or be nominated for an open PDC membership spot through a Google Form (Appendix A).

    - All certified employee applicants (for each position) are then placed on a ballot (Google Form, Appendix B) and voted on by the group they represent (teachers or leaders at each building). If there are no certified employee applicants to serve on the PDC, then all eligible representatives will be placed on the ballot.
    - Even with only one nomination/volunteer for a position, group members will elect their representative by a voting process (via email). The majority vote wins.
    - The Assistant Superintendent will tally the vote, document the selections, and notify the PDC Chairperson, the newly elected official, the building principal, and the building staff via the school's email system.
        - All Google Forms used for nominations and voting will be stored in the USD 214 PDC Shared Drive.
        - All voting results will be stored in the USD 214 PDC Shared Drive. PDC Members will be granted access.
- Members agree to serve a 5-year term but may end their membership early if they choose to do so. Members can be reelected for as many terms as they wish.
    - The terms of the elected members will be staggered, so that two new members will be elected every 5th year.
        - The Elementary members will be elected in the even-numbered years.
        - The Secondary members will be elected in the odd-numbered years.

1.13 Licensed Leader Groups Represented:

Licensed Leadership Represented	Number
Hickok Elementary School (PK-2nd Grade)	1
Sullivan Elementary School (3rd-5th Grade)	1
Keple Middle School (6th - 8th Grade)	1
Ulysses High School (9th - 12th Grade)	1
USD 214 District Leadership	1
Total	5

1.14 Licensed Leader Group Selection Process:

- The vacant PDC representative for the licensed leadership group positions are communicated to licensed leaders through the district email from the Assistant Superintendent.
- The Assistant Superintendent will take nominations or applications for the open PDC position through a Google Form (Appendix A).
- PDC Membership is determined by September for the concurrent school year through a peer selection process. The election of new PDC committee members will take place in August each year (as needed) by the last Tuesday of August.
    - All certified employees have the opportunity to apply for or be nominated for an open PDC membership spot through a Google Form (Appendix A).
    - All certified employee applicants (for each position) are then placed on a ballot (Google Form, Appendix B) and voted on by the group they represent (teachers or leaders at each building). If there are no certified employee applicants to serve on the PDC, then all eligible representatives will be placed on the ballot.
    - Even with only one nomination/volunteer for a position, group members will elect their representative by a voting process (via email). The majority vote wins.
    - The Assistant Superintendent will tally the vote, document the selections, and notify the PDC Chairperson, the newly elected official, the building principal, and the building staff via the school's email system.
        - All Google Forms used for nominations and voting will be stored in

the USD 214 PDC Shared Drive.
- All voting results will be stored in the USD 214 PDC Shared Drive. PDC Members will be granted access.

1.15 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Assistant Superintendent will send the list 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 no one is selected in the above step, the PDC will take the list from each group that was unable to select its own member/s and choose the new PDC member/s from that list. The PDC Chair will email KSDE at professional.learning@ksde.gov to inform it of this action.

1.2 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.

- Complete annual PDC training.
- Determine professional development needs and plans for certified staff.
- Develop and maintain a district professional development 5-year plan (submit to the state board by August 1st of the year it goes into effect).
- Commitment and contributions to the mission and goals of the school District.
- Participate in District initiatives.
- Demonstration of leadership in the classroom, school, and profession.
- Participation in professional learning.
- Deepening content knowledge.

1.3 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 214 - Ulysses 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.

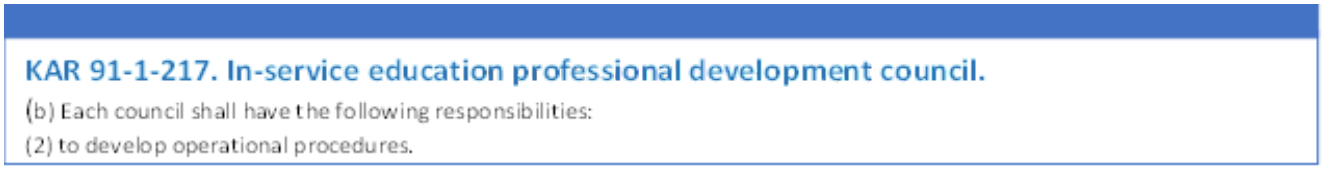
The training method may vary depending on circumstances. Still, it may include in-person, online, or video, and may be conducted either in-house or with the Southwest Plains Regional Service Center.

The Assistant Superintendent is responsible for ensuring that training is timely, completed by each member of the PDC each academic year, and documented for verification.

- PDC Training will be assigned with other required annual training in August of each school year.
- PDC Training is to be completed by September 15th of each school year.
    - The Assistant Superintendent is responsible for keeping an electronic log of all required training for certified staff members. This document is stored in the USD 214 PDC Shared Drive.
- All PDC members will have access to the USD 214 PDC Shared Drive.

PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.4 Operational Procedures



As the advisory council to the USD 214 Board of Education, the PDC members maintain operational procedures to ensure the smooth and efficient running of its activities.

- Provide input to the district to identify USD 214's in-service education needs.
- Review, validate, and verify the staff development points/credits granted for activities completed on each IDP.
- Revise and implement the District Professional Development Plan in accordance with the guidelines and criteria established by the KSDE every 5 years.
- Keep records and communicate the council's necessary business to staff and the Board of Education.
- Provide the USD 214 Board of Education with an annual report of the council's activities. This report will be made in June and will include a summary of the previous year's staff development activities and plans for the current year.
- Resignation from the PDC
    - Any member may resign from office at any time, provided a letter of resignation is submitted to the PDC.
- PDC Vacancies
    - Upon the resignation or removal of any Professional Development Council Member, a special election shall be held immediately in accordance with the procedures outlined above.

1.5 Officers

Chairperson:

- PDC members will select the Chairperson from among those members with at least 1 year of experience on the PDC.
    - The PDC members will select a Professional Development Chairperson through a volunteer and voting process.
        - All PDC Members with 1 year of PDC experience will have the opportunity to be the PD Chairperson by volunteering during the 4th quarter PDC meeting.
        - All volunteers are then placed on a ballot (Google Form) and voted for

by all PDC members.
        - If no members volunteer to serve on the PDC, then all eligible representatives will be placed on the ballot. The ballot will be emailed to all PDC members by the Assistant Superintendent within one week of the 4th Quarter PDC meeting, and should be completed within the same timeframe.
        - The PDC Member with the most votes will be named PDC Chairperson for the following school year. The Assistant Superintendent will share the results of the vote with the PDC via email.
        - Even with only one nomination/volunteer for a position, group members will elect their representative by a voting process (via email). The majority vote wins.
- Terms of Office: The terms of office will begin July 1st through June 30th of the next school year.
    - A PDC member can have consecutive terms and as many terms as long as the members of the PDC re-elect them.
- Resignation and Replacement
    - The chairperson can resign from office, provided a letter of resignation is submitted. This letter should be submitted at least one month before the effective date of resignation.
    - The vacancy in the chairperson position will be filled by a majority vote of the PDC at its next meeting.
- Duties:
    - Calls and conducts all meetings
    - Calls and conducts special meetings as needed
    - Prepares an agenda for all meetings
    - Provides notification of meetings
    - Receives all resignations for PDC members
    - Annually attends state-mandated professional development council training
    - Provides training to those members who are not able to participate in the annual training required by the state
    - Carries out other duties as determined by the PDC
    - Works in collaboration with district-level school improvement and professional development Personnel.

PDC Secretary

- PDC members will select the PDC Secretary from among the members of the committee.
    - The PDC members will choose a Professional Development Secretary through a volunteer and voting process.
        - All PDC Members will have the opportunity to be the PDC Secretary by volunteering during the 4th quarter PDC meeting.
        - All volunteers are then placed on a ballot (Google Form) and voted for by all PDC members.
        - If no members volunteer to serve on the PDC, then all eligible representatives will be placed on the ballot. The ballot will be emailed to all PDC members by the Assistant Superintendent within one week of the 4th Quarter PDC meeting, and should be completed within the same timeframe.
        - The PDC Member with the most votes will be named PDC Secretary for the following school year. The Assistant Superintendent will share the results of the vote with the PDC via email.
        - Even with only one nomination/volunteer for a position, group members will elect their representative by a voting process (via email). The majority vote wins.

- Terms of Office: The terms of office will begin July 1st through June 30th of the next school year.
    - A PDC member can have consecutive terms and as many terms as long as the members of the PDC re-elect them.
- Resignation and Replacement
    - The PDC Secretary can resign from office, provided a letter of resignation is submitted. This letter should be submitted at least one month before the effective date of resignation.
    - The vacancy of the PDC Secretary position will be filled by a majority vote of the PDC at its next meeting.
- Duties:
    - Keeps minutes of all meetings
    - Prepares minutes for distribution to all members of the Professional Development Council
    - Prepares and distributes in-district transcripts
    - Prepares a list of files for review by PDC

1.51 Meetings

The PDC will meet once each quarter at the Board of Education Office

- September:
    - Review/approve IPDPs for all certified staff members.
    - Discuss upcoming district PD dates/plans.
- November:
    - Review PD Needs Assessment Results.
    - Review district mission statement & strategic goals.
    - Review 1st Quarter PD Activity Evaluations.
    - Discuss upcoming district PD dates/plans.
- February:
    - Review/revise PD Needs Assessment and email to certified staff.
        - Results stored in the USD 214 PDC Shared Drive.
    - Review 2nd Quarter PD Activity Evaluations.
    - Review/revise District 5-Year PD Plan.
    - Discuss upcoming district PD dates/plans.
- April:
    - Notify certified staff of any vacancies on the PDC, and email the PDC Volunteer Form for eligible staff members.
    - Elect PDC Chairperson for the following school year.
    - Review 3rd & 4th Quarter PD Activity Evaluations.
    - Revise PD Goals for the upcoming school year.
    - Discuss upcoming district PD dates/plans.
    - Prepare the June USD 214 BOE PDC Report

- Voting:
    - With a quorum of at least four members, a simple majority vote will constitute a successful vote. If there is a tie, the vote may be postponed.
- Miscellaneous Items:
    - The Assistant Superintendent or the PDC Chairperson can call an extra or emergency meeting at any time.
    - Items for consideration by the PDC can be proposed by members of the PDC or licensed personnel of USD 214.
    - Since matters of the PDC deal with personnel and related issues, the meetings are closed to the general public and USD 214 staff, except the Superintendent.

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:

- An affirmative vote of a simple majority of the Council's authorized membership will constitute all decisions of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business, at least four members, with 50% or fewer of those being leaders, constitute a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later by electronic or phone vote.
- 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

- Meeting minutes will be available to licensed personnel and USD 214 Board Members.
- Records of the PDC will be maintained on school property in the USD 214 PDC shared drive with the Chair and the Assistant Superintendent.
- Procedures for Maintaining Permanent Records
    - Individual Professional Development Plan information will be maintained using Frontline Professional Growth.
    - Professional Development Transcripts are available through Frontline. Your Assistant Superintendent or Chairperson can request them. Each licensed staff member is expected to examine the transcript and notify a PDC member of any corrections.
    - Staff are trained in using Frontline Professional Growth at the start of the school year.
- Frontline Professional Growth Forms used to conduct professional Development Business (Appendix C).
    - Personal Goal Form/ Individual Professional Development Plan (IPDP)
    - Knowledge Level Form
    - Application Level Form
    - Impact Level Form
    - Graduate Course Approval Form
    - Conference/Workshop Request Form
    - Book Study 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	X	USD 214 PDC Shared Drive	PDC Chair & Asst. Superintendent	Y
IPDP's	X	Frontline Professional Growth	Teacher/Admin/PDC	Y
Meeting Minutes	X	USD 214 PDC Shared Drive	PDC Secretary	Y
Member Selection	X	USD 214 PDC Shared Drive	Assistant Superintendent	Y
Officer Selection	X	USD 214 PDC Shared Drive	Asst. Superintendent	Y
PD Plan Process	X	USD 214 PDC Shared Drive	Asst, Superintendent	Y
PD Points	X	Frontline Professional Growth	PDC Chair & Asst. Superintendent	Y
Staff PD Needs Assessments	X	USD 214 PDC Shared Drive	PDC Chair & Asst. Superintendent	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 the PDC Chair and/or the Assistant Superintendent to all licensed staff and groups within the District.

The Assistant Superintendent will share the Professional Development records with the District Board of Education at the June BOE 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. For Individual Professional Development Plans and the Professional Development Points will be approved directly by the PDC.

5-year Professional Development Plan Review

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

The PDC will approve the five-year district Professional Development Plan. In addition, the USD 214 Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

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

Amendments approved by the PDC may be submitted to the USD 214 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
First	Building Principal (pre-screener)
Second	Assistant Superintendent (pre-screener)
Third	PDC Chair

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.

Internal Appeal Process

Before escalating the matter to the state level, a licensed staff member has the right to request a formal reconsideration of the original decision at the next PDC meeting. If an IPDP is initially disapproved, the individual may appeal directly to the PDC to have their case reviewed a second time. This stage allows the staff member to provide additional supporting documentation, clarify how their plan meets specific goals, and address the specific concerns cited in the first refusal. It is intended as a collaborative opportunity to align the staff member's professional growth with the district's standards before seeking outside intervention.

External Appeal Process

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC Approval	Position/Title of Approver
First	Building Principle (pre-screener)
Second	Assistant Superintendent (pre-screener)
Third	PDC Chair

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.

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 informal discussions do not resolve the disagreement, the staff member may submit a formal written request for a secondary review to the PDC at their next scheduled meeting. During this internal appeal, the individual is encouraged to provide a detailed rationale and any additional supporting documentation—such as evidence of the activity's impact on student learning or alignment with professional standards—to substantiate the request. The PDC will then conduct a formal hearing or review session to evaluate the new evidence and determine if a revision of the original point allocation is warranted.

If the above appeals process to the PDC for not approving the amount or type of PD points results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

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 214 Ulysses 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 or may not be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison or Assistant Superintendent at (620)356-3655.

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

- Ensure high-quality instruction (HQI) & improve the methods of delivery of information
- Effective use of high-quality instructional materials (HQIM) & improves the use of educational technology
- Utilizing student-data to make informed educational decisions
- Implementation of Biography Driven Instruction (BDI) & Culturally Responsive Instruction (CRI)
- Kansas Standards alignment
- Effective use & implementation of literacy instruction (LETRS)
- Improves the chances of student success

The purpose of professional development for USD 214 is to provide a coherent and systematic program of learning opportunities for our licensed staff. This will be an ongoing process based on the needs and interests of the staff. The professional development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level.

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

2.1 Assessment and Prioritization of School Improvement Needs

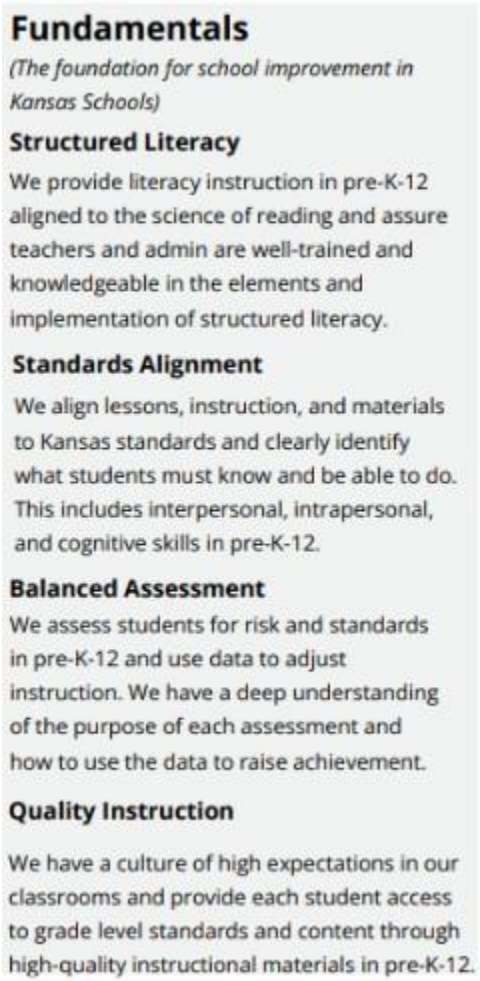
The PDC must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

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 (SID) 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.

The KESA 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 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.
- Develop an action plan that will be defined after engaging the school community in the development of their Action Plan.

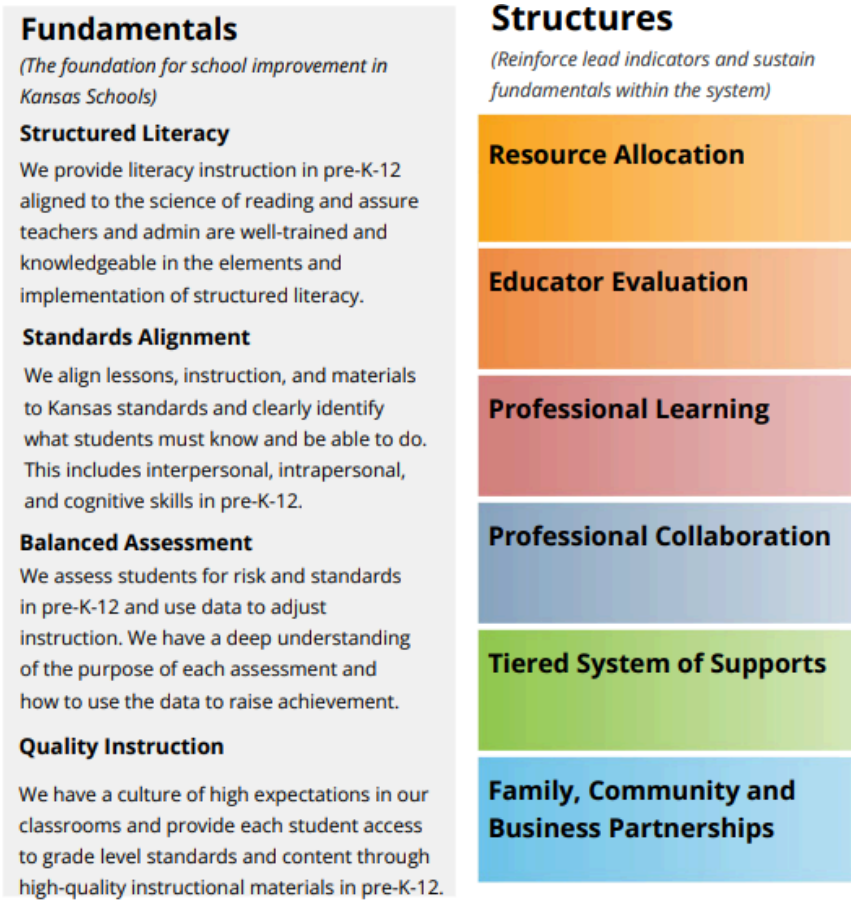
The PDC and the KESA DLT have determined the district's staff development needs by systematically reviewing the KESA 2.0 Action Plan, the District needs assessment, and the student outcome data. This data-driven process ensures that all professional learning efforts are targeted to close performance gaps and support the successful completion of the District's strategic plan.

The PDC and the KESA DLT have prioritized that the District's professional development plan must focus on the following District goals:

- **District Goal 1 (ELA):** By the 2027-2028 school year, we will decrease the number of free and reduced students in level 1 on the state ELA assessment by 3%, from 51.58% in 2023 to 48.58% in 2028.
- **District Goal 2 (Math):** By the 2027-2028 school year, the number of students performing at a level 1 on the math state assessments will decrease by 3% from 43.3% in 2023 to 40.3% in 2028.
- **District Goal 3 (Graduation Rate):** By the 2027-2028 school year, we aim to increase the graduation rate by 3% compared to the 2022 graduation rate of 83.8%.
- **District Goal 4 (Post-Secondary Success):** By the 2027-2028 school year, we aim to increase the post-secondary success rate by 3% compared to the 2021 post-secondary success rate of 36.1%.

2.2 Identification of goals and objectives to achieve professional development.

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.

- USD 214 Professional Development Needs Assessment Responders LINK (Appendix G)

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 KESA 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.

Based on a comprehensive process involving a staff development needs assessment, collaboration with stakeholder groups (DLT, BLT, staff, school board, site councils), and a focused gap analysis by the Professional Development Council (PDC), the PDC and the KESA DLT have prioritized the following student-centered District Goals. These serve as the mandated focus for the District's professional development plan and will be used to write SMART professional development goals for certified staff:

- **PD Goal 1:** USD 214 will have 80% of all K-12 teachers completing LETRS training by the end of the 2031 school year.

- **PD Goal 2:** USD 214 will have 80% of all K-12 teachers completing the BDI & CRI high-quality instructional pedagogy by the end of the 2031 school year.

- **PD Goal 3:** USD 214 will have 100% of the curriculum aligned with the state standards and full implementation by all K-12 teachers on the EMBARC curriculum management platform by the end of the 2030 school year.

- **PD Goal 4:** USD 214 will have 75% of the K-12 teachers trained in Dr. Bruce Wellman's book "Got Data. Now What?" book on how to use student data to make informed educational decisions by the end of the 2030 school year.

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).

USD 214 MOP's for Professional Learning:

- Instructional staff trained and utilizing structured literacy in the classroom (LETRS)
- Administration, mentors or coaches trained to support & implement structured literacy (LETRS)
- Instructional staff trained in the HQI of BDI and CRI
- Teachers trained in standards alignment and utilization of the EMBARC curriculum management platform
- The utilization of HQIM and HQI strategies by trained teachers is leading to increased student engagement and mastery of state standards.
- Instructional staff utilization of the district provided instructional coaches and the Engage2Learn platform with the Growelab
- Instructional staff trained and implemented Dr. Bruce Wellman's work of "Got Data, Now What?" on the use of student data to make informed educational decisions.
- Instructional staff perception data on professional development impact

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.

The PDC will now use the SMART Goals from section 2.2 to identify specific activities and actions designed to achieve those goals and objectives. The identified actions and activities should:

- Be directed toward fulfilling the District's mission and vision.
- Be aligned with the District's Strategic Plan, KESA Action Plan, and the Professional Development Plan.
- Be aligned with individual, building, and/or district goals.
- Be results and evidence based and support increased student achievement.
- Be aligned with the specific needs of the individual, team, building, or District, and is achieved through collaboration among members of a learning community.
- Focus on on-going individual improvement for all employees.
- Reflect research and best practices.
- Align with National Standards for professional learning.
- Align with Kansas Educational Standards, Professional Learning Standards, Educator Code of Conduct.
- Align with the Districts curriculum & the scope and sequence of courses.

Examples of activities & actions:

- LETRS Training
- Biography Driven Instruction and/or Cultural Responsive Instruction
- MTSS Strategies and/or Frameworks
- Research-based and/or Evidence-based Instructional Strategies
- Student Data Analysis Workshops
- SWPRSC Workshops
- KSDE Standard Alignment Workshops
- Instructional Coaching from SWPRSC
- Content-specific related opportunities
- Balanced Assessment Training and Analysis
- Other Workshops/Conferences approved by building administration & PDC

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

The district employs a two-tiered system of evaluative criteria to determine the level of success in meeting both the immediate in-service needs of staff and the long-term school improvement goals. First, the PDC is responsible for assessing the quality and immediate success of all training. This is accomplished primarily by administering surveys to all certified staff members at the conclusion of each PD activity, the results of which the PDC reviews to gauge the training's effectiveness. For continuous assessment throughout the year, the PDC further utilizes possible evaluative criteria such as staff reflections, ongoing surveys, and classroom walk-through data.

- USD 214 Professional Development Activity Evaluation Form Responders LINK (Appendix F)

The District's KESA DLT is tasked with assessing overall progress towards the broader district goals by analyzing relevant student data measures. This outcome-based information is communicated to the PDC through established communication loops. This critical feedback loop allows the PDC to determine if current PD efforts should continue to focus on existing goals or, if adequate progress has been achieved, to modify or change the PD focus based on DLT direction and any newly identified goals. This integrated process ensures that all professional development remains responsive, data-driven, and directly contributes to the total improvement in the school improvement areas outlined in the action plan.

2.5 Reporting Results of Evaluation of In-service Needs

Results of the evaluation will be reviewed by the PDC and shared with the KESA DLT. The PDC Chairperson will share these results during the spring of the school year with the KESA DLT each year. KESA DLT will share these results with buildings through our communication loops.

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

By October 1st of each school year, each instructional staff member will create or update their IPDP in the Frontline Online Program (See appendix B).

The individual professional development plan will be tailored to meet the individual instructional staff member'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:

- In collaboration a designated supervisor the following will be developed for the IPDP:
  - Review Goals and update as needed
  - Discuss professional development to meet the goals
  - Establish new goals
- Submission and Staff Approval: Submitting the electronic IPDP (housed in the Frontline Platform) constitutes the instructional staff member's signature and initial approval of the plan.
- Supervisor Review: The staff member's supervisor must review and approve the IPDP. If the supervisor has concerns, they will address those issues directly with the PDC at the scheduled approval meeting.
- Final PDC Approval: Regardless of the supervisor's decision, the IPDP must be presented to the PDC for a final approval decision at their scheduled meeting.

3.2 Assess Individual Needs

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

The designated supervisor and/or PDC member will work with the individual instructional staff member to:

- Review goals and update if needed.
- Discuss professional development needs to meet the goals.
- Identify personal professional development needs - including acquiring points for licensure renewal.

3.3 Determine Individual Professional Development Goals.

The designated supervisor and/or PDC member will work with the individual to assure goals are based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine Individual Professional Development Strategies.

The process for determining individual professional development strategies focuses on aligning personal growth goals with both school and district priorities. Each instructional staff member must select strategies that will best provide the skills and knowledge necessary to meet their personal professional development goals.

These individual goals must incorporate staff development planned by the school and/or district as outlined in the school's results-based staff development plan and/or the district's Professional Development Plan.

The designated supervisor and/or a PDC member will collaborate with the individual to discuss professional development needs and suitable strategies. A variety of approaches are possible for individual professional growth, including both formal and independent activities. Such strategies may include:

- **Independent Study:** Action research, case studies, and reflective logs or journals.
- **Formal Programs:** Participation in a college or university course or program of study.
- **Documentation:** Developing professional portfolios.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan (IPDP) serves as a clear roadmap for professional growth and must include goals or clear statements detailing the knowledge and skills the instructional staff member wishes to attain through professional development. For example, a goal might be: "I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas."

The IPDP will also include indicators for each of the three levels: Knowledge, Application, and Impact. These indicators are essential metrics used to determine if the planned professional development has successfully led to the desired results, with progress toward them being tracked at regular intervals throughout the school year and annually.

All planned in-service activities must address one or more of the following three required areas for licensure renewal: content endorsement standards, professional education standards, and service to the profession.

The designated supervisor and/or a PDC member will work collaboratively with the individual to establish new goals, review existing goals, and update them if needed, as well as discuss professional development needs to successfully meet these goals.

The IPDP considered complete when the instructional staff member has submitted the IPDP, signed by both the designated supervisor and/or PDC member.

3.6 Analyze Progress

During the application phase of the professional development, staff will be able to analyze progress with formative and summative data to see if IPDP goals are being met.

Throughout the time the learning is being applied, instructional staff should regularly check to see if their personal perceptions and observations correlate with student performance on formative and summative assessments. It is recommended that staff keep a journal to document what is learned, observed, and adjusted. The analysis of both formative and summative assessment data should be focused on two key areas: the identification of students' needs that have not been previously addressed and the effective strategies that successfully meet previously identified needs.

By May 15th of each school year, the instructional staff member, in collaboration with their designated supervisor, must formally review the progress made on the IPDP Goals. At this time, the plan will be marked complete for the concurrent school year. The act of the instructional staff member marking the IPDP complete is considered their electronic signature and must be electronically signed by both the designated supervisor and/or PDC member for final approval.

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.

Each certified employee should develop an Individual Professional Development Plan using Frontline, the district's professional development tracking system.

Frontline Procedures: The Assistant Superintendent will review procedures listed below with all certified staff during August In-Service each year.

- My PG Profile
    - Updated each August: building assignment, department, grade level
- Personal Goals
    - Updated each August
    - Should include at least 2 active goals
- Long Range Individual Professional Development Plan Form
    - Updated each August: Staff Information, IPDP dates, District Objectives, Building Objectives, Personal Goals
        - After updates, print form
        - Review goals with direct supervisor and discuss action steps to reach these goals
        - IPDP is then submitted to be reviewed and approved by the direct supervisor and

the PDC.

Goals Selection: Consider your needs in relation to the Professional Teaching Standards, self-evaluations, and/or formal evaluations.

Teacher evaluations should be reviewed with your supervisor after each evaluation.

- Consider your needs in relation to licensure renewal.
- Consider your needs in relation to district and building goals.
- Consider your needs in relation to your own professional growth as an educator.
- Collaborate with your direct supervisor to determine professional development learning goals by September 15th of each year.
- Include goals/activities related to one or more of the following:
    - Content endorsement standards as adopted by the state board.
    - Professional education standards as adopted by the state board.
    - Service to the profession.

Plan Implementation: Begin to implement your learning plan by participating in relevant learning opportunities designed to help you meet your goals. Touch base with your PDC representative and/or building principal, as needed, for help in selecting appropriate learning activities.

Reflect: Reflect upon your progress in meeting your goals while completing self-evaluations in your teacher evaluation. Your principal will contact you about your progress as part of this process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

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

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

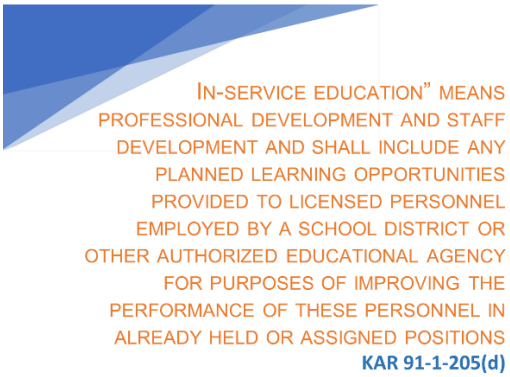
The PDC awards points as a council. No individual member may approve points.

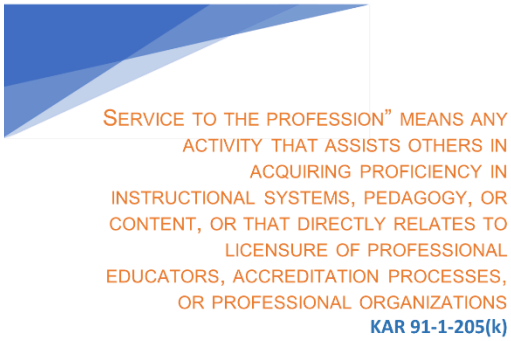
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the

PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

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.





Professional Development Activities

Definition/Purpose

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

> **In-Services Education means** Professional Development and Staff Development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions. (KAR 91-1-205(d))
>
> **Service to the Profession** means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content that directly relates to licensure of professional educators, accreditation processes, or professional organizations. (KAR 91-1-205(k))

Submitting Professional Development Requests

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

Approving Professional Development Requests

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

Requests Approval Process

When a teacher applies for a professional development request, the request will first go to the immediate supervisor and the superintendent for prior approval and the PDC committee last for professional development points or college credit. Some activities may be initially denied by the immediate supervisor or superintendent due to budget constraints and/or goals written on the teacher's IPDP are not aligned with their request.

Evaluating Professional Development Activities

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

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, he or she 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, he or she 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.

The Professional Development Council will determine the appropriateness of college credit before awarding points.

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

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

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

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

The Renewal Process:

Educators will need to look at their current license to see the renewal requirements for their license.

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

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 the District 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.

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.

District provided trainings, workshops, and other professional development activities

- PDC Chairperson will add these activities to Frontline under District Catalog ○
- Certified staff members are responsible for logging in to Frontline and signing up for these activities prior to the activity date

Certified staff members are responsible for signing the sign in sheet when they arrive at the PD activity

- PDC Chairperson will confirm attendance on Frontline after the PD activity which will finalize the activity and award the PD points to each attendee
    - Building provided trainings, workshops, and other professional development activities
    - Individual Professional Development Activities:
        - Certified staff can request to attend professional development activities provided any Individual Professional Development Activity requests should be submitted through the PD Request Form on Frontline.
            - Individual Professional Development Activities should align with the individual's Long Range IPDP.
            - Requests will be reviewed by the Assistant Superintendent for approval.

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 of content should be verified through observation by the individual's direct supervisor.
- Verification of application should be submitted in writing to the PDC Chairperson

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.

- Application of content and positive impact on student performance should be observed by the individual's direct supervisor.
- Verification should be submitted in writing to the PDC Chairperson

The PDC should not impose a limit on the number of PD points that an individual can earn for license renewal in any given time period.

Levels/Categories	Evidence	Sample Activities	Points
Knowledge What do you know now that you did not know before?	Participation in activities that gives participants new knowledge/skill about content and/or professional practices.	*Attendance at a workshop or conference *Observation in a classroom *Student Group/Book Study *Reading professional journal *Committee work (service to profession only)	*1 clock-hour of Inservice education or service to the profession=1 PD point *1 college semester hour credit = 20 PD points
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	Evidence that results from application of the skill/content acquired at the knowledge level	*Sharing your new knowledge with colleagues (names needed) *Teaching the new knowledge to at least one other colleague (names needed) *Using the new knowledge in a lesson with your students (supervisor observation needed) *Having a colleague observe and give feedback on your use of the knowledge in a lesson with your students	*2X Knowledge Level Points

Impact How has student performance improved? What has positively changed about the program?	Evidence and/or artifacts that demonstrate a positive impact on students learning or educational program or policy.	*Samples of student work, rubrics, assessments *Observation by peer/administrators of lesson *Student pre/post data, plans, project *Reflection writings *Student products via technology *Evaluation data collected	*3X Knowledge Level Points

4.4 Indicators for the Three Levels

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

<u>In-service Education = 1 PD point per clock-hour</u>
Verification required may include one of the following:

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

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

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

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

<u>Use of New Knowledge and Skills = 2 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?

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.

4.51 Movement on the Salary Schedule

Article 3.2 from the Grant County Teachers Association negotiated agreement with the USD 214 Board of Education.

Teachers may use in-service credits to move across the salary schedule under the following conditions:

a. Knowledge points may be used for movement on the salary schedule after a teacher has taken a learning activity to the Application and/or Impact level. Application and Impact points may be awarded once per learning activity.
b. The in-service credits earned for this purpose must be approved following the procedures established by the District's PDC committee.
c. Inservice credits can be used for the salary schedule Twenty (20) points of in-service equal one (1) hour of college credit.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24)

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: USD 214 PDC Volunteer Form

USD 214 PDC Volunteer Form

PDC will meet four times during the school year to determine PD Goals and plans for all certified staff members.

* Indicates required question

Email *

Your email

Complete Name *

Your answer

I am willing to serve on the USD 214 Professional Development Council for a term of five years. *

- ◯ Yes

I represent the following category of certified staff members at USD 214. Mark only one response. *

- ◯ Hickok Elementary Teacher
- ◯ Sullivan Elementary Teacher
- ◯ Kepley Middle School Teacher
- ◯ Ulysses High School Teacher
- ◯ USD 214 Licensed Leadership Group

Appendix B: USD 214 PDC Ballot

USD 214 Professional Development Council Ballot

This form should be only completed by USD 214 Teachers and who are endorsed as classroom teachers. You many only vote for USD 214 PDC nominees that are in your building.

* Indicates required question

Email *

Your email

Please choose one teacher from your building to represent your building on the USD 214 Professional Development Committee *

- [ ] Teacher Name 1 - Hickok
- [ ] Teacher Name 2 - Hickok
- [ ] Teacher Name 1 - Sullivan
- [ ] Teacher Name 2 - Sullivan
- [ ] Teacher Name 1 - KMS
- [ ] Teacher Name 2- KMS
- [ ] Teacher Name 1- UHS
- [ ] Teacher Name 2 - UHS

Submit Clear form

Appendix C: Frontline Education/My Learning Plan
Getting Started with Frontline Education/My Learning Plan Step-By-Step Guide

1 Open the internet and go to the USD 214 Frontline Professional Growth Platform LINK.

2. Complete the Log In information on the main screen and click the "Login" button to enter site. (Username = school email, Password = change me)

3. You will be prompted to complete your "user Profile" to verify your account information and preferences are accurate. Make any changes and submit the form. You will receive a "Form Saved" message confirming success. You must then fill out an IPDP form, which is listed on the left side of the screen under "Forms" then submit it.

4. From the main "Welcome to your new dashboard" screen, you can also:

a. Submit a Form

i. Click the appropriate form on the left side



ii. Complete the form. Submit the form

b. View your Requests

i. Click the Learning Plan tab to view all of your requests submitted, what is pending, approved and in progress, and what might need to be evaluated and marked complete.

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

a. Usually when you attend an in-service, it is for Content Standards or Professional Standards. Remember, these are the only two that can be taken to the next level. Service to the Profession is only worth points.
i. **Content Standards:** Training related to the subject you teach

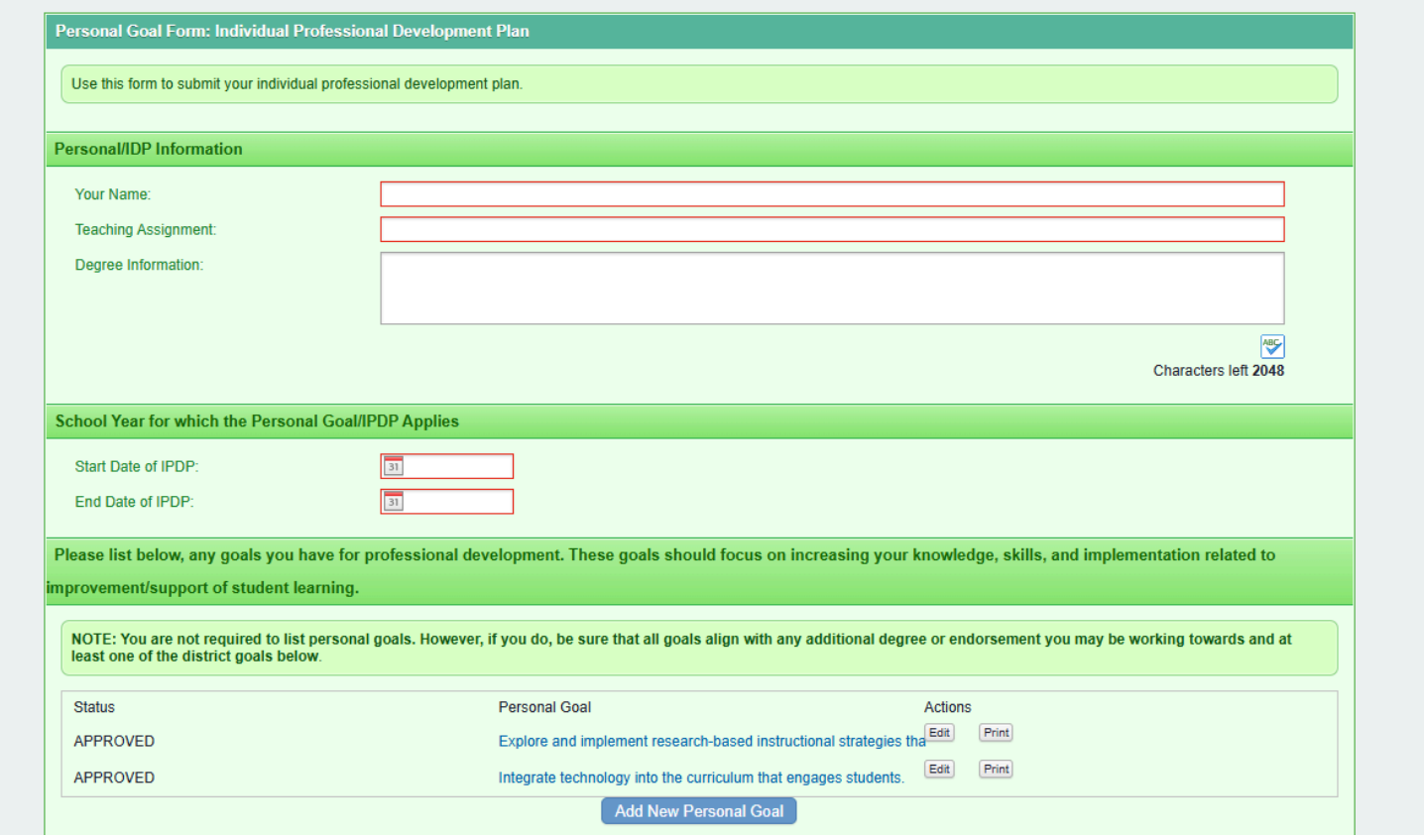
ii. **Professional Standards:** Training that cuts across all content areas

iii. **Service to the Profession:** Meetings, committees (ex. SIT meetings, KESA meetings, Staff meetings, etc.) These points can never be taken to the application or Impact levels. You only receive one point per hour of attendance. (5 hours = 5 points)

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

c. Any teacher who chooses to take an in-service or workshop to the Impact Level may choose to triple the points awarded from the original in-service. You have one year from the date you attended the in-service to complete documentation that shows student learning, behavior, change, or impact. This can be done tlu·ough assessments, formal and informal data collection, or portfolios. You will be required to turn in your documentation to the PDC conunittee at the end of that year and it will be reviewed before you are awarded those points.

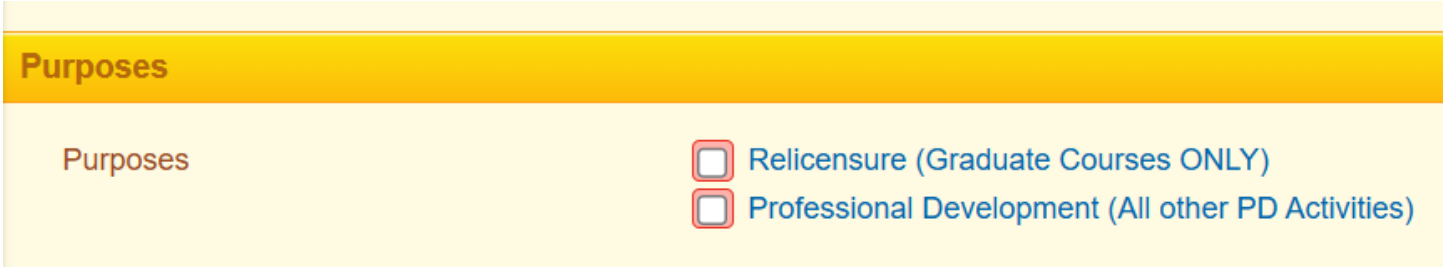
6. It is recommended that you review your IPDP plan every year and check to see if you need to update your personal goals. Your goals should be specific, measurable, attainable, results-oriented, and time-bound.



7. Any teacher that has applied for a new license needs to write a new IPDP or your plan will not be current.

8. When attending an all-district in-service, the Assistant Superintendent will enroll everyone for the in-service.

9. When you choose the Purpose for which you are attending an activity, you need to make sure you mark all applicable boxes: Re-licensure and/or Professional Development.

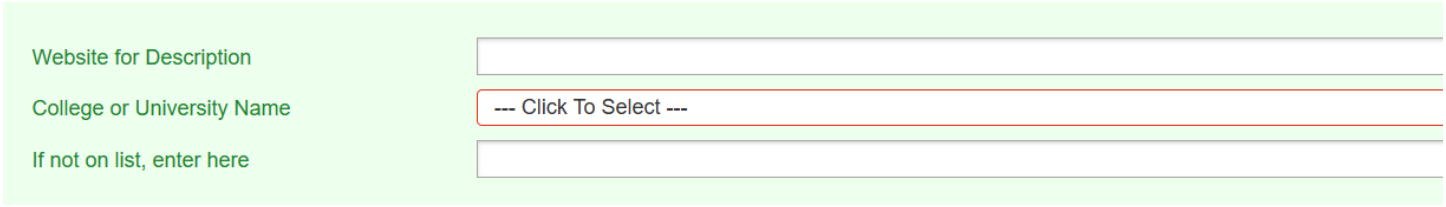


10. Usually when you attend an in-service, it is for Content Standards or Professional Standards.

11. Application Level: Teachers may double points within one year with documentation.

12. Impact Level: Teachers may triple points within one year with documentation.

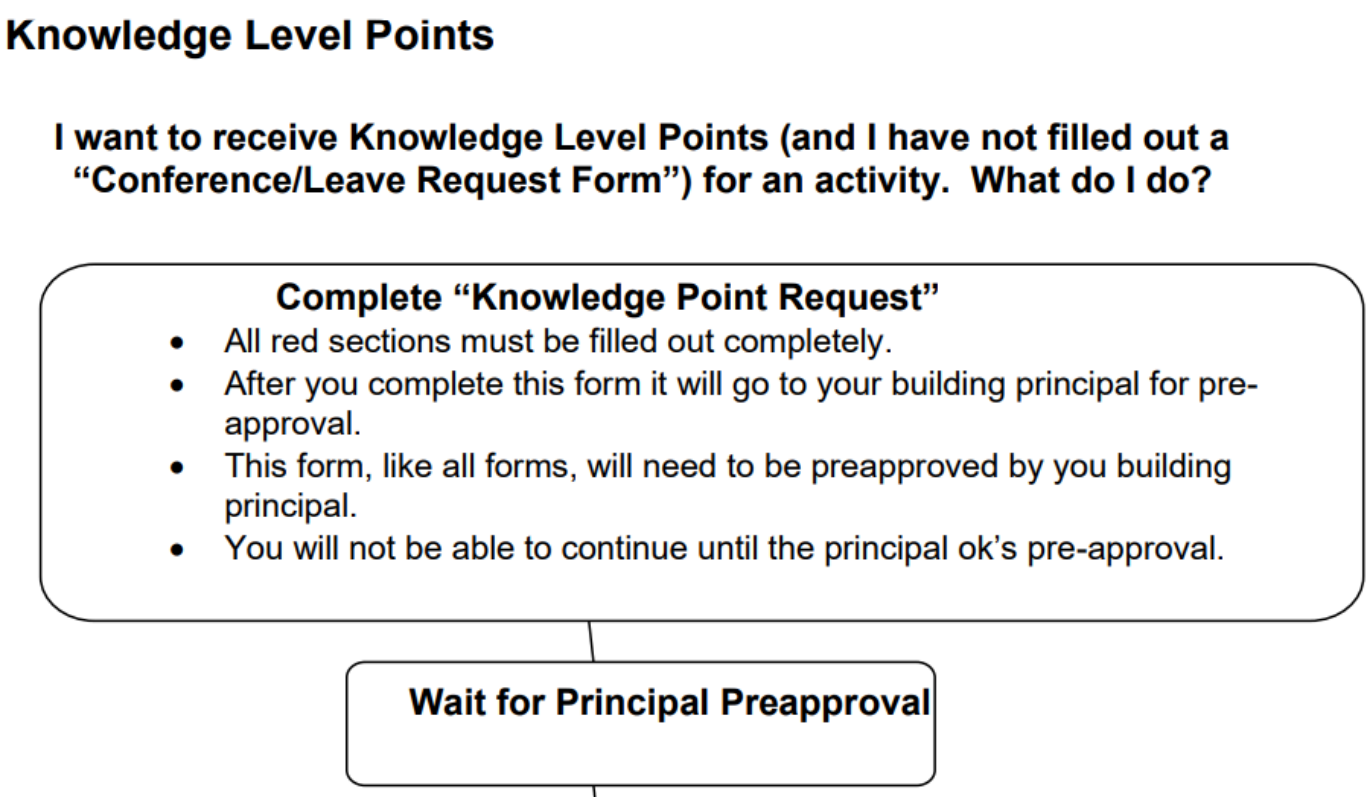
13. For College Credit, the provider is the college or university. Not USD 214 or SWPRSC!



14. When ready to renew your license, transcripts must be sent to the Assistant Superintendent and attached to the Graduate Course Approval Form.

15. IPDP plans are good for five years or until license renewal.

Frontline Step-by-Step Flow Chart



Complete activity and then "Knowledge Validation Form"

To find this form you must select the name of the "Knowledge Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Knowledge Validation Form" and complete questions. Click "Save."

Mark Activity Complete

After you save your "Knowledge Validation Form" you will have an option to "Return to Main." Select this option.
You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.

- Your actions are complete to obtain Knowledge Level Points for this activity.
- Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at any time.

Application Level Points

I have earned "Knowledge Level Points" and now see where I would like to apply them in my classroom. I know that I can receive double points. What do I do?

Complete "Application Level Request Form"

- To find this form you must select the name of the "Knowledge Points Request" you entered under the "My Request" section. This should be seen as soon as you log in to FLE. Under the "Actions" section click on the "Application Level" and complete questions. Please add the word **"Application"** in the title. All red sections must be filled out completely.
- After you complete this form it will go to your building principal for pre-approval. This form, like all forms, will need to be preapproved. Your building level principal will need to meet with you to go over the request.
- After the principal has pre-approved the activity, you can apply it in your classroom over the set period of time.

Apply Knowledge in the classroom

Complete "Application Validation Form"

To find this form you must select the name of the "Application Level Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Application Validation Form" and complete questions. Click "Save."

Mark Activity Complete

After you save your "Application Validation Form" you will have an option to "Return to Main." Select this option. You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.

Impact Level Points

I have earned "Application Level Points" and want to earn Impact Level Points. What do I do?

Complete "Impact Level Request Form"

- To find this form you must select the name of the "Application Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Impact Level" and complete questions. Please add the word **"Impact"** to the title. All red sections must be filled out completely.
- After you complete this form it will go to your building principal and superintendent for pre-approval. This form, like all forms, will need to be pre-approved. Your building level principal will need to meet with you to go over the request.
- After the principal and superintendent have pre-approved the activity, you can implement it in your classroom over the set period of time. At the end of the set time, you can move forward with MLP.

Monitor Classroom Achievement/Behaviors

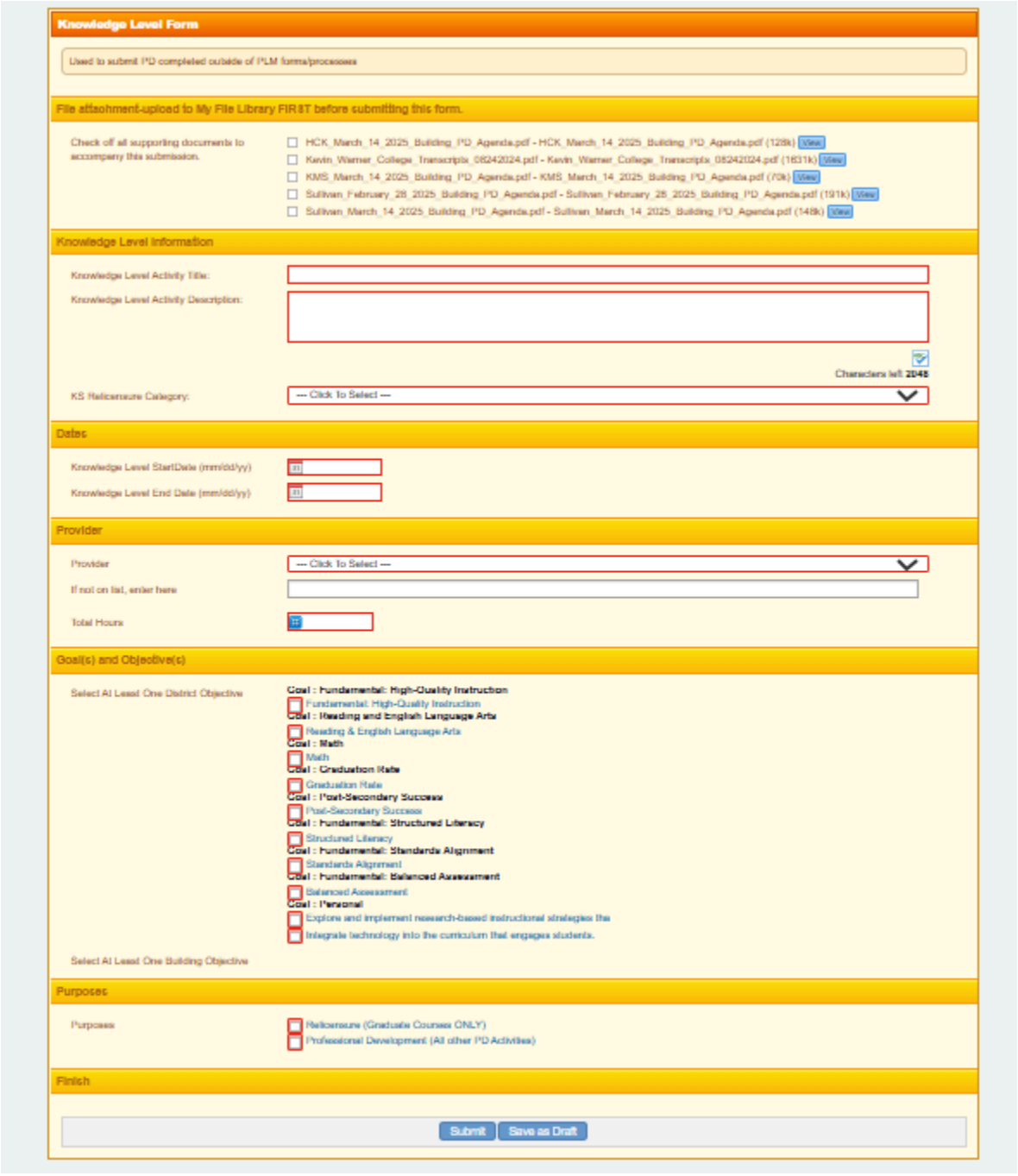
Complete "Impact Validation Form"

- To find this form you must select the name of the "Impact Level Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Impact Validation Form" and complete questions. Click "Save."

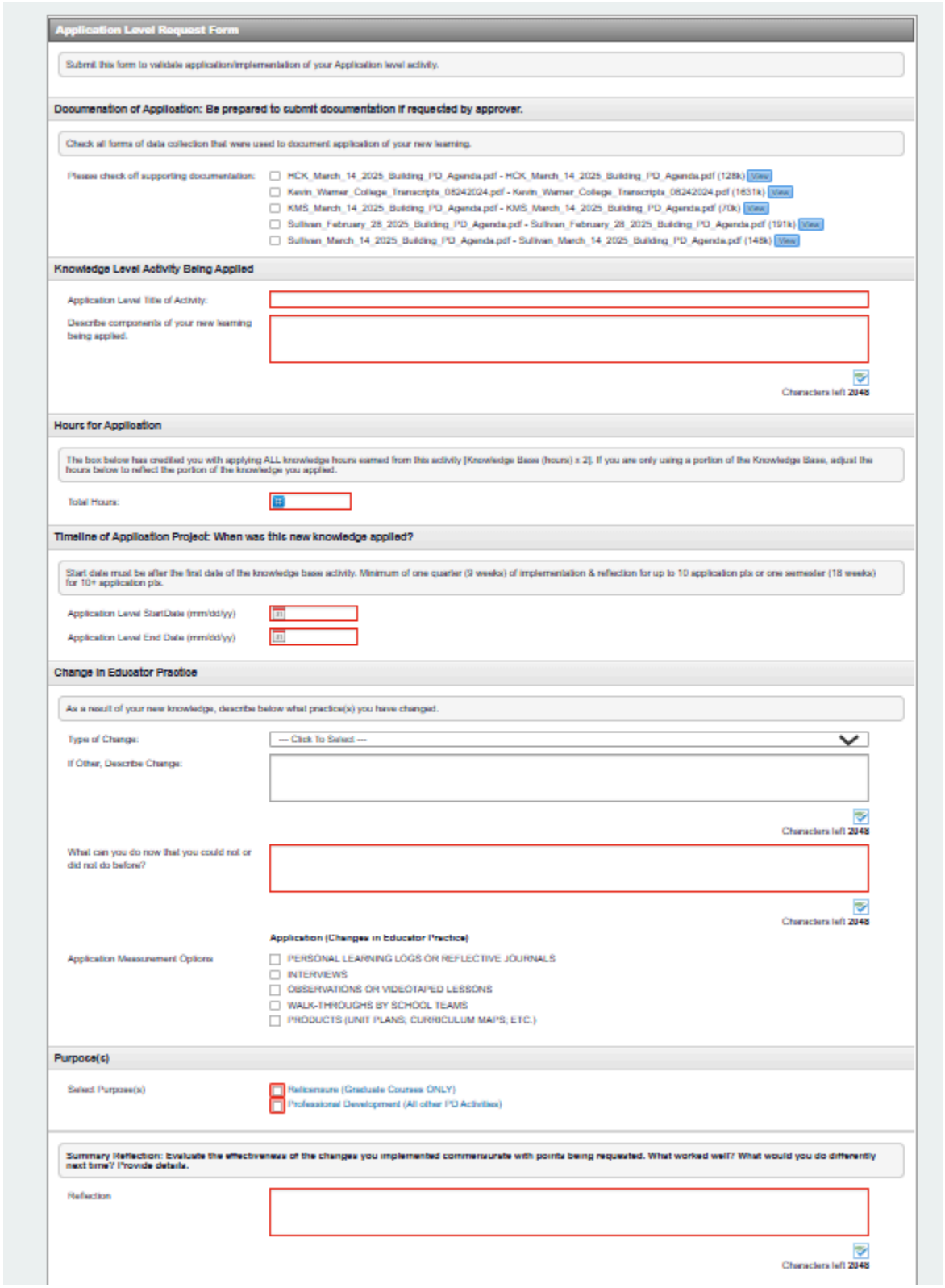
Mark Activity Complete

- After you save your "Impact Validation Form" you will have an option to "Return to Main." Select this option.
- You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.
- You have now completed all action necessary to receive Impact Level Points.
- Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at any time.

Knowledge Level Form



Application Level Form



Application Level Request Form

Submit this form to validate application/implementation of your Application level activity.

Documentation of Application: Be prepared to submit documentation if requested by approver.

Check all forms of data collection that were used to document application of your new learning.

Please check off supporting documentation:

- HCK_March_14_2025_Building_PD_Agenda.pdf - HCK_March_14_2025_Building_PD_Agenda.pdf (128k) View
- Kevin_Warner_College_Transcripts_08242024.pdf - Kevin_Warner_College_Transcripts_08242024.pdf (1631k) View
- KMS_March_14_2025_Building_PD_Agenda.pdf - KMS_March_14_2025_Building_PD_Agenda.pdf (70k) View
- Sullivan_February_28_2025_Building_PD_Agenda.pdf - Sullivan_February_28_2025_Building_PD_Agenda.pdf (191k) View
- Sullivan_March_14_2025_Building_PD_Agenda.pdf - Sullivan_March_14_2025_Building_PD_Agenda.pdf (148k) View

Knowledge Level Activity Being Applied

Application Level Title of Activity:

Describe components of your new learning being applied.

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Hours for Application

The box below has credited you with applying ALL knowledge hours earned from this activity [Knowledge Base (hours) x 2]. If you are only using a portion of the Knowledge Base, adjust the hours below to reflect the portion of the knowledge you applied.

Total Hours:

Timeline of Application Project: When was this new knowledge applied?

Start date must be after the first date of the knowledge base activity. Minimum of one quarter (9 weeks) of implementation & reflection for up to 10 application pts or one semester (18 weeks) for 10+ application pts.

Application Level StartDate (mm/dd/yy)

Application Level End Date (mm/dd/yy)

Change in Educator Practice

As a result of your new knowledge, describe below what practice(s) you have changed.

Type of Change: --- Click To Select ---

If Other, Describe Change:

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What can you do now that you could not or did not do before?

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Application (Changes in Educator Practice)

Application Measurement Options

- PERSONAL LEARNING LOGS OR REFLECTIVE JOURNALS
- INTERVIEWS
- OBSERVATIONS OR VIDEOTAPED LESSONS
- WALK-THROUGHS BY SCHOOL TEAMS
- PRODUCTS (UNIT PLANS, CURRICULUM MAPS, ETC.)

Purpose(s)

Select Purpose(s)

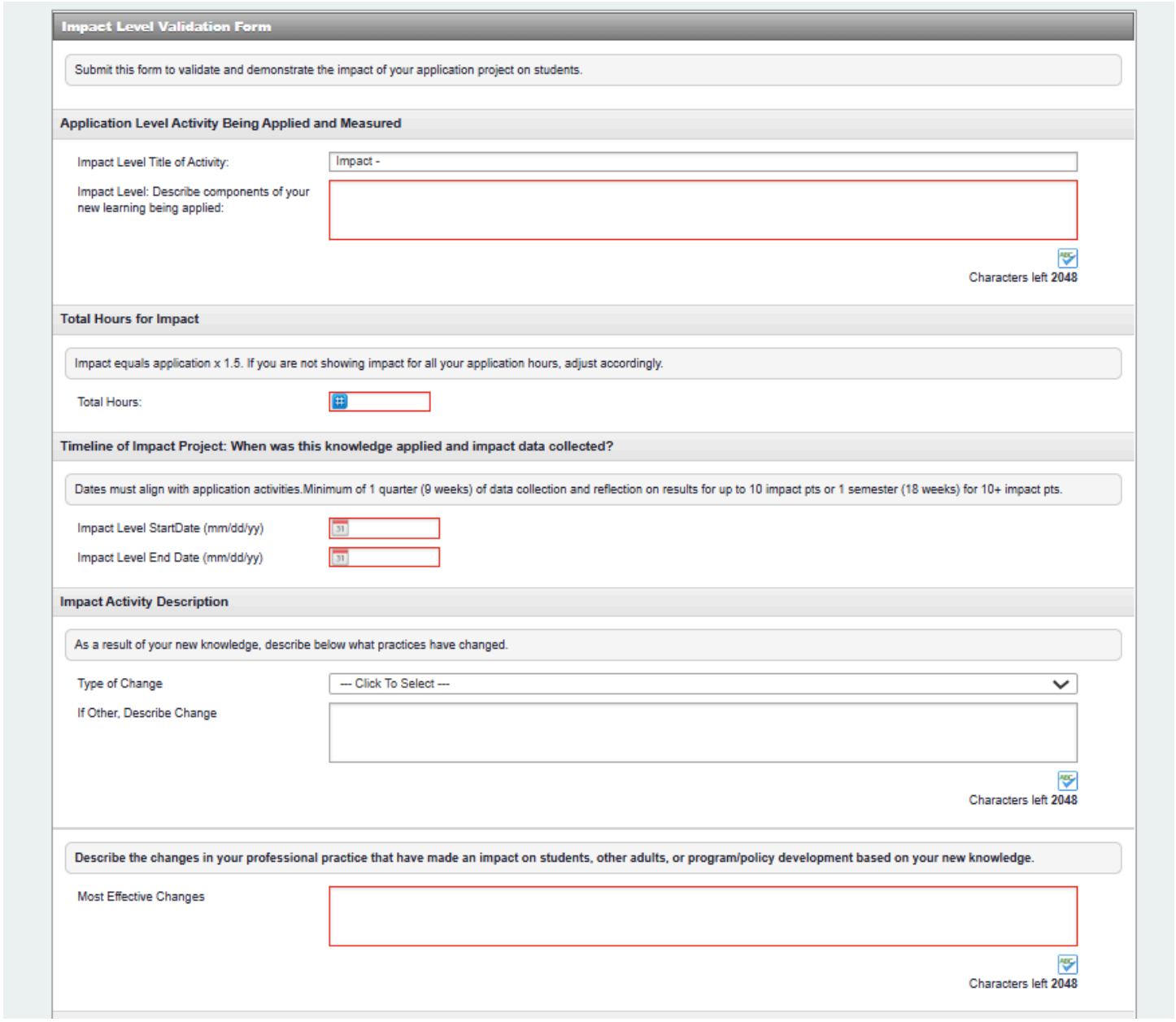
- Relicensure (Graduate Courses ONLY)
- Professional Development (All other PD Activities)

Summary Reflection: Evaluate the effectiveness of the changes you implemented commensurate with points being requested. What worked well? What would you do differently next time? Provide details.

Reflection

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Impact Level Form



Impact Level Validation Form

Submit this form to validate and demonstrate the impact of your application project on students.

Application Level Activity Being Applied and Measured

Impact Level Title of Activity: Impact -

Impact Level: Describe components of your new learning being applied:

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Total Hours for Impact

Impact equals application x 1.5. If you are not showing impact for all your application hours, adjust accordingly.

Total Hours:

Timeline of Impact Project: When was this knowledge applied and impact data collected?

Dates must align with application activities.Minimum of 1 quarter (9 weeks) of data collection and reflection on results for up to 10 impact pts or 1 semester (18 weeks) for 10+ impact pts.

Impact Level StartDate (mm/dd/yy)

Impact Level End Date (mm/dd/yy)

Impact Activity Description

As a result of your new knowledge, describe below what practices have changed.

Type of Change --- Click To Select ---

If Other, Describe Change

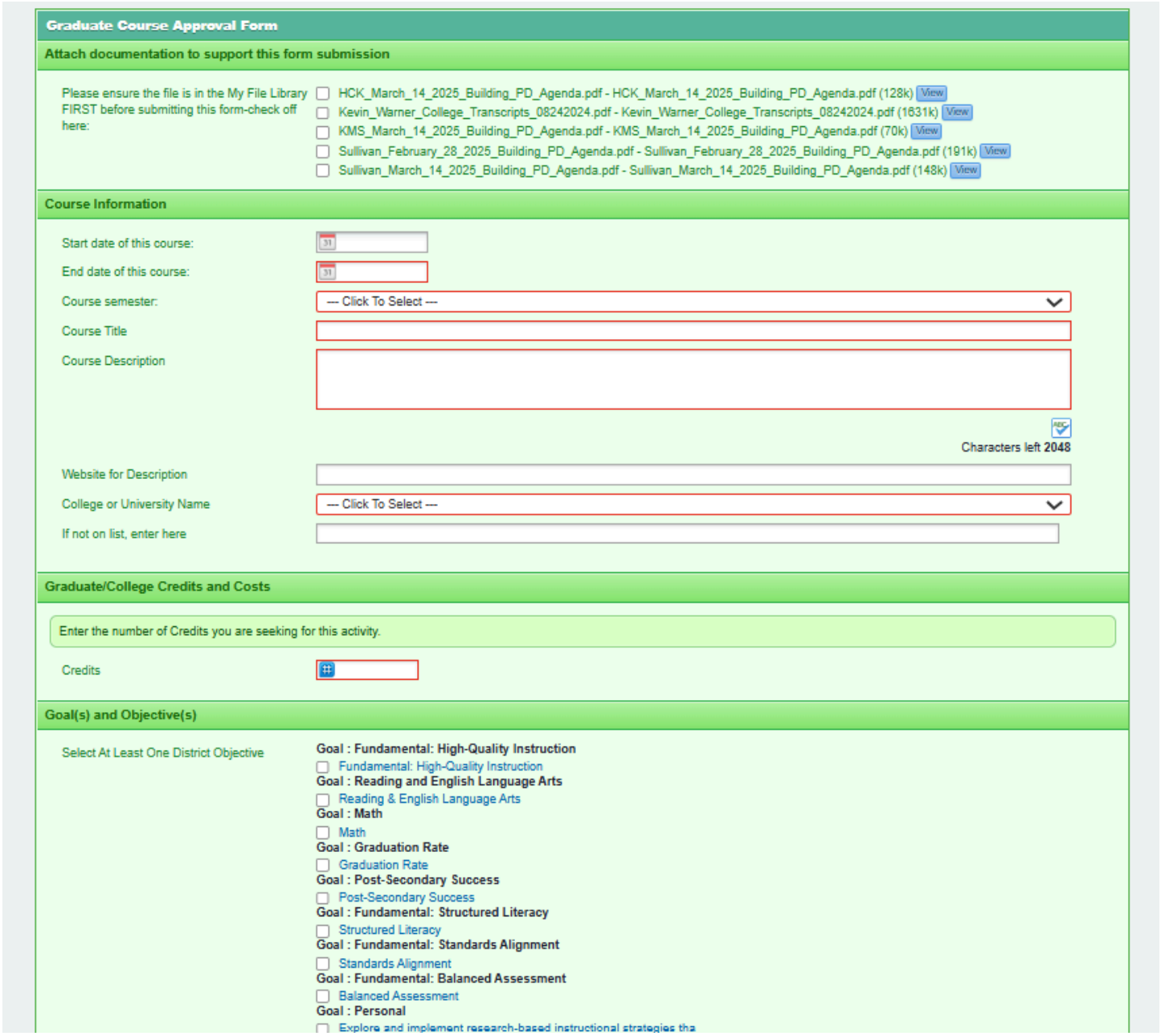
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Describe the changes in your professional practice that have made an impact on students, other adults, or program/policy development based on your new knowledge.

Most Effective Changes

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Graduate Course Approval Form



Graduate Course Approval Form

Attach documentation to support this form submission

Please ensure the file is in the My File Library FIRST before submitting this form-check off here:

- HCK_March_14_2025_Building_PD_Agenda.pdf - HCK_March_14_2025_Building_PD_Agenda.pdf (128k) View
- Kevin_Warner_College_Transcripts_08242024.pdf - Kevin_Warner_College_Transcripts_08242024.pdf (1631k) View
- KMS_March_14_2025_Building_PD_Agenda.pdf - KMS_March_14_2025_Building_PD_Agenda.pdf (70k) View
- Sullivan_February_28_2025_Building_PD_Agenda.pdf - Sullivan_February_28_2025_Building_PD_Agenda.pdf (191k) View
- Sullivan_March_14_2025_Building_PD_Agenda.pdf - Sullivan_March_14_2025_Building_PD_Agenda.pdf (148k) View

Course Information

Start date of this course:

End date of this course:

Course semester: --- Click To Select ---

Course Title

Course Description

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Website for Description

College or University Name: --- Click To Select ---

If not on list, enter here

Graduate/College Credits and Costs

Enter the number of Credits you are seeking for this activity.

Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Fundamental: High-Quality Instruction
- Fundamental: High-Quality Instruction

Goal : Reading and English Language Arts
- Reading & English Language Arts

Goal : Math
- Math

Goal : Graduation Rate
- Graduation Rate

Goal : Post-Secondary Success
- Post-Secondary Success

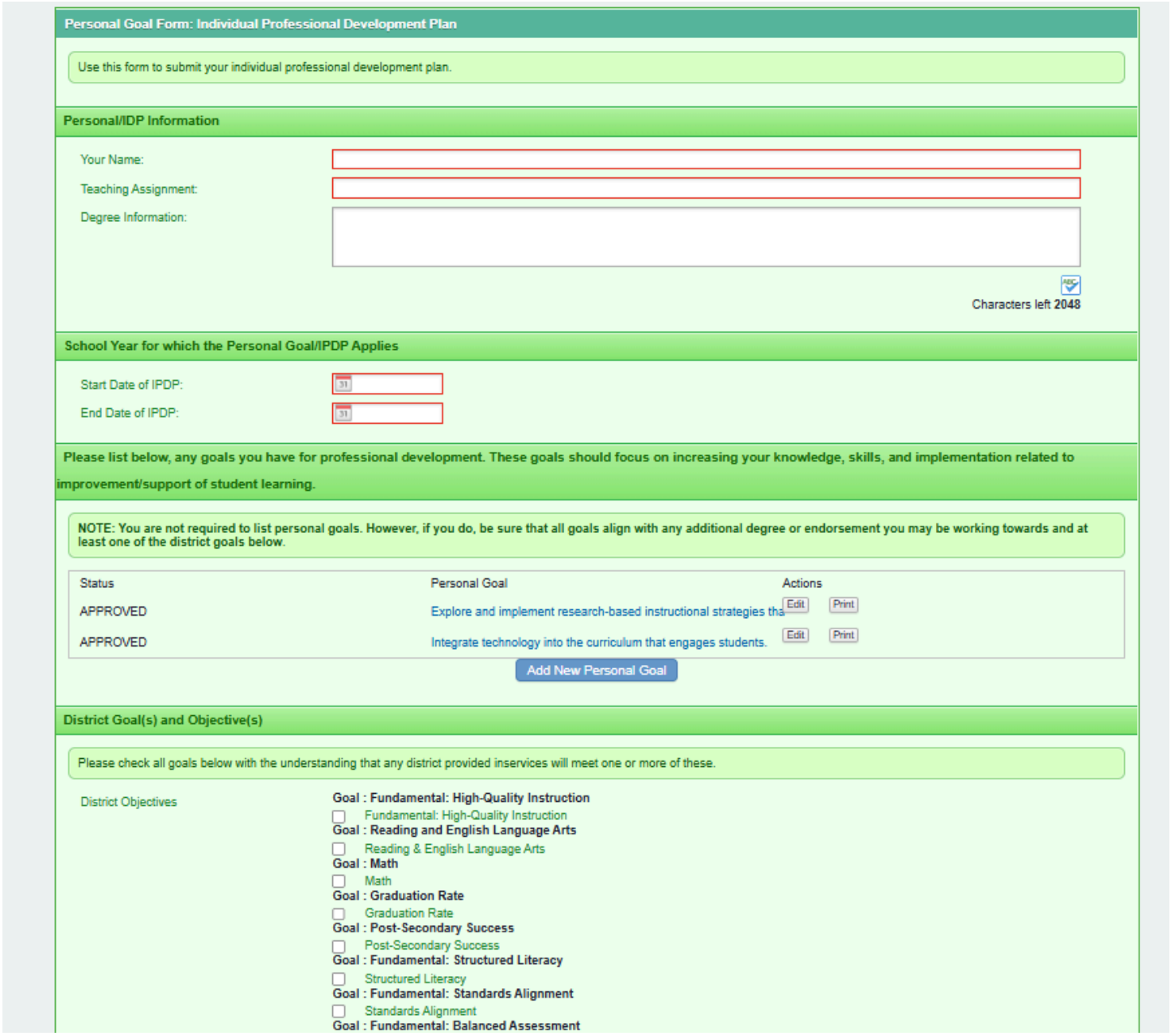
Goal : Fundamental: Structured Literacy
- Structured Literacy

Goal : Fundamental: Standards Alignment
- Standards Alignment

Goal : Fundamental: Balanced Assessment
- Balanced Assessment

Goal : Personal
- Explore and implement research-based instructional strategies tha

Personal Goal Form (IPDP)



Personal Goal Form: Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IDP Information

Your Name:

Teaching Assignment:

Degree Information:

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School Year for which the Personal Goal/IPDP Applies

Start Date of IPDP:

End Date of IPDP:

Please list below, any goals you have for professional development. These goals should focus on increasing your knowledge, skills, and implementation related to improvement/support of student learning.

NOTE: You are not required to list personal goals. However, if you do, be sure that all goals align with any additional degree or endorsement you may be working towards and at least one of the district goals below.

Status	Personal Goal	Actions
APPROVED	Explore and implement research-based instructional strategies tha	Edit Print
APPROVED	Integrate technology into the curriculum that engages students.	Edit Print

Add New Personal Goal

District Goal(s) and Objective(s)

Please check all goals below with the understanding that any district provided inservices will meet one or more of these.

District Objectives

Goal : Fundamental: High-Quality Instruction
- Fundamental: High-Quality Instruction

Goal : Reading and English Language Arts
- Reading & English Language Arts

Goal : Math
- Math

Goal : Graduation Rate
- Graduation Rate

Goal : Post-Secondary Success
- Post-Secondary Success

Goal : Fundamental: Structured Literacy
- Structured Literacy

Goal : Fundamental: Standards Alignment
- Standards Alignment

Goal : Fundamental: Balanced Assessment

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

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

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

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

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

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

(A) A minimum of six semester credit hours with a minimum cumulative GPA of3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(I) An application for renewal;

(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of **the following requirements:**
(A) Has completed all components of the national board for professional teaching standards **assessment for board certification;**
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an **advanced degree; or**
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having

completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

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

(B) an application for accomplished teaching license; and

(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional **license by rneeting the renewal requirement for a professional license specified in paragraph** (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(I) Verification that the person has earned, within the last five years, a minimum of50 professional development points under an approved individual development plan filed with a local professional **development council;**

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) **Provisional teaching endorsement license. An individual may renew a provisional teaching**

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

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following: (I) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional

license by meeting the following requirements:

(I) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A)

Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July I, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

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

(I) 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:

(I) 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 conunittee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July I, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

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

(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a

department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. (d) This regulation shall be effective on and after July I, 2003.

Kan. Admin. Regs. § KAR 91-1-211

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

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

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondaiy education authorized to award academic degrees,
the Kansas state department of education, and any other organization that serves school districts.
(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in
already held or assigned positions.
(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.

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

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

U) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessaty to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after

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

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

(a) An in-se1vice 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:

(I) Establishment of a professional development council;
(2) an assessment of in-se1vice 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 I 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 postsecondmy education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July I, 2003; amended Aug. 28, 2009.)

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

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

(I) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(I) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July I, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constihltion; effective July I, 2003.)

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

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

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

(c) Ifa person who has earned points for completion ofan 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 perfonnance 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 perfonnance 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 ofrenewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

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

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

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

(I) Consultant fees and honorariums;

(2) travel expenses for consultants;

(3) cost of materials used in training;

(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one

hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

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

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

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

Appendix E: Glossary

Authorized educational agency: Area professional development centers, state education agencies, and institutions of postsecondary education that are authorized under state law to award academic degrees, as well as other organizations that serve school districts.

Coaching: Working one-on-one with another educator to improve teaching. Coaching may include observation and feedback, problem solving, and co-planning.

Content standards: Standards adopted by the State Board of Education that define the skills and knowledge required for specific content endorsements in a Kansas State Teaching License or Certificate. *Example: A Language Arts teacher attending a state reading conference.*

Individual Development Plan (IDP): A plan describing the professional development activities and studies to be completed.

Levels of implementation: A three-point rubric used by schools to report progress on staff development goals (Knowledge, Application, and Impact).

Licensure: The official recognition by the Kansas State Board of Education that an individual has met state requirements and is approved to practice as a duly licensed professional.

Pre-service teacher: A college student enrolled in educational coursework.

Professional development point: One clock hour of professional education. One semester hour of college credit counts as 20 professional development points.

Professional standards: Standards adopted by the Kansas State Board of Education that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position. *Example: A Math teacher attending a Cooperative Learning workshop.*

Service to the profession: Any activity that assists in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations. (See page 9 for examples.)

Structured Mentoring: Activities that consist of structured guidance and regular, ongoing support designed to help teachers or pre-service teachers improve practice and develop instructional skills. Mentoring may include coaching, team teaching, building knowledge, translating into practice, and/or providing feedback through observation.

Appendix G: Professional Development Needs Assessment - USD 214 Ulysses

Professional Development Needs Assessment - USD 214 Ulysses

Description: This survey is designed to gather input from licensed staff regarding professional development needs for the upcoming school year. Your feedback will guide the USD 214 Professional Development Council (PDC) in planning meaningful and effective in-service activities that support our district's goals and your individual professional growth.

kwarner@usd214.org Switch account

Not shared

* Indicates required question

Current Building/Assignment: *

- [ ] Hickok Elementary
- [ ] Sullivan Elenentary
- [ ] Kepley Middle School
- [ ] Ulysses High School
- [ ] Ulysses Community Learning Center

Role/Primary License Area *

- ◯ Classroom Teacher (Elementary)
- ◯ Classroom Teacher (Secondary)
- ◯ Special Education Teacher
- ◯ School Leader / Administrator
- ◯ Counselor / Social Worker / School Psychologist
- ◯ Other Licensed Staff (Library, Art, PE, Music, Band)
- ◯ Other Classified Staff (Paraprofessional or Building Aide)

Instructional Strategies & District Priorities:

Rate your need for professional development in the following instructional areas on a scale of 1 to 5.

(Linear Scale: 1 = No Need/Mastered, 3 = Moderate Need, 5 = High Need)

Multi-Tiered System of Supports (MTSS) / Intervention Strategies. *

	1	2	3	4	5	
No Need/ Mastered	◯	◯	◯	◯	◯	High Need

Integrating Technology (e.g., 1:1 devices, specific software) to enhance learning. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Social-Emotional Learning (SEL) & Trauma-Informed Practices. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Differentiated Instruction strategies to meet diverse student needs. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Using Data Analysis (local/state assessment) to drive instructional decisions. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Effective implementation of new or revised Kansas State Standards. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Capability of using the EMBARC Curriculum Management Platform *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Project-Based Learning (PBL) or Inquiry-Based Instruction. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Formative and Summative Assessment design and analysis. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Integrating BDI and CRI instructional strategies into lesson design. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Developing lessons with High Quality Instruction and High Quality Instructional Materials. *

	1	2	3	4	5	
No Need/Mastered	○	○	○	○	○	High Need

Professional Growth & Format

Which of the following professional development formats do you prefer? (Checkboxes - Select all that apply) *

- [ ] Full-day In-Service Workshops
- [ ] After-school or before-school workshops
- [ ] Building/Grade Level PLC (Professional Learning Community) Time
- [ ] Online/Asynchronous Modules or Courses
- [ ] Individual or small-group Mentoring/Coaching cycles
- [ ] Visiting other classrooms/schools

Which areas of professional growth are most valuable to you for re-licensure points? (Checkboxes - Select up to 3) *

- [ ] Deepening Content Endorsement knowledge (e.g., specific math or science topics)
- [ ] Improving Professional Standards (e.g., ethical practices, professional conduct)
- [ ] Activities related to Service to the Profession (e.g., mentorship, committee work)
- [ ] College/University coursework (Graduate Credit)

How do you prefer to receive information from the USD 214 PDC? *

- ○ District Email
- ○ PDC Section of District Website
- ○ Building-level meetings
- ○ Printed materials/memos

Open Feedback

Please describe any specific professional development topics or needs you have that were not listed above.

Your answer

Do you have any recommendations for a specific external speaker, trainer, or resource that the USD 214 PDC should consider?

Your answer

Submit

Clear form

Appendix F: USD 214 Professional Development Activity Evaluation Form

USD 214 Professional Development Activity Evaluation Form

Description: Please complete this brief evaluation immediately following the activity to help the USD 214 Professional Development Council (PDC) assess its effectiveness and quality. Your candid feedback is essential for continuous improvement of our professional learning program.

kwarner@usd214.org Switch account

Not shared

* Indicates required question

Activity & Employee Information

Date of PD Event *

Date

mm/dd/yyyy

Title/Topic of PD Activity *

Your answer

Presenter/Facilitator: *

Your answer

Your Building/Assignment: *

- [ ] Hickok Elementary
- [ ] Sullivan Elementary
- [ ] Kepley Middle School
- [ ] Ulysses High School
- [ ] Ulysses Community Learning Center

Your Name (Optional, but encouraged):

Your answer

Content Quality & Relevance

Rate your agreement with the following statements on a scale of 1 to 5.

(Linear Scale: 1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree)

The content was relevant to my current professional role and responsibilities. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The activity aligned with a district/building goal or my Individual Professional Development Plan (IPDP). *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The information presented was new or expanded my knowledge significantly. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The session provided practical strategies that I can apply immediately in my classroom/role. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The learning objectives for this activity were clearly stated and were met. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Facilitation and Format

Rate your agreement with the following statements on a scale of 1 to 5.

(Linear Scale: 1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree)

The facilitator was knowledgeable, well-prepared, and answered questions effectively. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The session was engaging (e.g., interactive, appropriate pace, good use of time). *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The format of the activity (e.g., lecture, small group, hands-on) was appropriate for the topic. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The time allocated for this activity was appropriate for the amount of content covered. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Overall Evaluation & Impact

Overall, how would you rate this Professional Development Activity? *

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Do you recommend this activity be offered again to other USD 214 staff? *

- ○ Yes, highly recommended
- ○ Yes, recommended
- ○ No

Open Feedback

What was the single most valuable part of this professional development activity? *

Your answer

What is one specific suggestion you have for improving this activity in the future? *

Your answer

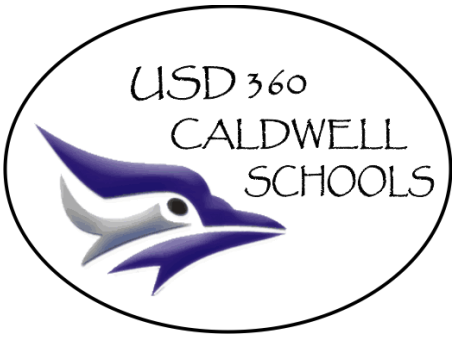
Did you experience any logistical issues (e.g., location, technology, materials)? If yes, please explain. *

Your answer

Submit

Clear form

USD 360



Caldwell Schools

Professional Development Plan

2023-2028

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

5-year Professional Development Plan Approval

The USD #360 Professional Development Council approved the following plan, at its meeting held on April 6th, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 4-6-26
Signature Date

The USD #360 Board of Education approved the following plan according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education

Board of Education President: _____
Signature

4/13/26
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

This plan is the officially submitted plan required by state regulation to allow in-service education to be applied toward the renewal of certification for certified employees for the Unified School District #360 Caldwell, Kansas.

It is the desire of USD #360 to provide quality staff development activities for certified staff. The district focus will be to increase academic achievement for students and professional growth of staff.

Purpose

It is the desire of Unified School District #360 to establish a process through which participation certified personnel engage in quality staff development activities designed to develop, refine, and extend their instructional and professional skills, methods, and knowledge.

The Superintendent of schools for USD #360 will serve as the director of staff development for the district. They are to be the designated contact person to receive information from the State Department of Education.

1.2 Membership

Members of the USD #360 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members.

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

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
Elementary School	1
Secondary School	1
Total	2

1.22 Licensed Teacher Group Selection Process:

Terms for teachers are two years in length, with teachers rotating every other year so that both teacher representatives do not leave the same year. There are no term limits for any PDC representatives as long as they continue to be selected to represent their groups.

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary School	1
Secondary School	1
Total	2

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC secretary and those elected will be notified by the PDC secretary. The PDC secretary will maintain documentation in the PDC binder. Licensed Leaders have no term limits, and terms last as long as their employment in the district.

1.25 Approved Process for PDC Member Selection When No Candidates:

If there are no nominees or volunteers for a group/s, the 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.

Purpose: To determine the focus of the district professional development plan.

Process: The focus of the District Professional Development Plan is determined at the building level by the school improvement teams working collaboratively with the entire staff. The district focus is determined by analyzing school profile data and taken from the individual building school action plans and results-based staff development plans from each building. The Professional Development Council then determines how the district should focus its efforts to facilitate the staff development plans and maximize resources. Individual Professional Development Plans can be amended annually. They include the building goals as well as a place for individual goals. (See KESA district plan at the end of this document)

Results Based Staff Development

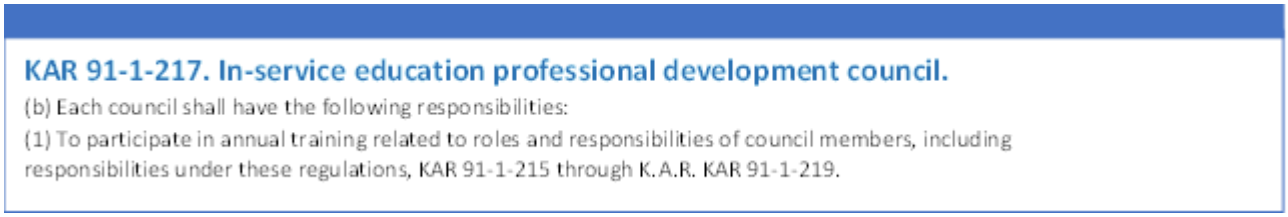
District goals support the individual building goals and provide a vision for USD #360 that supports the district mission:

The mission of Caldwell Schools, USD #360, is to promote learning as a lifelong process for all students as they prepare for the future. The schools, in partnership with the home and community, will provide challenging opportunities in a safe and caring environment.

Duties of the PDC

1. Establish dates/times for submission and completion of forms to the PDC.
2. Evaluate and recommend for approval all Individual Professional Development Plans (IPDP) and points.
3. Develop and implement professional development education to satisfy school improvement targeted areas.
4. Maintain a record-keeping process within the district.
5. Complete the staff development data related to the KSDE requirements.
6. The PDC will be trained annually as required. These trainings will be held to review the progress of the plan, prepare for future goals of the group, and answer any questions of the team. Trainings will be held by no later than mid-September of each school year.

1.4 Annual PDC Training



Orion Education Service Center 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 at the District Office. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

The PDC selects its officers, a Chairperson and a Co-Chair, for a two year term in June. Officers may serve unlimited terms.

Duties of Officers

1. Chairperson(s) calls and conducts all meetings, documents district-wide trainings/meetings, reviews & approves staff transcripts for re-licensure, and generates reports for the committee.
2. Secretary records and maintains files of each meeting, helps document building-level trainings/meetings, and fills in for the chair in his/her absence.

1.51 Meetings

PDC Meeting Times and Locations

The PDC meets three times each year: in September for training, and at the end of each semester to approve points. Meetings are held during district-provided work days at the high school.

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 three 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

Records of Meetings

The minutes of all meetings shall be kept by the secretary of the committee. These minutes will be distributed to committee members and the Superintendent. The PDC chairperson and the District Office will keep a copy of all records/minutes and materials relative to committee activities.

A master file of the Individual Professional Development Plans (IPDP) will be maintained
in a separate file in the Administrative office. These records will be considered confidential and access to them will be according to the Board of Education policy, and to the committee, when in session.

Copies of the minutes/records of the committee and IPDPs will be available. A record will be kept which contains the date, time, place and any other information pertinent to the copying or reviewing of these minutes and records

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	Email	PDC Chair	Y
IPDP's	X	FrontLine/ Individual Plans	Principals	Y
Meeting Minutes	X	District Office	District Secretary	Y
Member Selection	X	Email	Principals	Y
Officer Selection				
PD Plan Process	X	District Office	PDC Chair	Y
PD Points	X	FrontLine - Knowledge/Service to the Profession	PDC	Y
Staff PD Needs Assessments	X	Google Survey	Principals	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 the PDC Chairperson and to Licensed 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 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 USD #360 PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

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

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

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD #360. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9 or in the Individual Professional Development Plan section of this plan.

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principals
2nd-	PDC

Appealing the non-approval of an IPDP by the PDC

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

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

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

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

Professional Development Points

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings. ("All decisions about the type and amount of PD points that the PDC awards are final." or "After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described in section 3.9.

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principals
2nd-	PDC

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, licensed staff may pursue an appeal from the PDC as described in section 3.9.

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 #360 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

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.

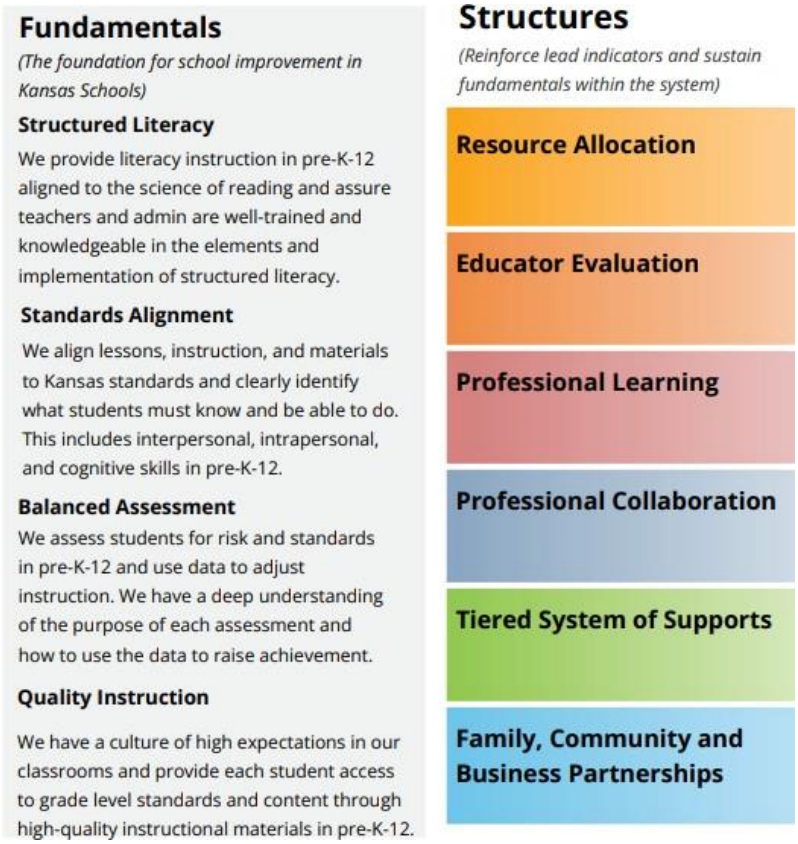
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

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.
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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 on In-Service Needs

After certified staff complete activity, an evaluation form will be available through Frontline, or a Google Survey may be sent. The principals will be responsible to collect the results and share at the PDC meetings.

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

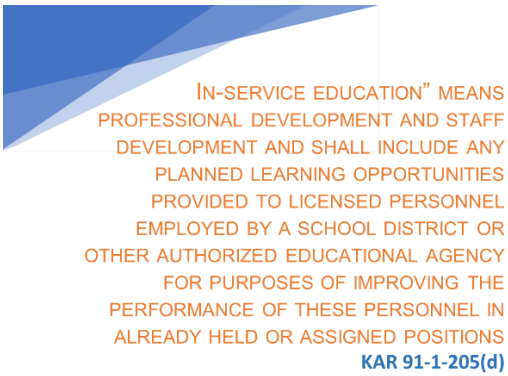
of PD points earned for licensure renewal contrary to regulation and to be invalid.

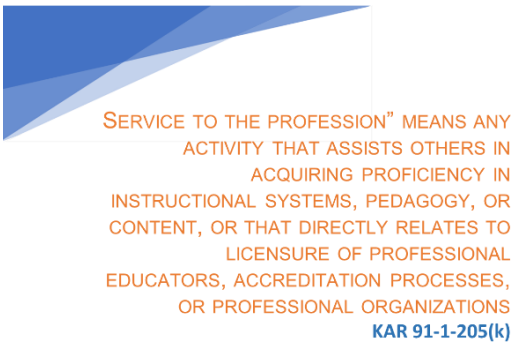
The PDC awards points as a council. No individual member may approve points.

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 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 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.

PDC Points are not used for movement on the salary schedule.

4.6 Questions About Awarding PD Points Relative to Renewal Licensing

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

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

   Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
   Exceptions:
   - You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
   - You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience

during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**

- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Long Range Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IDP Information

Name

Teaching Assignment

Degree Information

Certification Dates for which the IDP applies

Effective Date

Expiration Date

Select the School District

District --- Click To Select ---

If not on list, enter here

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Personal Goal #1

Characters left **2048**

Personal Goal #2

Characters left **2048**

Personal Goal #3

Characters left **2048**

If Revising the Original Form, Please enter Revision Notes Below

Enter the date of the revision and explain the revision below.

Revision Notes:

Characters left **2048**

What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective	**Goal : School Improvement** ☐ School environment **Goal : Curriculum and Instruction** ☐ 21st Century Skills **Goal : Technology as an Educational Tool** ☐ Technology Plan
Building Goals	☐ Caldwell Elementary School:Communication ☐ Caldwell Elementary School:Bluejay Way ☐ Caldwell Elementary School:Technology ☐ Caldwell Secondary School:Bluejay Way ☐ Caldwell Secondary School:Wireless Technology ☐ Caldwell Secondary School:Communication

Comments

Comments

Characters left **2048**

Finish

Service to the Profession Log Knowledge Level - Recertification Points Only

Use this form to submit a request for approval for a Service to the Profession activity such as: Student Teacher Mentor, Book Study Groups, Workshop Presenter/Prep Log, etc.

Activity Information

The list of approved committees for Service to the Profession are:

- AR Planning
- Book Fair
- Career Education
- Character Education
- Coach/Sponsor Training
- Crisis Planning Teams
- CTE/Pathways
- Curriculum Groups
- Drivers' Education
- Gemini II
- IDL
- KESA
- KSHSAA
- Mentoring
- PDC
- PLC
- Redesign Committee
- SCBL
- Senior Project Committee
- Site Council
- Spelling Bee
- Student Assessment Committee
- Student Improvement Team (SIT)

Activity Title

Description

Characters left **2048**

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Sponsor/Provider

Select Caldwell.

Provider — Click To Select —

If not on list, enter here

Points

Enter the number of Points you are seeking for this activity

Points

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : School Improvement

- [ ] School environment

Goal : Curriculum and Instruction

- [ ] 21st Century Skills

Goal : Technology as an Educational Tool

- [ ] Technology Plan

Purpose(s)

Select a Purpose(s)

- [ ] Relicensure Points
- [ ] Salary Credit Hours

Comments

Comments

Characters left **2048**

Finish

The Service to the Profession logs your committee meetings in the 'Professional Development Logs' section of the 'My Requests' box. At the end of the year, you can select the committee work you want to submit for approval and submit it in one submission.

APPENDIX C

College Credit Approval

Course Information

Course Title

Course Number

Course Description

Characters left **2048**

In the space below, pick the appropriate licensure category:

1. Content: Training related to the subject areas you teach.
2. Service to the Profession:
   Meetings, committees (i.e. SIT, PDC, DIT, etc)
3. Training that cuts across all content areas (i.e. Cooperative Learning, Brain Research, etc)

Licensure Category: --- Click To Select ---

Course Website

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Provider

Provider: --- Click To Select ---

If not on list, enter here

Sub Information

Sub Required: ○ Yes ◉ No

College Credit Hours

Enter the number of College Credit Hours you are seeking for this activity (1 College Credit = 20 Points)

Credit Hours

Building Goals

District and Personal Goals

Select At Least One District Objective

Goal : School Improvement

☐ School environment

Goal : Curriculum and Instruction

☐ 21st Century Skills

Goal : Technology as an Educational Tool

☐ Technology Plan

Select All That Apply

- [ ] Caldwell Elementary School:Communication
- [ ] Caldwell Elementary School:Bluejay Way
- [ ] Caldwell Elementary School:Technology
- [ ] Caldwell Secondary School:Bluejay Way
- [ ] Caldwell Secondary School:Wireless Technology
- [ ] Caldwell Secondary School:Communication

Purposes

Select Purpose(s) --- Click To Select ---

Comments

Comments

Characters left **2048**

Finish

APPENDIX D

Seminar/Workshop expenses

Transportation $_____

Name_____ **Position**_____ Meals $_____

Inservice_____ **Date(s)**_____ Lodging $_____

Location_____ **Start/End Times**_____ Total $_____

1, Registration Information

a) Registration fee _____

b) Registration deadline _____

c) Has registration been made for you? Yes_____ No_____

d) Make check or P. O. payable to : _____

e) Address: _____

f) Contact person and phone number _____

2. Mode of Transportation (Complete One)

a) District vehicle to be picked up on _____ & returned on _____

or

b) Person vehicle (mileage paid only when district vehicle is not available)

Total number of miles _____ x reimbursement rate = $_____

c) Other _____

3. Meals

a) Number of meals _____ x reimbursement rate = $_____

4. Lodging

a) Does reservation need to be made? Yes_____ No_____

If yes, date(s) needed _____

Hotel/Motel name_____

Address _____

Phone Number _____

Cost per night including taxes $_____

x number of nights _____ = $_____

b) Have you phoned for your room reservation? Yes_____ No _____

c) Method of payment or reimbursement _____

5. Substitute Information

a) Substitute needed? Yes_____ No_____ If yes total days _____

If less that one day specify AM/PM times substitute is needed _____

Are others from the district attending the workshop? (List)_____

Please remember to communicate with the substitute coordinator about a need for a substitute and fill out all the required forms.

Authorization to attend workshops and expenses must have prior approval. Please attach a copy of any additional information that you have on the workshop.

Applicant signature_____ Date_____

Supervisor signature_____ Date_____

Superintendent signature_____ Date_____

APPENDIX E

In-District Activity Evaluation Form

General Info

User	**Crystal Carothers**
Building	Caldwell Elementary School
User	Carothers, Crystal
Building	Caldwell Elementary School
Activity Title	CPR Renewal

In-District Activity Evaluation Form

Your responses are NOT ANONYMOUS

Will the information gained impact your professional work?
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

Will the information gained impact student achievement?
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

I found participant involvement adequate.
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

The training and presentation was adequate.
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

What are your questions or concerns?

Characters left 2048

Click Save To Exit

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Catholic Schools
Archdiocese of Kansas City in Kansas

Office of Catholic Schools
Archdiocese of Kansas City in Kansas
12615 Parallel Pkwy, Kansas City, KS 66109
archkckcs.org | 913-721-1570

Professional Development Plan

Archdiocese of Kansas City in Kansas
Z0029

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

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5-year Professional Development Plan Approval

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

PDC Chair: _____ 04-13-26
Signature Date

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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 Archdiocesan Professional Development Council (PDC) was established in 1998 to support continuous learning for all licensed staff members. The council is representative of licensed personnel and includes at least as many teachers as administrators. Membership rotates every three years.

Each year, the Archdiocesan PDC conducts training for local PDC Building Representatives, who are selected annually at the school level. These representatives assist their school administrators in developing and managing the school's professional learning plan.

The Archdiocese of Kansas City in Kansas supports 42 Catholic schools across 12,500 square miles in Northeast Kansas. Our mission is to pass on our Catholic faith. As such, all professional development for school principals and teachers is rooted in our Catholic identity. At the local level, each school also conducts its own needs assessment to identify curricular priorities. These assessments include stakeholder surveys and data analysis of student performance.

1.2 Membership

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

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

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

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

The members of the Archdiocese of Kansas City in Kansas Professional Development Council (PDC) are staff who serve as licensed teachers and/or leaders. Each member is selected by the licensed teachers and leaders from the groups they represent. The PDC is comprised of at least as many teachers as licensed leaders, with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair, in collaboration with the Office of Catholic Schools, is responsible for ensuring that the teacher-to-leader ratio is maintained and will work to fill any vacancies promptly using the process outlined below.

Our PDC represents 42 schools across the Northeast Kansas, encompassing a diverse range

of settings—including rural, urban, and inner-city schools. These schools serve students in PreK–5, PreK–8, and 9–12 grade configurations, and include single-, two-, and three-section schools. The current council includes seven teachers and four administrators.

To ensure balanced representation, the council includes at least one teacher representative from each of the three regional deaneries—Johnson County, Wyandotte County, and Topeka/Lawrence/Northern/Southern. Additionally, there is an at-large representative for elementary, middle, and high school teachers, one at-large teacher, one elementary/middle school leader/administrator, one high school leader/administrator, an at-large school leader, and a leader from the Office of Catholic Schools (OCS).

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

Group Represented	Licensed Teachers
Johnson County Deanery	1
Topeka/Lawrence/Northern/Southern Deanery	1
Wyandotte County Deanery	1
At-Large Elementary (K-5)	1
At-Large Middle (6-8)	1
At-Large High School (9-12)	1
At-Large	1
TOTAL	**7**

1.22 Licensed Teacher Group Selection Process

Each deanery's teacher representative is selected by the licensed teaching staff from that region. The PDC Chair, in coordination with the Office of Catholic Schools (OCS), oversees and supports the process to ensure consistency and transparency.

Selections occur in the spring of each school year, with new terms beginning the following academic year. Each representative serves a three-year term. Members may serve no more than two consecutive terms.

Licensed teachers may either volunteer or be nominated by their peers. Nominations are typically gathered during staff meetings or through direct communication with the principal. Names of interested nominees or volunteers are submitted to the school principal, who forwards them to the Office of Catholic Schools for electronic ballot creation.

Compiled nominee lists are sent to licensed staff in the relevant group (e.g., deanery or grade band) for voting no later than April 15. Selections are collected via a secure digital format (e.g., Google Form) provided by the OCS. Each licensed teacher may cast one vote per open position in their group.

Votes are tallied by the designated OCS representative. Final results are shared with the full PDC and communicated to the newly elected members by the PDC Chair. All records of nominations, voting, and communications are maintained digitally by the PDC Chair and archived by the Office of Catholic Schools.

1.23 Licensed Leader Groups Represented

Group Represented	Licensed Leaders
At-Large Middle (K-8)	1
At-Large High School (9-12)	1
At-Large	1
Office of Catholic Schools	1
TOTAL	**4**

1.24 Licensed Leader Group Selection Process

The PDC Chair, in collaboration with the Office of Catholic Schools (OCS), oversees the selection process for licensed leader representatives.

The selection process takes place in the spring semester, with new terms beginning at the start of the following academic year. Each representative serves a three-year term and may serve no more than two consecutive terms.

Licensed leaders (superintendent, associate superintendents, principals, presidents, assistant/vice principals) may volunteer or be nominated by their peers. The PDC Chair or OCS staff may also invite candidates to consider serving if representation is lacking.

Nominations and volunteers are submitted directly to the PDC Chair or OCS via email or a nomination form. Nominee names are distributed to all eligible voting leaders in the respective group (e.g., elementary/middle or high school) no later than April 15. Selections are collected through a secure digital platform (e.g., Google Form) managed by the PDC Chair or OCS. Each voting leader may cast one vote per open position in their group.

Votes are reviewed and tallied by a designated representative from OCS. The PDC Chair reports the election outcomes to the full council and notifies the newly selected representatives. Records of nominations, voting results, and communications are maintained digitally by the PDC Chair and archived with the Office of Catholic Schools for transparency and future reference.

1.25 Approved Process for PDC Member Selection When No Candidates

If there are no nominees or volunteers for a group/s, the Superintendent or his/her designee 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.

The Archdiocese of Kansas City in Kansas 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 electronically by the Office of Catholic Schools. 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 the Archbishop, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

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1.50 Officers

Officers are elected from among current PDC members by a majority vote of the full council. Only individuals selected through the process outlined in Section 1.1 are eligible to serve as officers. District- or system-assigned support staff may assist the PDC but are not eligible to serve as members or officers unless formally selected as representatives.

Officer elections are held at the final meeting of the school year or as needed to fill vacancies. Nominations may be submitted by any current council member, including self-nominations. Voting is conducted by simple majority of those present.

To ensure leadership continuity, PDC officer terms will may be staggered. This means that not all officers begin and end their terms in the same year.

During the first implementation year or when all officers are newly elected, initial terms may be adjusted:

- One officer (e.g., Vice Chair or Secretary) is elected to a one-year term
- One officer (e.g., Vice Chair or Secretary) is elected to a two-year term
- Remaining officer serves the standard three-year term

After this cycle, all officer elections follow the regular term structure, with one position rotating off annually, when possible. In cases of mid-term vacancy, the newly elected officer serves only the remainder of the unexpired term, preserving the staggered cycle.

Officers serve a three-year term and may be re-elected for up to two consecutive terms. If an officer resigns or is no longer able to serve, a special election will be held at the next scheduled meeting to select a replacement, who will serve the remainder of the term and may be eligible for re-election.

Officer Title: **Chair**
Officer Duties:

- Presides over meetings
- Coordinates agendas with the Office of Catholic Schools
- Ensures representation and compliance with membership requirements
- Oversees elections and documentation of all council activities

Officer Title: **Vice Chair**
Officer Duties:

- Assists the Chair as needed
- Presides in the Chair's absence
- Supports coordination of training for Building Representatives

Officer Title: **Secretary**
Officer Duties:

- Maintains meeting minutes and attendance records
- Tracks terms and membership rotation
- Assists with communications and historical record keeping

1.51 Meetings

The PDC will meet as often as necessary to fulfill its responsibilities, including reviewing and approving Professional Development (PD) Points, Individual Professional Development Plans (IPDPs), and 5-Year Professional License Renewal Plans. A minimum of four meetings per year will ensure timely processing and oversight.

The PDC will operate August through June each academic year. Meetings may occur during the summer months if necessary to accommodate deadlines or review time-sensitive submissions.

If a standing schedule is not established, meetings will be scheduled by the PDC Chair in collaboration with the Office of Catholic Schools. Members will be notified of meeting dates at least two weeks in advance, unless the meeting is classified as an emergency.

PDC meetings are attended by current council members. Guests—such as school administrators, Building Representatives, or representatives from the Office of Catholic Schools—may be invited to attend or present as needed. Only council members may vote.

Meetings may be conducted in person, virtually, or in hybrid format using secure digital platforms. All meeting protocols, including quorum and voting, apply regardless of format.

Emergency meetings may be called by the PDC Chair or Office of Catholic Schools to address urgent matters (e.g., time-sensitive PD approvals). In these cases, members will receive as much advance notice as possible, and all efforts will be made to ensure quorum.

Meeting minutes, including attendance, motions, and decisions, will be recorded by the Secretary. Minutes will be shared with all members and archived electronically by the PDC Chair.

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 PDC will be indicated by an affirmative vote of a simple majority of the authorized membership of the PDC. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 8 members, with 2 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the PDC where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

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

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

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

4. Forms are found on our website at: https://archkckcshub.org/14016076-34d8-11ef-8b59-8417e7418f0c

Training on how to complete and submit Individual Professional Development Plans (IPDPs) and verify professional learning attendance is provided at the beginning of each school year. This training is delivered to Building PDC Representatives/Designated Supervisors, usually in video/voice over ppt format.

Building PDC Representatives/Designated Supervisors are responsible for sharing this training and supporting licensed staff at their respective schools. Refresher trainings or updated guidance may also be provided mid-year if there are changes to forms or procedures.

		Location of Documentation/ Information	**Responsible Person for Documentation**	**Accessible to more than one person?**
Communications	X	Email	PDC Chair, OCS	Yes
IPDP's	X	Building staff paper files	Principals	Yes
Meeting Minutes	X	OCS Shared Google Drive	PDC Secretary	Yes
Member Selection	X	OCS Google Drive	OCS staff member	Yes
Officer Selection	X	OCS Google Drive	PDC Secretary	Yes
PD Plan Process	X	OCS Shared Google Drive	PDC Secretary	Yes
PD Points	X	https://archkckcs.org/transcript	PDC Chair	Yes
Staff PD Need Assessments	X	OCS Google Drive	Designated Supervisors	Yes

1.54 Communications

The PDC Chair is responsible for ensuring that the outcomes of meetings, decisions, and key activities of the council are communicated clearly, accurately, and in a timely manner to appropriate stakeholders.

PDC Members – Receive meeting agendas in advance, minutes following each meeting, and any follow-up action items.

Building PDC Representatives – Are informed of policy updates, procedural reminders, and training opportunities via email or principal/designated supervisor communication.

Licensed Staff – Receive relevant updates through their Building Representative or principal, including deadlines, training, and licensure information.

School Leaders (Principals/Presidents) – Are kept informed of PDC deadlines, licensure

requirements, and building-level responsibilities.

Office of Catholic Schools (OCS) – Receives meeting records and is consulted for procedural guidance and policy alignment.

Governing Body – The PDC Chair formally represents the council to the Archbishop, providing updates on council actions, membership, and licensure processes as needed.

Email updates are the primary method for distributing minutes, forms, and guidance. Important information will also be posted in the online communication web-app called the Hub. The Office of Catholic Schools Google Shared Drive and Google Shared Folders are used for storing agendas, approved minutes, forms, and documentation accessible to council members, licensed personnel and the OCS. Building-level communication is disseminated by principals and Building Representatives.

Formal communication, including meeting agendas, minutes, decisions, and correspondence, are documented and archived by the PDC Secretary and Chair, digitally in the Office of Catholic Schools Google Drive.

1.55 Approvals

All approval authority for the following activities lies within the PDC. 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 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 shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st Step	Building Representatives (pre-screening)
2nd Step	Designated Supervisors (principals, superintendents, etc.)

Delegated Approval

The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for the Archdiocese of Kansas City in Kansas. 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 Step	Building Representatives (pre-screening)
2nd Step	Primary Evaluator

Delegated Approval

The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve professional development points for the Archdiocese of Kansas City in Kansas. 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 completion of all IPDPs.

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.

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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 Archdiocese of Kansas City in Kansas does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

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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.

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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.

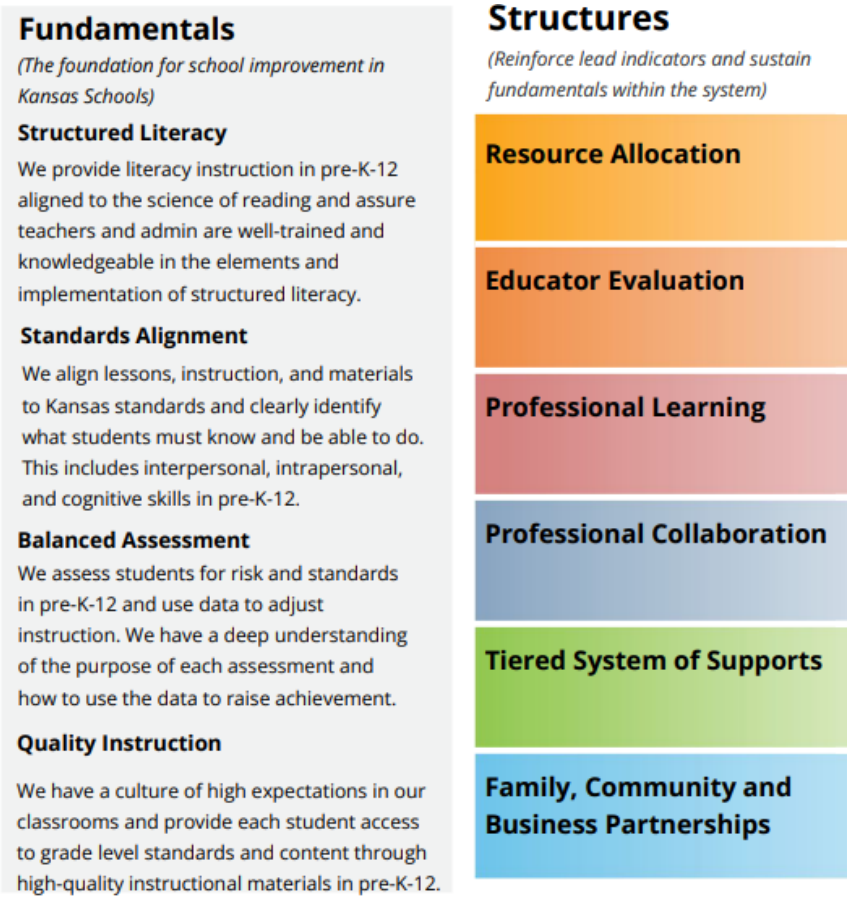
Each District Leadership Team (DLT) will

- 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.

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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

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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.

All licensed staff members in the Archdiocese develop and implement an Individual Professional Development Plan (IPDP) for each licensure cycle. Plans are based on individual learning goals determined by the staff member in collaboration with the local administrator. Plans are aligned with the school's professional development plan and strategic plan. Individual Professional Development Plans are submitted to the local administrator by November 1st of each year. Administrators approve the IPDP's at the local level.



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

3.1 Collaborate with 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.

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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. 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.

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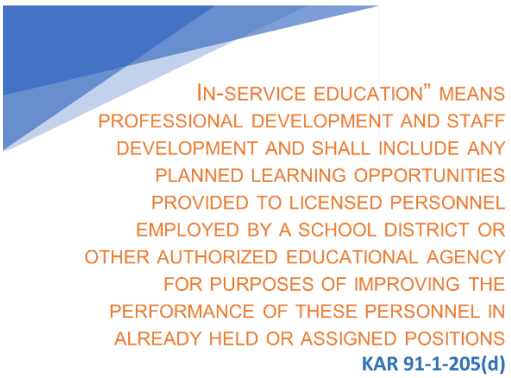
Process for Requesting a Professional Development Transcript
Staff can request a professional development transcript six months before his/her license expires. Requests are made electronically utilizing the Archdiocese of Kansas City in Kansas Transcript Request webpage. Attendance Verification Forms, College Transcripts, and the staff member's license are uploaded in this system.

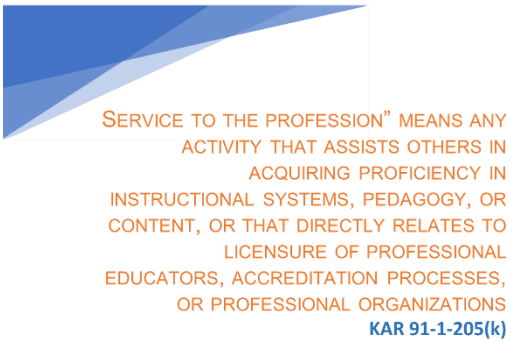
On the last Monday of the month, the PDC reviews all transcript requests and creates an Archdiocesan Professional Development Transcript. The transcript is signed by the PDC Chair and emailed to the staff member and his/her administrator for uploading to KSDE.

Educators no longer employed by an Archdiocesan school can access the Transcript Request Page via the Archdiocesan website and can request a Professional Development Transcript.

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

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

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

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?	2x Original Knowledge Level points	2x Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3x Original Knowledge Level points	3x Original Knowledge Level points	Not applicable

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

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

The following are samples of criteria a District/System may use in determining whether

professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 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 = 2x 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 = 3x Level I points
Verification required may include one of the following:

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

Student Learning = 3x Level I points
Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
    - Study habits.
    - Improved school attendance.
    - Improved homework completion rates.
    - Independent observation of positive students' classroom behaviors.

- Increased enrollment in advanced classes.
- Increased participation in school-related activities.
- Decreased dropout rates.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters (not used)

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.

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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

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Catholic Schools
ARCHDIOCESE OF KANSAS CITY IN KANSAS

Individual Professional Development Plan for Licensure Renewal

Professional Development Council

If you meet any of the following options for renewal, you do not need to file a professional development plan:

Your Kansas license has been expired more than 5 years, but you can verify you have been employed at least 3 of the last six years in a state-accredited school out-of-state under a professional level license during the last six years

You have completed within the last 6 years at least 8 semester credit hours that are part of an approved program to add a teaching, school specialist or leadership endorsement to your certificate/license

INSTRUCTIONS

1. **Complete the attached form in collaboration with your designated supervisor-** Individual Professional Development Plan for Licensure Renewal

2. **The LRC will review your plan at their next available meeting review your plan:** That review will either be at the next PDC meeting or at the discretion of the designated approver. *You will be notified if additional information is needed.*

3. **When the PDC has approved your plan, the PDC or its delegated approver will notify you.** Once your individual professional development plan is approved, you may begin completing the activities to meet the goals on your approved plan. Along with your approval letter, you will receive instructions and forms that you will use to verify completion of your professional development activities.

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Individual Professional Development Plan

Request for approval through
Professional Development Council

SSN ___ ___ ___ - ___ ___ - ___ ___ ___ ___			**DOB:** (MM/DD/YYYY)
Legal Name (First) (Middle) (Last)			
Mailing Address	**City**	**State**	**Zip Code**
Email Address:	**Gender** ☐Male ☐Female	**Home Phone:** __ __ __ - __ __ __ - __ __ __ __ **Work Phone:** __ __ __ - __ __ __ - __ __ __ __	

List all prior names (maiden, alias, previous married, etc.) _____

Effective and expiration dates of last certificate: _____ **to** _____

Endorsement areas listed on your certificate/license _____

_____

Verify <u>all</u> degrees earned: (example: BA, MS, EDS, etc.)

Institution:_____ Degree:_____ Year Earned:_____

Institution:_____ Degree:_____ Year Earned:_____

Institution:_____ Degree:_____ Year Earned:_____

Professional Development Goals: Your goals must be related to: Content – based on content endorsements that are on your certificate/license; Professional Education (pedagogy) – general education; Service to the Profession. Section 3 of the Z0029 Professional Development includes the steps for completing the IPDP creating and update process.

1._____

_____

2._____

_____

3._____

_____

(Attach additional sheets as needed)

Anticipated Activities to Meet Goals: Please list the anticipated activities below. Examples: Complete a college course on exceptionalities; complete two college courses through a community college on computer skills (Using PowerPoint or Word); attend a professional conference on science ideas for middle school science teachers

1._____

_____

2._____

_____

3._____

_____

(Attach additional sheets as needed)

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REMEMBER:

- If you hold an advanced degree: Renewal requires 120 professional development points
- If you hold a bachelor's degree: Renewal requires 160 professional development points with 80 of those points from college credit hours
- One semester credit hour = 20 professional development points
  - *note: one quarter credit = 13.4 professional development points
- One clock hour of professional learning = 1 professional development point

Signatures for IPDP Approval

_____ _____

Signature of applicant Date

Name of Designated Supervisor:

_____ _____

Signature of Designated Supervisor Date

McPHERSON
PUBLIC SCHOOLS
USD 418

Professional Development Plan

Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/30

5-year Professional Development Plan
Approval

The USD 418 Professional Development Council approved the following plan, at its meeting held on Feb 25, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 2-25-2026
Signature Date

The USD 418 Board of Education approved the following plan, at its meeting held on 3/9/26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____ 4.2.26
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)

Professional Development Council Officers

PDC Chairperson	Doug Wine
Vice-Chairperson	Nicky Bowers
Secretary	Lenae Rose

Professional Development Council Meeting Dates

SY2025/26
August 27, 2025
October 29, 2025
February 25, 2026
April 29, 2026

2025/26 PDC Representatives

Building	Representatives
EES	Shannon Fuller
LES	Liliana Peters Aspen Rank (Pre-K)
RES	Doug Wine
WES	Jill Beam (Elementary admin) Sarah Razak
MMS	Nicky Bowers Heather Dubois Inge Esping (MS Admin)
MHS	Jessica McNally Bethany Schoenwetter Melissa Beede (HS Admin)

SPED	Jenessa Maldonado
Central Office	Brandi Martinez-McWilliams (District admin)
PDC Support Staff: Toni Cabezas Bonnie Smiley	

Professional Development Purpose & Philosophy

Purpose

The purpose of the In-Service Plan is to provide a written professional growth plan as well as an alternative to college hours for licensure through professional development activities to be completed by the individual during the specified period, ranging from one to five years. This plan is available to all licensed personnel residing in the district, including certified substitute teachers, provided they complete and file an approved Individual Professional Development Plan (IPDP) and that completion of the plan is validated for credit by the Professional Development Council (PDC) and the McPherson Board of Education.

Philosophy

USD 418 is committed to fostering a culture of continuous learning and professional growth for its certified staff. Staff development should be a structured, cohesive, ongoing process that responds to our educators' evolving needs and interests. Through a deliberate and strategic approach, we aim to support professional development at the district, building, and individual levels, empowering staff to enhance their skills and advance their impact on student success.

1.1 Introduction

The Professional Development Council is a representative group of local district-certified personnel that advises and informs the USD 418 Board of Education concerning the planning, development, implementation, and operation of the Kansas State Department of Education In-Service Education Plan.

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

1.2 Membership

Members of the USD 418 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.

Resignation and Replacement

A member may resign his/her membership at any time and be replaced using the appropriate selection process below.

Resignation by Request of the Council

The council may request a member's resignation if they fail to fulfill responsibilities or other duties deemed essential. The PDC will replace that slot using the appropriate selection process below.

Composition of Council

The standing membership shall be composed of no more than fifteen (15) members, including the following:

- PreK - one representative
- Elementary - one representative from each building
- Special Education - one representative
- Building Licensed Leaders- one elementary, one middle, and one high school representative
- Central Office - one representative
- Middle School - two representatives
- High School - two representatives

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Pre-K-Early Childhood Programs	1
Eisenhower Elementary	1
Lincoln Elementary	1
Roosevelt Elementary	1
Washington Elementary	1
Mc Pherson Middle School	2
McPherson High School, including Alternative Center	2
Special Education Coop	1
Total	10

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
The PDC chair and/or Director of Curriculum and Instruction shall approach building principals for replacements to the council as needed.
How long is the term for a teacher/specialist PDC member? Term of 2025-2030 PD Plan

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?
Each group will select representatives by May 1 for the term starting July 1.

Nominations will be distributed as a slate to the represented group via email or Google Forms. Results will be kept in the shared PDC drive and communicated by the PDC chair.

Staff may volunteer for a membership slot by reaching out to PDC Chair.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary Schools	1
Middle School	1
High School	1
District-wide (Special Ed-Coop, Central Office, etc.)	1
Total	4

1.24 Licensed Leader Group Selection Process:

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

The PDC chair and/or Director of Curriculum and Instruction shall approach building principals/central office for replacements to the council as needed.

How long is the term for a leader/administrator PDC member? Term of 2025-2030 PD Plan

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? Each group will select representatives by May 1 for the term starting July 1.

Nominations will be distributed as a slate to the represented group via email or Google Forms. Results will be kept in the shared PDC drive and communicated by the PDC chair.

Staff may volunteer for a membership slot by reaching out to PDC Chair.

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

1.3 Roles and 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.

Council

Each Professional Development Council member shall be aligned to support the group they are representing (i.e. the individual selected to represent LES on the PDC will provide support to the certified staff at LES). The members will perform the following duties and functions as needed:

- Assist staff in utilizing the professional development tracking system to:
    - Electronically submit Individual Professional Development Plans
    - Track professional development completed outside of the district
    - View transcript and historical professional development information

- Provide ongoing training, communication, and education to buildings about PDC decisions and processes.
- Field questions from staff about professional development processes
- Support implementation of the district's Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education
- Provide feedback about the Professional Development Plan and corresponding processes to district administrators and the Board of Education.
- The district shall furnish clerical and accounting staff and facilities for meetings, record keeping, communication, and other council business.

1.4 Annual PDC Training

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

USD 418 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. Depending on scheduling and availability, this training may be completed either as a council or individually.

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 on each individual's Frontline Transcript. 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?

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

Chairperson

The chairperson shall perform the following tasks as needed:

- Preside at all regular and special meetings
- Create meeting agendas with input from the council
- Appoint PDC members to subcommittees
- Receive resignations from PDC members
- Establish yearly council tasks and timelines
- Carry out any other duties as described in this document or assigned by the council
- Collaborates with the Director of Curriculum and Instruction on the direction of professional development in the district
- Provide oversight and act as an escalation contact for process questions regarding awarding points
- Serve as a liaison to KSDE

Secretary

Although not an officer, the secretary/recorder will be provided by the district and shall perform the following tasks as needed:

- Oversee the configuration of the professional development tracking system
- Assist in tracking district-led professional development using the tracking system
- Provide correspondence
- Prepare in-service transcripts and submit them to KSDE

- Provide recommendations to the Board of Education regarding the approval of PD Points
- Ensure that minutes are recorded for meetings, either directly or by delegating

1.51 Meetings

Meeting Procedures

Quarterly meetings will be held during the school year, typically in August, November, February, and April, or as needed based on the agenda. Special meetings may be called by the chairperson with at least one week's notice. All meetings are open to the public and typically in-person. However, online/electronic meetings are allowable, if needed; however, the PDC may enter an executive session if necessary.

Development of an Agenda

Items for consideration by the PDC may be proposed to the PD Chair by members of the PDC or certified personnel of USD 418. The agenda shall be distributed digitally to members of the PDC.

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.
- A quorum requires a two-thirds majority of PDC members, and decisions will be made by a simple majority vote, provided a quorum is present. To conduct official business at least 10 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:
   Professional Growth (PD) tracking by Frontline

2. When are staff trained to use the system? In the fall during initial teacher onboarding and during updates that building PDC rep present to their own building staff.

3. List the names of the forms used in the system for PDC activities and business:
   CERT - Conference Workshop Request Form
   CERT - College Credit Validation- In Pursuit of Degree
   CERT - Pre-Approval for Credits- Non-Degree Seeking
   CERT- Completed Level I PD Validation
   IPDP Form

   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	X	Email, shared PDC drive	PDC Chair, Co-chair, Secretary	Y
IPDP's	X	Frontline	Per process below	Y
Meeting Minutes	X	Shared PDC Drive	PDC Chair, Co-chair, Secretary	Y
Member Selection	X	Shared PDC drive, Email	PDC Chair, Co-chair, Secretary	Y
Officer Selection	X	Meeting Minutes (shared PDC drive)	PDC Chair, Co-chair, Secretary	Y
PD Plan Process	X	Shared PDC drive	Director of Curriculum and Instruction, PDC Chair	Y
PD Points	X	Frontline	Certified Staff	Y
Staff PD Needs Assessments	X	Google Form	Director of Curriculum and Instruction	Y

Maintaining Permanent Records

A master file of PDPs and validations shall be maintained digitally. Records shall be kept confidential. Professional educators will have access to their files, as needed.

Information Procedure

The PDC secretary/recorder shall prepare minutes of all meetings and distribute them digitally to all members, including the Central Office Representative. PD validation forms will be submitted digitally using the Frontline system and routed to the appropriate building supervisors, PDC representatives, and Central Office staff for signature based on the level and type of the request.

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 each building PDC group representative to his/her group and by the Secretary to staff through the staff newsletter.

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. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

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

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-	Designated Supervisor
2nd-	PDC Group Rep
3rd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described 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-	Supervisor / Principal
2nd-	Building PDC Rep

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

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.

1.56 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 418 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Secretary and the Director of Curriculum and Instruction 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 brandi.mcwilliams@mcpherson.com.

If a person is unable to attain approval of an Individual Professional Development Plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed Individual Professional Development Plan.

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

Professional Development Needs Assessment

The process for determining professional learning needs at the building and district levels will involve analyzing and monitoring evidence gathered through various individual, building, and district measures. These measures may include:

- Building data
  - Needs assessments
  - Walkthroughs
  - IMIS and engagement data
- District and building KESA accreditation growth, perception, summative, and both quantitative and qualitative data
- District Data Consult & Curriculum Content Meetings
- Professional Learning Communities (PLCs) at each building, grade level, and/or department
- Staff surveys to assess staff perceptions of the quality of professional development in relation to each plan goal
- Professional Development alignment with areas in the district's strategic plan.

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.

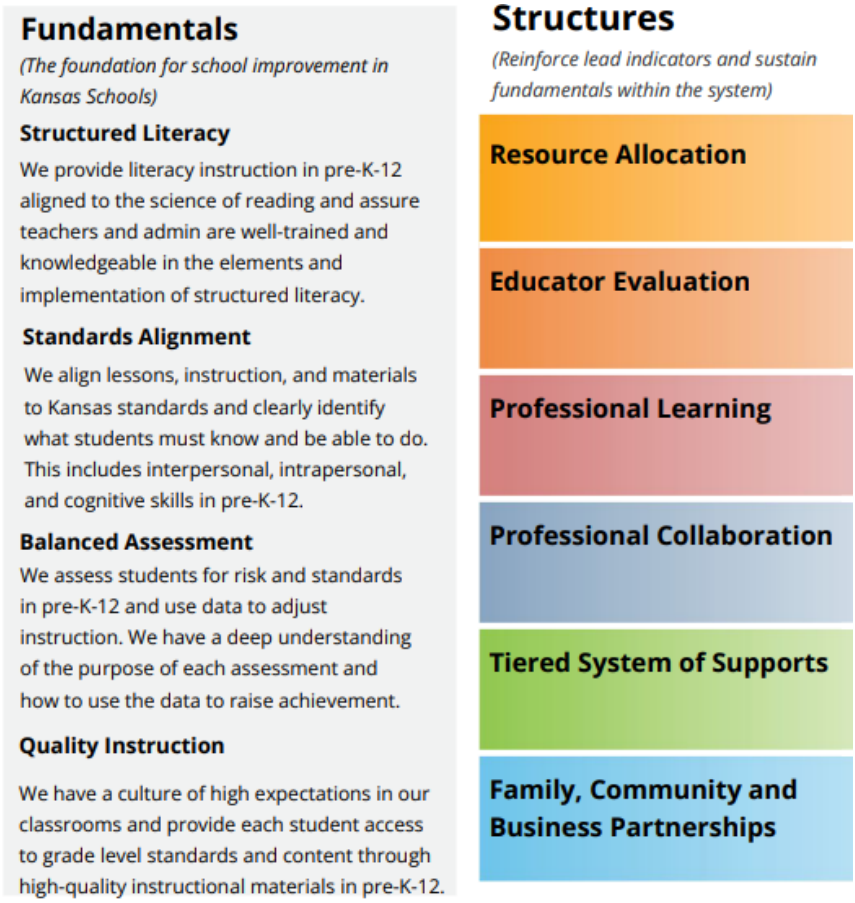
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

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.

Professional Development Activity Determination

Professional development activities may be planned, designed, or selected to align with and address the goals and objectives of individual, building, and district needs.

The purpose of the In-Service Plan is to provide a written professional growth plan as well as an alternative to college hours for licensure through professional development activities to be completed by the individual during the specified period ranging from one to five years. This plan is available to all licensed personnel residing in the district, including certified substitute teachers, provided they complete and file an approved Individual Professional Development Plan (IPDP) and that completion of the plan is validated for credit by the Professional Development Council (PDC). The McPherson Public Schools In-Service education plan aligns with the district's strategic plan.

The purpose of staff development for USD 418 participants residing in the district is to provide a coherent and systematic program of learning opportunities for our certified staff. This process will be ongoing based on the staff's needs and interests. The staff development program consists of a definite plan of action that promotes professional growth at the district, building, and individual levels.

Evaluating Professional Development

Professional development activities may be evaluated using the Local Professional Development Evaluation Form or any other form prepared explicitly for the activity by the presenter. The progress of the building and district in achieving each goal will be assessed annually.

These measures may include:

- Building needs assessment data
- PLCs at each building, grade level, or department
- Staff surveys to gauge staff perceptions of the quality of professional development related to each plan goal
- New Teacher Academy Survey

- Mentor/Mentee Survey
- State performance data, including formative and summative assessment results, along with staff's qualitative analysis of student progress
- Evaluations of professional development activities provided

Identification of goals and objectives

Aligning the feedback and input from the various stakeholders with the district's strategic plan identifies goals and objectives to support the district's in-service needs through professional development.

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 - NA

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.

IPDPs for District Certified Staff

All licensed staff who are tracking professional development must:

- Have an Individual Professional Development Plan on file digitally
- Rewrite their IPDPs at least each time a new license is issued or they change positions
- Address district and school goals on their IPDPs
- Secure the appropriate supervisor/approver's signature
- Staff members are encouraged to:
  - Address personal goals on their PDPs
  - Write their IPDP with input from the Building Administrator, Special Education Director, Director of Curriculum and Instruction, or PDC representative



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.

Professional Development Points are awarded at three levels:

- Level 1 points are awarded for seat time.
- Level 2 points are awarded for the application of new knowledge.
- Level 3 points are awarded for impacting student learning or changing a program.

Level 1 - Knowledge

- Can be used for workshops, conferences, book studies, staff meetings, college courses, etc.
    - College credits require submission of a transcript
- Worth 1 point per 1 hour of seat time
- Submit within 60 days of activity
- Some specific details of the points awarded are below. This list is not all-inclusive:
    - 1 Clock hour of training is 1 point
        - Points can be awarded in 1/4 (.25) hour increments
    - 1 college credit is 20 PD points
    - 1 CEUs awarded with appropriate documentation from the issuing organization is 10 points

- Serving as a mentor for a new teacher
    - Mentors
    - Serving as an ally
- Supervision of pre-service teachers (service to the profession)
    - Clinical student teacher
    - Hosting a student for a field experience (practicum)

Level I Forms

FILL-IN FORMS			
Form Name	***Purpose***	***Prior Approvers***	***Final Approvers***
CERT - Conference Workshop Request Form	To request approval prior to attending a conference or workshop provided out-of-district	Director of Curriculum; Principal (If sub required)	Principal
CERT - College Credit Validation - In Pursuit of Degree	To log college credits that have been already completed as part of an education-related degree		Principal
CERT - Pre-Approval for Credits - Non-Degree Seeking	To request approval prior to taking college classes that are not a part of a degree program	Principal	Principal
CERT- Completed Level I PD Validation	To log activities that have already been completed outside of the district for PD points		Principal
IPDP Form	To document an Individual Professional Development Plan	Principal PDC Representative	CO Staff

Level 2 - Application

- Used for applying knowledge learned through a Level 1 activity
- Worth 2 times the number of points awarded for Level 1
- Typically takes several weeks or months to demonstrate the application
- Submitted digitally in coordination with building administrators, SPED Director, or Director of Curriculum & Instruction
    - The supervisor must sign off on the observation of the application.

Level 3 - Impact

- Used for impacting student learning and/or a program through the application of knowledge
- Worth 3 times the number of points awarded for Level 1
- Typically takes several months to demonstrate impact
- Create a plan with the Director of Curriculum and Instruction and PDC Chairperson
- Requires specific documentation such as pre/post-test data showing an increase in student performance and a positive increase in student outcomes
- Submitted digitally

Validation Procedure

All documentation for validation of in-service activities (not including college hours) shall be provided to the council within sixty days of completion of any activity unless prior arrangements have been made with the PDC, such as in the case of a year-long or multi-year project. The PDC representatives will review the documentation and approve in-service points.

All in-service credits to be used for re-licensure must be completed within the scope of an approved IPDP and must be accumulated during the "window" of the license (example: 1/1/2001-1/1/2006). Each licensed staff member should refer to his/her license for the exact requirements for re-licensure.

Participation in professional development activities may be used for licensure renewal to gain professional development points. Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

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

4.0 Introduction

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

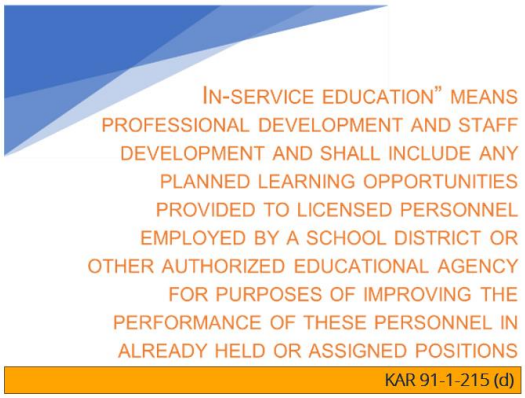
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not 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.

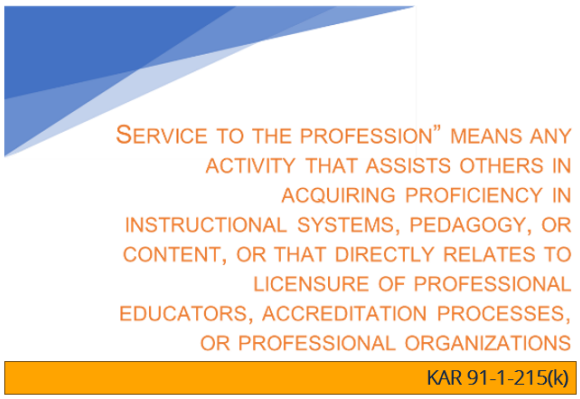
The PDC awards points as a council. No individual member may approve points.

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.

In-Service points for salary advancement

In-service points earned may be applied to salary schedule horizontal advancement according to the following guidelines.

Column advancement on the salary schedule will be granted through earning college credit, earning continuing education units (CEUs), or professional development activities. Only points earned while employed by USD 418 may be used for salary advancement.

Movement in the Bachelor's Column

Column advancement will be granted upon earning 240 Professional Development Points, 60 of which shall come from eligible college credit.

Movement in the Master's Column

Column advancement will be granted upon earning 240 Professional Development Points, which includes points earned from at least one Professional Development Activity at the Application level.

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

Annoor Islamic School
Z0064

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The Annoor Islamic School Professional Development Council approved the following plan, at its meeting held on February 28th 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 3/2/2026
Signature Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Annoor Islamic School is a private, Muslim school located in Wichita, KS. It has 135 students Pre-K to High school with a student-teacher ratio of 10 to 1. The school was established in 1989. Our preschool ranges from two-year-old to four-year-old students with full-time and part-time opportunities. Our elementary school consists of kindergarten to 4th grade. Students have a full day scheduled where students get all four core subjects (Math, Language Arts, Science and Social Studies) with their homeroom teacher. Students learn also Qur'an, Arabic and Islamic with our (QIA) specialized teachers. Our middle school consists of 5th grade through 8th grade. The 5th-8th grade students have the four core subjects English language arts, Math, Science and Social Studies, along with Qur'an, Islamic Studies, and Arabic. AIS is providing also high school fully on-site in-person for 9th and 10th grades.
Our Vision:
"Our Lord, make us leaders of the righteous."
Our Mission:
At Annoor Islamic School, we take all the necessary means to build a generation of committed, balanced Muslims who are empowered academically and religiously to make a positive contribution to their community and the world around them.
Our Goals:
We prepare our students to be:
Committed, balanced Muslims
Knowledgeable scholars
Contributing citizens and community builders

At Annoor Islamic School in Wichita, Kansas, we believe that nurturing our students begins with nurturing our educators. Our Professional Development Council (PDC) serves as a dedicated team focused on supporting, guiding, and empowering teachers in their journey of continuous growth.

As a small Islamic school rooted in faith and excellence, our mission is to create a collaborative environment where educators can share best practices, explore innovative teaching strategies, and align professional growth with both academic standards and Islamic values. The PDC provides opportunities for reflection, training, and dialogue—ensuring that every teacher has the tools and support needed to inspire students spiritually, academically, and personally.

Through workshops, book studies, coaching, and peer collaboration, the council works to strengthen instructional practices, cultivate leadership, and foster a culture of lifelong learning within our school community.

At Annoor Islamic School, we see professional development not just as a requirement, but as an investment in our educators—so they may continue to serve as

role models and guides for the next generation.

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 Annoor Islamic School 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
Elementary	2
Secondary	2
Total	4

1.22 Licensed Teacher Group Selection Process:

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

Superintendent
How long is the term for a teacher/specialist PDC member? 2 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?
August
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Go to Superintendent
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
August teachers' meeting during teacher report week.
Who tallies/documents the selections? N/A

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Office	1
Total	1

1.24 Licensed Leader Group Selection Process:

List any groups represented with only one member of staff and, therefore, the default PDC member:
District Office

Questions below are not applicable unless this process is changed:

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?

1.25 (Optional) Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Superintendent/Asst. 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.

The Annoor Islamic School 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 shared teachers' drive in the 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

Officers include a Chairperson, a Vice-Chairperson, a Secretary, and Recorder. To resign, officers must provide 2 weeks' notice to PDC Chair.

How long is the term for PDC officers? One 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?
First meeting in the Fall
Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? ASAP

Duties of the officers include:

Chairperson:

- Calls, prepares for, and conducts all meetings.
- Calls special meetings as needed. Responsible for all elections.
- Prepares annual reports and other documents required of the PDC. Carries out other duties as determined by the PDC.

Vice Chairperson:

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

Secretary:

- Keeps records and minutes of meetings.
- Maintains a file of all minutes.
- Carries out other duties as determined by the PDC.

Recorder:

- Keeps records of all Individual Professional Development Plans and
- PDC points.
- Provides annual transcripts for verification. Provides official transcripts.

1.51 Meetings

In what months does the PDC operate? August through May

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 Professional Development council shall meet a minimum of 4 times each academic year,

If there is no set schedule, how will a meeting be scheduled?
Meeting dates and times will be determined as necessary.
What is the process for scheduling extra meetings, if needed?
Superintendent will send email to members about a week ahead of time.
Can meetings be online or electronically?
Yes
Besides the PDC, who is expected or allowed to attend? Interested teachers

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 50% or fewer of those being leaders, constitutes a quorum.
- 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

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	X	Shared teachers' drive in the PDC folder	PDC Secretary	Y
IPDP's	X	Shared teachers' drive in the PDC folder	PDC Chair	Y
Meeting Minutes	X	Shared teachers' drive in the PDC folder	PDC Secretary	Y

Member Selection				
Officer Selection				
PD Plan Process				
PD Points	X	Shared teachers' drive in the PDC folder	PDC Chair	Y
Staff PD Needs Assessments	X	Shared teachers' drive in the PDC folder	PDC 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 during faculty 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 evaluations at the end of each semester show the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

Delegated Approval-The PDC delegates its authority to allow the Superintendent 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 Superintendent 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.

1.56 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 Annoor Islamic School does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

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.

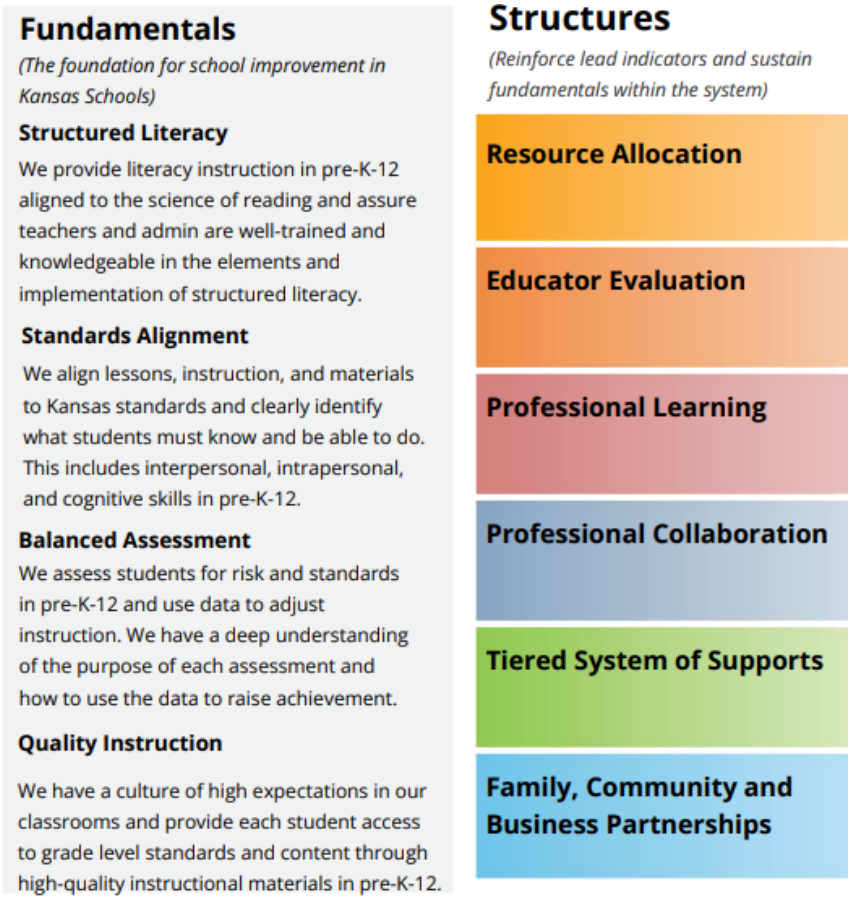
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

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.



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

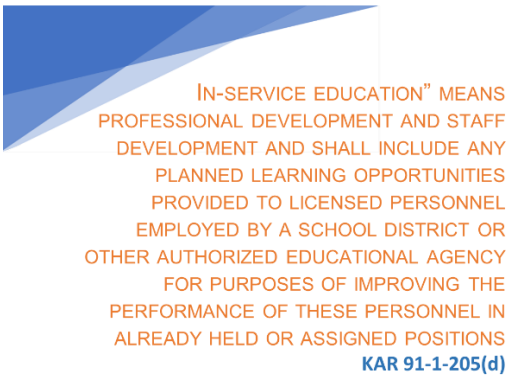
completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

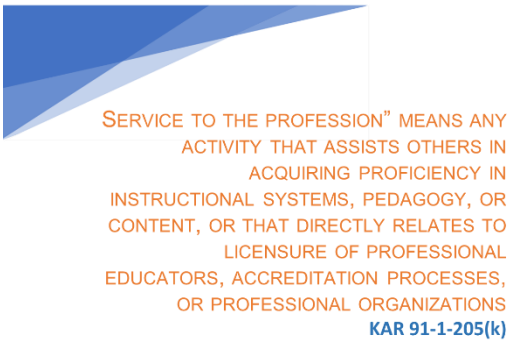
The PDC awards points as a council. No individual member may approve points.

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?

<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. <u>Student Learning = 3 Xs Level I points</u>

Verification required may include one of the following:

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

4.5 Awarding Professional Development Points for purposes related to employment or other local matters (N/A)

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework.

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

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

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

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

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

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

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

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

Annoor Islamic School

In-service Education Transcript

Name of Applicant William Michael Barton			Social Security Number 510960835			
Title of Professional Development Activities **Knowledge Level Points (1pt per seat hr.)**	**Date Completed**	**Professional Development Pts Awarded**	**Content Endorsement Standards**	**Professional Education Standards**	**Service to the Profession**	**College/ Univ. (20pts Per credit hour)**
Current Learning Theory	**05/2017**	**60**				**3**
Bldg Level Leadership	**05/2017**	**60**				**3**

Title of Professional Development Activities **Application Points (2x knowledge level pts. Please reference the Knowledge level activity that applies to the Application pts. Service to the profession can't be doubled)**	**Knowledge Number**	**Date Complete**	**Professional Development Pts. Awarded**	**Content Endorsement Standards**	**Professional Education Standards**

Total Points (Total points should include both professional development points and college credits)				**120**	
Verification:					
Applicant Signature				**Date**	
Professional Development Council Signature				**Date**	
School Administration Signature				**Date**	

Points count towards license renewal

Please provide an unofficial copy of college/university transcript to verify college credit. Please provide certificate of attendance of professional development if not attended at AIS.

Please have all paperwork and chart filled out and turned in by April 1, to allow administration time to review all points. Please only put the current school year on the chart.

Appendix B



Staff Professional Development Needs Assessment

Purpose

This survey helps identify the professional learning needs, interests, and priorities of our staff so that future training and development opportunities are meaningful, effective, and aligned with our school's mission.

Section 1: Background Information

(Please check or fill in as appropriate)

- **Position:**
  ☐ Teacher (Elementary)
  ☐ Teacher (Middle/High)
  ☐ Quran/Islamic Studies Teacher
  ☐ Support Staff
  ☐ Administration
- **Years of Teaching/Service Experience:**
  ☐ 0–2 years
  ☐ 3–5 years
  ☐ 6–10 years
  ☐ 11+ years
- **Primary Subjects/Grades Taught:** _____

Section 2: Teaching & Instructional Practices

1. How confident are you in the following areas?
   (1 = Not confident, 5 = Very confident)

- Lesson planning aligned with standards/curriculum ☐1 ☐2 ☐3 ☐4 ☐5
- Classroom management & student engagement ☐1 ☐2 ☐3 ☐4 ☐5
- Differentiating instruction for diverse learners ☐1 ☐2 ☐3 ☐4 ☐5

- Assessing student learning effectively ☐1 ☐2 ☐3 ☐4 ☐5
- Integrating technology in instruction ☐1 ☐2 ☐3 ☐4 ☐5
- Supporting English Language Learners ☐1 ☐2 ☐3 ☐4 ☐5
- Incorporating Islamic values into lessons ☐1 ☐2 ☐3 ☐4 ☐5

Section 3: Professional Development Interests

Which of the following areas would you like more training in? (Check all that apply)

- ☐ Classroom management strategies
- ☐ Student motivation & engagement
- ☐ Differentiated instruction
- ☐ Special education supports
- ☐ Curriculum design & lesson planning
- ☐ Assessment & grading practices
- ☐ Technology integration (Google tools, EdTech apps, etc.)
- ☐ STEM teaching strategies
- ☐ Literacy across the curriculum
- ☐ Islamic pedagogy / Tarbiyah in teaching
- ☐ Social-emotional learning & student wellbeing
- ☐ Parent communication & partnerships
- ☐ Other: _____

Section 4: School wide & Collaborative Needs

1. Which formats of professional learning do you prefer? (Check all that apply)
   ☐ Whole-school workshops
   ☐ Small group trainings
   ☐ Peer observation & coaching
   ☐ Online courses/webinars
   ☐ Book studies
   ☐ One-on-one mentoring
2. What times work best for professional development?
   ☐ During in-service days
   ☐ After school
   ☐ Summer workshops
   ☐ Ongoing weekly/biweekly sessions
3. What schoolwide challenges do you think PD should focus on this year?

Section 5: Open Reflection

- What is one area of growth you'd personally like to work on this year?

- Do you have any suggestions for PD topics or guest speakers/trainers?

- How can the school best support your professional growth?

✅ **Thank you for completing this survey.** Your input will help shape meaningful professional development opportunities for our staff and strengthen teaching and learning at Annoor Islamic School.

Appendix C

Individual Professional Development Plan for Licensure Renewal

Z0064 Professional Development Council

Annoor Islamic School
6655 E. 34th St. N Phone: 316-685-5768 https://myannoor.org/

If you meet any of the following options for renewal, you do not need to file a professional development plan:

Your Kansas license has been expired more than 5 years, but you can verify you have been employed at least 3 of the last six years in a state-accredited school out-of-state under a professional level license during the last six years

You have completed within the last 6 years at least 8 semester credit hours that are part of an approved program to add a teaching, school specialist or leadership endorsement to your certificate/license

INSTRUCTIONS

1. **Complete the attached form in collaboration with your designated supervisor-** Individual Professional Development Plan for Licensure Renewal
2. **The LRC will review your plan at their next available meeting review your plan:** That review will either be at the next PDC meeting or at the discretion of the designated approver. *You will be notified if additional information is needed.*
3. **When the PDC has approved your plan, the PDC or its delegated approver will notify you.** Once your individual professional development plan is approved, you may begin completing the activities to meet the goals on your approved plan. Along with your approval letter, you will receive instructions and forms that you will use to verify completion of your professional development activities.

Individual Professional Development Plan

Request for approval through
Z0064 Professional Development Council

SSN ____ ____ ____ - ____ ____ - ____ ____ ____ ____	**DOB:** (MM/DD/YYYY)

Legal Name **(First)** **(Middle)** **(Last)**

Mailing Address	**City**	**State**	**Zip Code**

Email Address:	**Gender** ☐Male ☐Female	**Home Phone:** __ __ __-__ __ __-__ __ __ __ **Work Phone:** __ __ __-__ __ __-__ __ __ __

List all prior names (maiden, alias, previous married, etc.) _____

Effective and expiration dates of last certificate: _____ to _____

Endorsement areas listed on your certificate/license _____

_____

Verify <u>all</u> degrees earned: (example: BA, MS, EDS, etc.)

Institution:_____ Degree:_____ Year Earned:_____

Institution:_____ Degree:_____ Year Earned:_____

Institution:_____ Degree:_____ Year Earned:_____

Professional Development Goals: Your goals must be related to: Content – based on content endorsements that are on your certificate/license; Professional Education (pedagogy) – general education; Service to the Profession. Section 3 of the Z0064 Professional Development includes the steps for completing the IPDP creating and update process.

1._____

_____

2._____

_____

3._____

_____

(Attach additional sheets as needed)

Anticipated Activities to Meet Goals: Please list the anticipated activities below. Examples: Complete a college course on exceptionalities; complete two college courses through a community college on computer skills (Using PowerPoint or Word); attend a professional conference on science ideas for middle school science teachers

1._____

_____

2._____

_____

3._____

_____

(Attach additional sheets as needed)

REMEMBER:

- If you hold an advanced degree: Renewal requires 120 professional development points

- If you hold a bachelor's degree: Renewal requires 160 professional development points with 80 of those points from college credit hours

- One semester credit hour = 20 professional development points
    - *note: one quarter credit = 13.4 professional development points

- One clock hour of professional learning = 1 professional development point

Signatures for IPDP Approval

_____ _____

Signature of applicant Date

Name of PDC Chair:

_____ _____

Signature of PDC Chair Date

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 5/12/2026
Shane Carter	Shane Carter	Randy Watson	

Item Title:

Act on recommendation for a Visiting Scholar license

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, 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.

Southeast of Saline Schools USD 306 – Kristin Van Tassel

Southeast of Saline Schools USD 306 requests approval of a renewal of a Visiting Scholar license for Kristin Van Tassel, valid for the 2026–2027 school year. Ms. Van Tassel will continue teaching a full schedule of English Language Arts courses at the high school level.

Ms. Van Tassel's extensive content expertise and her 19 years of full time university level teaching experience in English have provided students in Saline Schools USD 306 with a high quality instructional experience. Additionally, her role has enabled students to earn dual credit for English Composition courses, further enhancing academic opportunities.

Ms. Van Tassel continues to meet the criteria of holding an advanced degree in the content area and possessing related occupational experience teaching the content area. Based on meeting two of the three established criteria, along with completion of appropriate professional learning while serving as a Visiting Scholar, I recommend approval of the Visiting Scholar license renewal for the 2026–2027 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Content Test Appeal Cases

The applicants below met all Kansas requirements for an initial teaching license except for passing scores on the appropriate PRAXIS content exam(s). The KSDE Content Test Appeal application process allows these applicants to achieve initial licensure via alternate criteria, scored on a standard rubric previously reviewed and approved by the Kansas State Board of Education. The criteria include the following:

1) GPA in the content coursework during the applicant's initial teacher preparation program

2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)

3) Employing school district's formal evaluation of applicant's content knowledge

4) Applicant interview with the Licensure Review Committee. The interview will be based on the content standards related to the educator's teaching endorsement. The applicant has the opportunity to provide lesson plans, unit plans of study or other examples of content competency to the committee prior to the interview.

The applicant must preliminarily verify 15 points on the rubric according to the first three criteria in order to qualify for the committee interview. The applicant must then obtain a minimum of 3 points according to the rubric for the interview portion, verifying a minimum total of 18 points

in order to be recommended for approval of initial licensure to the Kansas State Board of Education.

The applicant is, also, asked to provide a written statement ahead of the interview to the committee members. This written statement does not directly impact their interview score. It is simply provided as supplemental information to the committee, so the members have as well-rounded of an introduction to the applicant as possible.

Case # 9094

Applicant requests initial Kansas licensure in Elementary Education (PreK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

Case # 9095

Applicant requests initial Kansas licensure in Art (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

Case # 9096

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

Case # 9097

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

Case # 9098

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

Case # 9099

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

Case # 9100

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Ralston, seconded by Adams and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 e.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Frank Harwood		Randy Watson		

Item Title:

Act on request from USD 434, Santa Fe Trail, Osage County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 434, Santa Fe Trail, Osage 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 434, Santa Fe Trail, Osage 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 434 plans to use the bond proceeds (not to exceed **$26,000,000**) to pay costs to: (a) construct, furnish and equip improvements and renovations at the Carbondale facility for a pre-K through 5th grade campus; (b) construct, furnish and equip improvements and renovations at the High School facility for a 6th grade through 12th grade campus and District offices; (c) make and acquire all other necessary improvements, renovations and additions related thereto (collectively the "Project"); and (d) pay costs of issuance and interest on the Bonds during construction of the Project.

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 unanimous.

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 434 Santa Fe Trail **County: Osage**

1. Current equalized assessed tangible valuation *	$84,565,064	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$11,839,109	
4. State Aid Percentage	7%	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	$1,155,000	1.4%
6. Amount of bond indebtedness requested	$26,000,000	30.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$27,155,000	32.1%
8. Estimated amount of bond indebtedness authorized without approval	$11,839,109	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$15,315,892	18.1%

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

April 24, 2024
Date

Dale Brungardt
Director, School Finance

April 24, 2024
Date

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 e.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Jen Ashley		Randy Watson		

Item Title:

Act on request from USD 434, Santa Fe Trail, Osage 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 434, Santa Fe Trail, Osage 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 434, Santa Fe Trail, Osage 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 April 30, 2026.

USD 434 plans to use the bond proceeds (not to exceed **$26,000,000**) to pay costs to: (a) construct, furnish and equip improvements and renovations at the Carbondale facility for a pre-K through 5th grade campus; (b) construct, furnish and equip improvements and renovations at the High School facility for a 6th grade through 12th grade campus and District offices; (c) make and acquire all other necessary improvements, renovations and additions related thereto (collectively the "Project"); and (d) pay costs of issuance and interest on the Bonds during construction of the Project.

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 unanimous.

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 for Capital Improvement State Aid

Unified School District USD 434 Santa Fe Trail County: Osage

1. Current equalized assessed tangible valuation *	$84,565,064	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$11,839,109	
4. State Aid Percentage	7%	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	$1,155,000	1.4%
6. Amount of bond indebtedness requested	$26,000,000	30.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$27,155,000	32.1%
8. Estimated amount of bond indebtedness authorized without approval	$11,839,109	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$15,315,892	18.1%

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

April 24, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To:	**State Board Members**
Re:	**Application for capital improvement state aid for USD 434 Santa Fe Trail**
No, 6-1	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

Date of Application	Election Date	Last Election	Last Successful Election
15-Apr-26	4-Aug-25	1-Apr-2013	1-Apr-2013

Amount of Bond	Length of Bond	Mill Rate	Mill Rate with State Aid
$ 26,000,000	30	19.650	18.150

Mail In Ballot	Interest Rate
No	5.50%

Project Details:

PK-5 Building	6-12 Campus and District Office	
construct, furnish and equip improvemnets and renovations	construct, furnish and wquip improvements and renovations	make and acquire all other necessary improvements, renovations and additions related thereto

Additional Project Details

Did mention ADA in application, but no supporting evidence included

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

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 434 Santa Fe Trail**

No, 6-1	1. The vote to submit the bond application by the local board of education passed 6-1
No	2. The district is experiencing a decline 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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 f.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

Act on RFP for grantee progress and financial monitoring system for AmeriCorps Kansas

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the RFP process to negotiate a contract for grantee progress and financial monitoring system in an amount not to exceed $152,500.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission, an entity of the Kansas State Department of Education, administers federal AmeriCorps grants that are provided to subrecipients throughout the state of Kansas. Federal regulations require KSDE and the Commission to monitor expenditures and other activities of subrecipients to ensure compliance with federal requirements for the grant funds. To ensure compliance with federal regulations, KSDE and the Commission require a monitoring system that is responsive to changes in regulations, instructions, or requirements issued by the federal government. Additionally, KSDE and the Commission seek an electronic system for maintaining the files of 250+ AmeriCorps members across the state for compliance and monitoring.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 g.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

Act on recommendations for funding the 2026-2027 AmeriCorps Kansas Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2026–2027 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The mission of the Kansas Volunteer Commission is to empower all Kansans to meet community needs through service. The Commission has been a program of KSDE for over 20 years and directs effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas. AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. Education is a funding priority of the Kansas Volunteer Commission and nearly all AmeriCorps Kansas funding goes to education-focused and youth-focused programming.

The Commission conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes. The Commission conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers, and Commissioners reviewed the applications, developed clarification questions, and examined the applicants' responses. The Commission considered the review committee's recommendation and subgrantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendations for the 2026-2027 AmeriCorps Kansas subgrantees, with grant funding amounts not to exceed:

Boys & Girls Club of Lawrence $601,627

The Boys & Girls Club of Lawrence (BGCLK) will have to have 72 AmeriCorps Volunteers who will be responsible for providing academic interventions and mentorship, thereby serving vulnerable populations of K-12 students in Lawrence, KS. At the end of the program year, the AmeriCorps Volunteers will be responsible for supporting 1,050 youth for a minimum of 90 days, and they will ensure that the youth served, especially those from low-income households, will meet the expected seven-month gain in measurable development (math and reading). Additionally, 80% of youth will self-report of having a positive, supportive relationship with BGCLK Club staff.

Boys & Girls Club of Manhattan $339,601

The Boys & Girls Club of Manhattan (BGC) proposes to have 50 AmeriCorps Volunteers who will mentor students during and after school in Manhattan, Ogden, and Wamego, KS. At the end of the program year, the AmeriCorps Volunteers will be responsible for helping 250 students reach measurable gains in academic engagement and/or social-emotional skills.

Boys & Girls Clubs of Hutchinson $103,723

The Boys & Girls Clubs of Hutchinson will have 14 AmeriCorps Volunteers who will provide social-emotional learning (SEL) support and academic support to students in Boys & Girls Clubs of Hutchinson sites at Avenue A School and Shadduck Park Community Center in Hutchinson, KS and Oakdale Elementary in Salina, KS. At the end of the program year, the AmeriCorps members will be responsible for improved school attendance and/or improved academic performance.

Center for Supportive Communities $181,884

The Center for Supportive Communities (CSC) proposes to have 35 AmeriCorps Volunteers who will support students, families, and schools in Lawrence, Eudora, Baldwin City, and Perry, KS. Two additional AmeriCorps Volunteers will assist with capacity building to improve program operations through communications, data management, member coaching, and resource coordination. At the end of the program year, the AmeriCorps members will be responsible for supporting 70 students with 70% showing an improvement in their school attendance. The AmeriCorps Volunteers will also leverage 5-10 community volunteers who will provide targeted academic and learning support and participate in activities to enhance CSC's presence through engagement in community events.

Derby USD 260 $176,761

The Derby Schools AmeriCorps Program proposes to have 49 AmeriCorps Volunteers who will tutor academically at-risk students and kindergarten readiness in the Derby Public Schools. At the end of the program year, the AmeriCorps Volunteers will be responsible for increasing student achievement and expanding kindergarten readiness opportunities. In addition, the AmeriCorps Volunteers will leverage 20 community volunteers engaged in kindergarten readiness, academic skill-building, and community engagement.

Kansas Association of Conservation and Environmental Education $154,597

The Kansas Association for Conservation and Environmental Education (KACEE) proposes to have 9 AmeriCorps Volunteers who will provide environmental education (EE) for PreK-12 students and support EE professional development for area teachers at seven sites: Pittsburg, Great Bend, Emporia, Manhattan, Junction City, Topeka, and Wichita, KS. At the end of their program year, the AmeriCorps Volunteers will be responsible for providing environmental education to an estimated 3,000+ teachers and students in Kansas and will evaluate improved understanding of nature and ecological principles among at least 1,250 participants. While our AmeriCorps Volunteers will work at sites that have robust community volunteer programs, it is not the focus of this program to leverage community volunteers.

Total amount not to exceed $1,558,193.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Randy Watson		Randy Watson		

Item Title:

Act on the Commissioner of Education salary

Recommended Motion:

It is moved that the Kansas State Board of Education approve the start date of June 1, 2026, and salary of $255,500 for Dr. Jake Steel.

Explanation of Situation Requiring Action:

Dr. Jake Steel has accepted the Commissioner of Education position with a start date of June 1, 2026 and a starting salary of $255,500.

Although the Board voted to offer Dr. Steel the position on April 14, 2026 during the Board meeting, the motion did not publicly state a starting salary and this is a legal requirement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 i.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on recommendations for approving Preschool-Aged At-Risk programs for 2026-2027

Recommended Motion:

It is moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2026-2027. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Explanation of Situation Requiring Action:

See the attached list of approved Preschool-Aged At-Risk programs from 272 school districts for 2026-2027. This includes one district with a new Preschool-Aged At-Risk program for 2026-2027: USD 239 North Ottawa County.

In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings for school finance formula funding.

Kansas state law (K.S.A. 72-3215) authorizes local school boards to:

Offer and teach courses and conduct preschool programs for children under the age of eligibility to attend kindergarten.
Enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of such preschool programs.
Contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.
Prescribe and collect fees for providing such preschool programs.

The Kansas school finance formula (K.S.A. 72-5132) defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE) in calculating a

district's enrollment and accompanying weightings.

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

Poverty (qualifies for free meals under the National School Lunch Program)

Single Parent Household
Foster care or Kansas Department for Children and Families referral
Teen Parents
Either parent is lacking a high school diploma or GED
English Language Learner
Developmentally or academically delayed based on a scored and validated assessment in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills
Child qualifying for migrant status
Children who experience chronic or episodic homelessness
The 2026-2027 Preschool-Aged At-Risk Program Requirements and Assurances are available on the KSDE Preschool Programming webpage.

Districts reported relying on the following research in determining a need for preschool-aged at-risk services in their communities:

Community Needs Assessment (61% of districts)
KSDE Approved Evidence-Based Practices (69% of districts)
Parent Survey or Feedback (65% of districts)
Kindergarten Readiness Snapshot data (74% of districts)
District Data Analysis (62% of districts)
Other, including collaboration with community early childhood partners such as Parents as Teachers and local child care providers, local screening information, increased need for behavioral support for young students, and data indicating students who attend preschool experience stronger success later on (9% of districts)

Districts reported experiencing the following results due to providing Preschool-Aged At-Risk services:

Increased number of children accessing preschool in the community (90% of districts)

Earlier identification and assistance provided to young students in need of support (97% of districts)
More successful transitions into kindergarten (97% of districts)
Improved Kindergarten Readiness Snapshot results (65% of districts)
Improved kindergarten outcomes (70% of districts)
Improved 3rd grade assessment results (22% of districts)
Improved attendance rates (35% of districts)
Positive feedback from families (92% of districts)
Other, including positive community feedback, increased support for families and increased

community child care capacity (2% of districts)
A strong body of research identifies quality preschool services as an evidence-based strategy to promote student success:

An analysis of 22 high-quality studies confirmed early childhood education leads to positive results.

Boston's large-scale public preschool led to improved high school graduation and college attendance rates.
New Jersey's Abbott preschool program led to positive effects on achievement in literacy, math and science, with children who attended two years of preschool experiencing the largest benefits.
In Kansas, The Opportunity Project (TOP) in Wichita demonstrated that access to high-quality early learning opportunities improves later academic performance, with ongoing evaluation data continuing to show positive impact.
Program quality does influence success; this policy brief from the Learning Policy Institute reviews important elements of quality. KSDE uses national research and benchmarks of quality to inform the Preschool-Aged At-Risk program requirements linked above.

Approved Preschool-Aged At-Risk programs for 2026-2027

USD	County	District Name
101	Neosho	Erie-Galesburg
102	Gray	Cimarron-Ensign
105	Rawlins	Rawlins County
106	Ness	Western Plains
107	Jewell	Rock Hills
108	Washington	Washington Co. Schools
109	Republic	Republic County
110	Phillips	Thunder Ridge Schools
111	Doniphan	Doniphan West Schools
112	Ellsworth	Central Plains
113	Nemaha	Prairie Hills
114	Doniphan	Riverside
115	Nemaha	Nemaha Central
200	Greeley	Greeley County Schools
202	Wyandotte	Turner-Kansas City
203	Wyandotte	Piper-Kansas City
204	Wyandotte	Bonner Springs
205	Butler	Bluestem
206	Butler	Remington-Whitewater
207	Leavenworth	Fort Leavenworth
208	Trego	WaKeeney
209	Stevens	Moscow Public Schools
210	Stevens	Hugoton Public Schools
211	Norton	Norton Community Schools
212	Norton	Northern Valley
214	Grant	Ulysses
215	Kearny	Lakin
216	Kearny	Deerfield
217	Morton	Rolla
218	Morton	Elkhart
219	Clark	Minneola
220	Clark	Ashland

USD	County	District Name
223	Washington	Barnes
224	Washington	Clifton-Clyde
225	Meade	Fowler
226	Meade	Meade
230	Johnson	Spring Hill
231	Johnson	Gardner Edgerton
232	Johnson	De Soto
233	Johnson	Olathe
234	Bourbon	Fort Scott
235	Bourbon	Uniontown
237	Smith	Smith Center
239	Ottawa	North Ottawa County
240	Ottawa	Twin Valley
241	Wallace	Wallace County Schools
243	Coffey	Lebo-Waverly
244	Coffey	Burlington
245	Coffey	LeRoy-Gridley
246	Crawford	Northeast
247	Crawford	Cherokee
248	Crawford	Girard
249	Crawford	Frontenac Public Schools
250	Crawford	Pittsburg
251	Lyon	North Lyon County
252	Lyon	Southern Lyon County
253	Lyon	Emporia
254	Barber	Barber County North
255	Barber	South Barber
256	Allen	Marmaton Valley
257	Allen	Iola
258	Allen	Humboldt
259	Sedgwick	Wichita
260	Sedgwick	Derby
261	Sedgwick	Haysville
262	Sedgwick	Valley Center Public Schools

Approved Preschool-Aged At-Risk programs for 2026-2027

USD	County	District Name
263	Sedgwick	Mulvane
264	Sedgwick	Clearwater
265	Sedgwick	Goddard
266	Sedgwick	Maize
267	Sedgwick	Renwick
268	Sedgwick	Cheney
269	Rooks	Palco
270	Rooks	Plainville
271	Rooks	Stockton
272	Mitchell	Waconda
273	Mitchell	Beloit
274	Logan	Oakley
281	Graham	Graham County
282	Elk	West Elk
283	Elk	Elk Valley
284	Chase	Chase County
285	Chautauqua	Cedar Vale
286	Chautauqua	Chautauqua County Community
287	Franklin	West Franklin
288	Franklin	Central Heights
289	Franklin	Wellsville
290	Franklin	Ottawa
291	Gove	Grinnell Public Schools
293	Gove	Quinter Public Schools
294	Decatur	Oberlin
297	Cheyenne	St. Francis
298	Lincoln	Lincoln
299	Lincoln	Sylvan Grove
300	Comanche	Comanche County
303	Ness	Ness City
305	Saline	Salina
307	Saline	Ell-Saline
308	Reno	Hutchinson Public Schools
309	Reno	Nickerson
310	Reno	Fairfield
311	Reno	Pretty Prairie

USD	County	District Name
312	Reno	Haven Public Schools
313	Reno	Buhler
314	Thomas	Brewster
315	Thomas	Colby Public Schools
316	Thomas	Golden Plains
320	Pottawatomie	Wamego
321	Pottawatomie	Kaw Valley
322	Pottawatomie	Onaga-Havensville-Wheaton
323	Pottawatomie	Rock Creek
325	Phillips	Phillipsburg
326	Phillips	Logan
329	Wabaunsee	Wabaunsee
330	Wabaunsee	Mission Valley
331	Kingman	Kingman - Norwich
332	Kingman	Cunningham
333	Cloud	Concordia
335	Jackson	North Jackson
336	Jackson	Holton
337	Jackson	Royal Valley
338	Jefferson	Valley Falls
339	Jefferson	Jefferson County North
340	Jefferson	Jefferson West
341	Jefferson	Oskaloosa Public Schools
342	Jefferson	McLouth
343	Jefferson	Perry Public Schools
344	Linn	Pleasanton
345	Shawnee	Seaman
346	Linn	Jayhawk
347	Edwards	Kinsley-Offerle
348	Douglas	Baldwin City
349	Stafford	Stafford
350	Stafford	St John-Hudson
351	Stafford	Macksville
352	Sherman	Goodland
353	Sumner	Wellington

Approved Preschool-Aged At-Risk programs for 2026-2027

USD	County	District Name
356	Sumner	Conway Springs
357	Sumner	Belle Plaine
358	Sumner	Oxford
359	Sumner	Argonia Public Schools
360	Sumner	Caldwell
361	Harper	Chaparral Schools
362	Linn	Prairie View
363	Finney	Holcomb
364	Marshall	Marysville
365	Anderson	Garnett
366	Woodson	Woodson
367	Miami	Osawatomie
369	Harvey	Burrton
371	Gray	Montezuma
372	Shawnee	Silver Lake
373	Harvey	Newton
374	Haskell	Sublette
375	Butler	Circle
376	Rice	Sterling
377	Atchison	Atchison County Community Schools
378	Riley	Riley County
379	Clay	Clay County
380	Marshall	Vermillion
381	Ford	Spearville
382	Pratt	Pratt
383	Riley	Manhattan-Ogden
384	Riley	Blue Valley
385	Butler	Andover
386	Greenwood	Madison-Virgil
387	Wilson	Altoona-Midway
388	Ellis	Ellis
389	Greenwood	Eureka
390	Greenwood	Hamilton
392	Osborne	Osborne County
393	Dickinson	Solomon
394	Butler	Rose Hill Public Schools

USD	County	District Name
395	Rush	La Crosse
396	Butler	Douglass Public Schools
397	Marion	Centre
398	Marion	Peabody-Burns
399	Russell	Paradise
400	McPherson	Smoky Valley
401	Rice	Chase-Raymond
402	Butler	Augusta
403	Rush	Otis-Bison
404	Cherokee	Riverton
405	Rice	Lyons
407	Russell	Russell County
408	Marion	Marion-Florence
409	Atchison	Atchison Public Schools
410	Marion	Durham-Hillsboro-Lehigh
411	Marion	Goessel
412	Sheridan	Hoxie Community Schools
413	Neosho	Chanute Public Schools
415	Brown	Hiawatha
416	Miami	Louisburg
417	Morris	Morris County
418	McPherson	McPherson
419	McPherson	Canton-Galva
420	Osage	Osage City
421	Osage	Lyndon
422	Kiowa	Kiowa County
423	McPherson	Moundridge
426	Republic	Pike Valley
428	Barton	Great Bend
429	Doniphan	Troy Public Schools
430	Brown	South Brown County
431	Barton	Hoisington
432	Ellis	Victoria
434	Osage	Santa Fe Trail

Approved Preschool-Aged At-Risk programs for 2026-2027

USD	County	District Name
435	Dickinson	Abilene
436	Montgomery	Caney Valley
437	Shawnee	Auburn Washburn
438	Pratt	Skyline Schools
439	Harvey	Sedgwick Public Schools
440	Harvey	Halstead
443	Ford	Dodge City
444	Rice	Little River
445	Montgomery	Coffeyville
446	Montgomery	Independence
447	Montgomery	Cherryvale
448	McPherson	Inman
449	Leavenworth	Easton
450	Shawnee	Shawnee Heights
452	Stanton	Stanton County
453	Leavenworth	Leavenworth
454	Osage	Burlingame Public School
456	Osage	Marais Des Cygnes Valley
457	Finney	Garden City
458	Leavenworth	Basehor-Linwood
459	Ford	Bucklin
461	Wilson	Neodesha
462	Cowley	Central
463	Cowley	Udall
464	Leavenworth	Tonganoxie
465	Cowley	Winfield
466	Scott	Scott County
467	Wichita	Leoti
469	Leavenworth	Lansing
470	Cowley	Arkansas City
473	Dickinson	Chapman
474	Kiowa	Haviland
475	Geary	Geary County Schools
476	Gray	Copeland
477	Gray	Ingalls

USD	County	District Name
479	Anderson	Crest
480	Seward	Liberal
481	Dickinson	Rural Vista
482	Lane	Dighton
483	Seward	Kismet-Plains
484	Wilson	Fredonia
487	Dickinson	Herington
489	Ellis	Hays
490	Butler	El Dorado
491	Douglas	Eudora
492	Butler	Flinthills
493	Cherokee	Columbus
494	Hamilton	Syracuse
495	Pawnee	Ft Larned
496	Pawnee	Pawnee Heights
497	Douglas	Lawrence
498	Marshall	Valley Heights
499	Cherokee	Galena
500	Wyandotte	Kansas City
501	Shawnee	Topeka Public Schools
502	Edwards	Lewis
503	Labette	Parsons
504	Labette	Oswego
505	Labette	Chetopa-St. Paul
506	Labette	Labette County
507	Haskell	Satanta
508	Cherokee	Baxter Springs
509	Sumner	South Haven
511	Harper	Attica
512	Johnson	Shawnee Mission Public Schools

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 j.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on recommendations for funding Kansas Preschool Pilot grants for 2026-2027

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Preschool Pilot for 2026-2027. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among existing programs.

Explanation of Situation Requiring Action:

See attached list of Kansas Preschool Pilot grant amounts awarded for 2026-2027.

Kansas established the Kansas Preschool Pilot in 2006. This program funds projects that provide high-quality education for preschool-aged children. Allocated funding has increased from $2 million dollars in 2006-2007 to $8,332,317 by 2018-2019. The final state budget approved during the 2026 Legislative Session directed that 2026-2027 Kansas Preschool Pilot grants will consist entirely of $8,332,317 funding from federal Temporary Assistance for Needy Families (TANF), with no funding from the Children's Initiatives Fund (CIF). As a result, in April 2026 the Kansas State Department of Education worked together with the Kansas Department for Children and Families to ensure that the Kansas Preschool Pilot grant will meet the requirements of a program entirely funded with TANF.

2025-2026 Kansas Preschool Pilot grantees reported community impact of Kansas Preschool Pilot grant funds. As a result of the Kansas Preschool Pilot grant:

57% of Kansas Preschool Pilot grantees reported they were able to provide full-day and/or full-year early care and education experiences for students.
85% of Kansas Preschool Pilot grantees reported they were able to serve more children who do not meet at-risk criteria.
87% of Kansas Preschool Pilot grantees reported they were able to serve more children who qualify for reduced-price meals. The Preschool-Aged At-Risk portion of the school finance formula does not include funding for these students.
37% of Kansas Preschool Pilot grantees reported they were able to coordinate with a community partner to deliver preschool services.
99% of Kansas Preschool Pilot grantees reported kindergarten students who have attended the program are better prepared to attend school.
Other sources of funding are larger, more sustainable options for districts to invest in preschool. These include federal Head Start grants, state school finance formula funds, and special education funds. To focus time and energy on these more sustainable options to invest in preschool, KSDE set

the following parameters to determine 2026-2027 grant awards:

2025-2026 Kansas Preschool Pilot grantees first had the opportunity to renew the 2025-2026 amount of grant funding for 2026-2027. Applicants used the Preschool Revenue Calculator and Budget Template tool to estimate the amount of funding they will receive from other funding sources and demonstrate how they plan to spend that funding. KSDE reviewed these budgets to determine whether continued Kansas Preschool Pilot grant funding was needed to help close the gap between projected revenues and expenses.
Following this process, funding was awarded on a competitive basis to applicants proposing initiatives to improve the quality and availability of preschool in their community.
Kansas Preschool Pilot grant materials are available on the KSDE Preschool Programming webpage.

A strong body of research identifies quality preschool services as an evidence-based strategy to promote student success:

An analysis of 22 high-quality studies confirmed early childhood education leads to positive results.
Boston's large-scale public preschool led to improved high school graduation and college attendance rates.
New Jersey's Abbott preschool program led to positive effects on achievement in literacy, math and science, with children who attended two years of preschool experiencing the largest benefits.
In Kansas, The Opportunity Project (TOP) in Wichita demonstrated that access to high-quality early learning opportunities improves later academic performance, with ongoing evaluation data continuing to show positive impact.
Program quality does influence success; this policy brief from the Learning Policy Institute reviews important elements of quality. Notably, the supplemental funding provided by the Kansas Preschool Pilot grant allows grantees the opportunity to enhance the quality of their existing preschool programming.

Kansas Preschool Pilot grants for 2026-2027

USD	Name	County	2026-2027 Kansas Preschool Pilot Grant Award
257	Iola	Allen	$290,250
258	Humboldt	Allen	$23,700
365	Garnett	Anderson	$39,657
605	**South Central Kansas Special Education Cooperative** USD 254 - Barber County North USD 255 - South Barber USD 300 - Comanche County USD 511 - Attica USD 331 - Kingman-Norwich USD 332 - Cunningham Z0031 - St Patrick Catholic Elem USD 422 - Kiowa County USD 350 - St John-Hudson	Barber, Comanche, Harper, Kingman, Kiowa, Stafford	$505,140
428	Great Bend	Barton	$388,370
234	Fort Scott	Bourbon	$253,650
206	Remington-Whitewater	Butler	$17,730
375	Circle	Butler	$115,610
402	Augusta	Butler	$33,590
490	El Dorado	Butler	$270,000
508	Baxter Springs	Cherokee	$70,000
379	Clay Center	Clay	$28,240
248	Girard	Crawford	$36,510
294	Oberlin	Decatur	$34,320
435	Abilene	Dickinson	$55,720
502	Lewis	Edwards	$21,620
457	Garden City	Finney	$886,500
475	Geary County Schools	Geary	$542,640
281	Graham County	Graham	$23,800
477	Ingalls	Gray	$10,000
386	Madison-Virgil	Greenwood	$27,990
361	Chaparral Schools	Harper	$14,560
373	Newton	Harvey	$208,940
439	Sedgwick Public Schools	Harvey	$18,090
440	Halstead	Harvey	$23,310
374	Sublette	Haskell	$50,390
335	North Jackson	Jackson	$13,990
343	Perry Public Schools	Jefferson	$14,930

Kansas Preschool Pilot grants for 2026-2027

USD	Name	County	2026-2027 Kansas Preschool Pilot Grant Award
512	Shawnee Mission Pub Sch	Johnson	$260,320
505	Chetopa-St. Paul	Labette	$49,890
506	Labette County	Labette	$87,740
469	Lansing	Leavenworth	$33,310
251	North Lyon County	Lyon	$78,140
252	Southern Lyon County	Lyon	$338,000
397	Centre	Marion	$15,550
380	Vermillion	Marshall	$56,630
400	Smoky Valley	McPherson	$33,230
418	McPherson	McPherson	$39,840
423	Moundridge	McPherson	$48,510
448	Inman	McPherson	$85,640
225	Fowler	Meade	$10,570
367	Osawatomie	Miami	$135,240
272	Waconda	Mitchell	$143,500
446	Independence	Montgomery	$300,270
417	Morris County	Morris	$37,320
101	Erie-Galesburg	Neosho	$64,520
434	Santa Fe Trail	Osage	$80,230
239	North Ottawa County	Ottawa	$16,660
495	Ft Larned	Pawnee	$17,850
321	Kaw Valley	Pottawatomie	$125,000
322	Onaga-Havensville-Wheaton	Pottawatomie	$48,100
382	Pratt	Pratt	$54,140
309	Nickerson	Reno	$201,600
311	Pretty Prairie	Reno	$79,830
313	Buhler	Reno	$206,750
109	Republic County	Republic	$17,260
383	Manhattan-Ogden	Riley	$90,200
270	Plainville	Rooks	$24,220
271	Stockton	Rooks	$32,000
403	Otis-Bison	Rush	$15,460
399	Paradise	Russell	$10,000
305	Salina	Saline	$189,800
263	Mulvane	Sedgwick	$19,600
267	Renwick	Sedgwick	$20,530
501	Topeka Public Schools	Shawnee	$550,000

Kansas Preschool Pilot grants for 2026-2027

USD	Name	County	2026-2027 Kansas Preschool Pilot Grant Award
X0631	**United Way of Kaw Valley** USD 345 - Seaman USD 437 - Auburn Washburn Patterson Family Child Care	Shawnee	$221,900
602	**Northwest KS Educational Service Center** USD 352 Goodland	Sherman	$124,830
349	Stafford	Stafford	$19,360
351	Macksville	Stafford	$10,000
452	Stanton County	Stanton	$20,280
356	Conway Springs	Sumner	$10,710
208	Trego County	Trego	$35,000
329	Wabaunsee	Wabaunsee	$24,260
223	Barnes	Washington	$76,840
224	Clifton-Clyde	Washington	$21,640
387	Altoona-Midway	Wilson	$24,030
461	Neodesha	Wilson	$33,590
484	Fredonia	Wilson	$12,260
366	Woodson	Woodson	$15,920
203	Piper-Kansas City	Wyandotte	$45,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:** 5/12/2026
Randy Watson		Randy Watson	

Item Title:

Receive Recommendations on Device Time in Schools

Recommended Motion:

(to be voted on in June)

It is moved that the Kansas State Board of Education approve the recommendations for device time in schools as presented.

Explanation of Situation Requiring Action:

Dr. Watson, Melanie Haas and Danny Zeck are working on some recommendations for the Board to consider concerning the use of devices in schools.

Information will be added/shared as it is available.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Deborah Bremer	Renee Nugent	Randy Watson		

Item Title:

Recieve request for proposal related to the Kansas Blueprint for Literacy (Dr. Nugent)

Recommended Motion:

To be voted on in June.

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 will receive notification 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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Regulations/Rules Review

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended changes to licensure regulations to align licensure requirements with the State Board's Goal #3 Policy, Regulation and Alignment.

Explanation of Situation Requiring Action:

Receive Regulations/Rules Review.

It is moved that the Kansas State Board of Education approve the recommended changes to licensure regulations to align licensure requirements with the State Board's Goal #3 Policy, Regulation and Alignment.

The Board has implemented multiple changes that now necessitate corresponding updates to licensure regulations.

These revisions 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, and

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:	Director:	Commissioner:	Meeting Date: 5/12/2026
Shane Carter	Shane Carter	Randy Watson	

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.

Agenda Number: **12 a.**

Meeting Date: **5/12/2026**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive item: Educator preparation provider standards for Agriculture Education and Speech/Theatre Education

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 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 are planned to be submitted to the June 2026 State Board agenda as an Action item.

This agenda item will be presented with the evaluation Review Committee recommendations for higher ed programs.

Receive item: Educator preparation provider standards for Agriculture Education and Speech/Theatre Education

Item Title:
Receive educator preparation provider standards for Agriculture Education 6-12 and Speech/Theatre Education 6-12

Board Goals:
Provide an effective educator in every classroom

Explanation:
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 are planned to be submitted to the June 2026 State Board agenda as an Action item.

Agriculture Education 6-12
DRAFT

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 College and Career Ready 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 college and career readiness 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 college and career readiness. • 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 2025

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.

Agenda Number: **12 b.**

Meeting Date: **5/12/2026**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive recommendations of the Evaluation Review Committee for higher education program approvals

From: Catherine Chmidling

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 are planned to be presented in June as an Action item.

This agenda item will be presented with the draft higher ed preparation standards.

Agenda Number: 12 b.

Meeting Date: 5/12/2026

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This agenda item will be presented with the draft higher ed preparation standards.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Natalie Clark	Beth Fultz	Randy Watson		

Item Title:

Act on Career and Technical Education (CTE) Cluster Reviews

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Career and Technical Education (CTE) 2025-2026 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education.

Explanation of Situation Requiring Action:

Each Career Cluster Review Committee included representatives from business and industry, postsecondary institutions, and secondary school districts (different sizes of school districts and different geographic regions of Kansas). The Career Cluster Review Committee recommendations were posted for public comment for thirty (30) days. The Kansas Advisory Committee for Career and Technical Education (KACCTE) received the Cluster Review recommendations April 7, 2026 and will act on the Cluster Review recommendations on the agenda at their April 28, 2026 meeting. The KACCTE recommendations will be acted on by the State Board of Education and the approved Cluster Review changes will go into effect for the 2027-2028 school year.

Career and Technical Education Cluster Reviews for 2025-2026:

Management and Entrepreneurship
Advanced Manufacturing
Digital Technology
Supply Chain and Transportation and Management and Entrepreneurship
Modified, integrated review conducted to review recommendations to establish a Logistics Pathway.

Recommendation for Work-Based Learning (WBL) courses across the Clusters/Pathways
Recommendation for Entrepreneurship course across the Clusters/Pathways

Cluster/Pathway Reviews for 2025-2026 (Recommended changes for the 2027-2028 School Year):

Management and Entrepreneurship Career Cluster
Business Management and Entrepreneurship Pathway

Advanced Manufacturing Career Cluster
Automation Engineering and Industrial Machine Maintenance Technology Pathway
Engineering and Design Pathway
Aviation Production Pathway
Manufacturing Pathway

Digital Technology Career Cluster
- Information Support and Services Pathway
- Media Design and Communications Pathway
- Networking and Telecommunications Pathway
- Programming and Software Development Pathway

Supply Chain and Transportation Career Cluster
- Logistics and Supply Chain Management Pathway

Recommendation for consistent Work-Based Learning Courses for all Clusters and Pathways that provide competencies that reflect the KSDE Work-Based Learning (WBL) guidance found in the Kansas Work-Based Learning: Personalized Learning Plan Guidance Document. Embed high-quality, competency-based experiential work-based learning opportunities across all CTE pathways.

Recommendation for 12053 Entrepreneurship .5 credit course across all Clusters/Pathways.

Data and Information Reviewed by Cluster Review Committees:

Kansas Department of Labor, Labor Market Information Service Data Presentation
Standard Occupational Classification (SOC) code(s) related to the Cluster/Pathway(s)
Occupation description and skills found on O*NET by SOC Code O*NET OnLine
Review Kansas Job Postings by SOC Code found in Lightcast Data
Kansas Board of Regents Program Alignment
Review Career Cluster Pathway Design
Pathway Course Competencies and Indicators Career Ready Practices and CTE Course Competencies
Review, Compare, and Contrast National Standards
Career and Technical Student Organization (CTSO) Standards and Competitive Events by Cluster and Pathway
Review Advanced Placement (AP) Courses if applicable
Review International Baccalaureate (IB) Courses if applicable
Review Assessments and Certifications, Kansas Pathway Assessments and Credentials (K-PAC)
Business/Industry Feedback regarding Trends and Skills
Organization of SOC to CIP Alignment
Kansas Chamber Competitiveness Analysis
Kansas Commerce Report and review of North American Industry Classification System (NAICS) Codes aligned to Clusters and Pathways

KSA 72-5155 Career Technical Education Weighting

The career technical education weighting of each school district shall be determined by the state board by multiplying the full-time equivalent enrollment in approved career technical education programs by 0.5. The resulting product is the career technical education weighting of the school district

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Natalie Clark	Beth Fultz	Randy Watson		

Item Title:

Act on Career and Technical Education (CTE) Pathway Credential Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education Approve the

(1) List of 2026-2027 SB123 qualifying industry-sought credentials, that career and technical education students may request school districts pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career and technical education credential.

Reference: KSA 72-3825 Career technical education credential and transition incentive for employment success act, Senate Bill 123 (New Section 10)

(2) List of 2026-2027 high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials.

Reference: KSA 72-3821 Determination of high-value and standard industry-recognized credentials, Substitute for HB 2466 (New Section 7)

Explanation of Situation Requiring Action:

Background Information:

There are three separate pieces of law and compliance responsibilities that relate to career and technical education credentials.

(1) Excel in Career Technical Education Initiative (SB-155)

Senate Bill 155 was the enacting legislation, and beginning with the 2012-2013 school year, Kansas high school students qualified for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.

Excel in CTE (SB 155), now K.S.A. 72-3819 (updated from K.S.A. 72-4489), which passed in 2012, established the CTE Incentive Program which provides incentive awards, as sufficient monies are appropriated, to school districts for high school graduates who have obtained qualifying industry recognized credentials in high-demand occupations either prior to graduation or by December immediately following graduation. Based on established criteria, the proposed list of qualifying credentials for 2026-2027 has been developed. The Technical Education Authority votes yearly on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.

Occupations on the Excel in CTE (SB155) qualifying industry recognized credentials list are identified by the Kansas Department of Labor as High Demand Occupations with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey. Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

(2) KSA 72-3821 Determination of high-value and standard industry-recognized credentials, Substitute for HB 2466 (New Section 7)

In 2022, Substitute for HB 2466 (page 3, new section 6) required the Kansas State Department of Education to conduct a survey of high-value and standard value credentials and career and technical education courses offered to students enrolled in public high schools for the purpose of determining the needs for secondary career technical education credentialing.

Substitute for HB 2466 (New Sec. 7) (a) On or before July 31, 2023, and each July 31 thereafter, the state board of education shall review and approve a list of high-value industry-recognized credentials and a list of standard industry-recognized credentials.

(3) KSA 72-3825 Senate Bill 123 (New Section 10)

The Governor approved SB 123 April 20, 2023 and it was signed into law. The Kansas State Department of Education was asked to survey each school district to ask which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential".

The Career Technical Education Credential and Transition Incentive for Employment Success Act Survey

New Sec. 10.
(a) This section shall be known and may be cited as the career technical education credential and transition incentive for employment success act.
(b) Each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.
(c)
(1) On or before July 1, 2023, and each July 1 thereafter, the state board of education and state board of regents shall jointly conduct a survey of school districts and colleges on which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential" under subsection(d).
(2) On or before July 31, 2023, and each July 31 thereafter, the State Board of Education and State Board of Regents, after consultation with the Secretary of Labor, the Secretary of Commerce and representatives of industries that recognize career technical education credentials, shall jointly approve a list of industry-sought credentials.
(d) As used in this section
(1) "College" means any community college, technical college or the Washburn institute of

technology;
and
(2) "industry-sought credential" means a career technical education credential that is:
(A) Repeatedly referenced in job postings; and
(B) frequently referred to by employers in communications with school districts as a career technical education credential that is in demand.

AY 2026-2027 SB 123 Qualifying Industry Credentials List Updates

KBOR and KSDE conducted a survey of technical and community colleges, school districts, and business and industry in the spring of 2026 for recommendations and updates. Certifications for three occupations are recommended as a result of updates to the Excel in CTE Qualifying Credentials listing:
1. Farm Equipment Mechanics and Service Technicians utilizing industry-recognized certifications from Automotive Service Excellent (ASE) ASE Student Entry-Level Certification in all 4 of the following areas:
Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension.
2. Highway Maintenance Workers utilizing National Center for Construction Education and Research (NCCER) Heavy Equipment Operations Level 1 and Commercial Driver's License (CDL) certifications.
3. Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic utilizing National Institute for Metalworking Skills (NIMS) Level 1.

Patient Care Technician as a certification was added to the Nursing Assistants occupation at the request of the Kansas Hospital Association.

The Kansas Board of Regents will be asked to take action to approve the list of industry-sought credentials. The Technical Education Authority (TEA) also reviewed the Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) List March 26, 2026.

There is overlap in the lists presented. For simplicity we are providing you with four lists as attached files.

1. Excel in CTE (SB 155) now K.S.A. 72-3819 (updated from K.S.A. 72-4489)

AY 2026-2027 Excel in CTE Updates Following TEA Approval Recommended March 26, 2026
After review, three new occupations meeting the criteria are
A. Farm Equipment Mechanics and Service Technicians utilizing industry-recognized certifications from Automotive Service Excellent (ASE).
B. Highway Maintenance Workers utilizing National Center for Construction Education and Research (NCCER) Heavy Equipment Operations Level 1 and Commercial Driver's License (CDL)certifications.
C. Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic utilizing National Institute for Metalworking Skills (NIMS) Level 1.

Patient Care Technician as a certification was added to the Nursing Assistants occupation at the

request of the Kansas Hospital Association.

Additionally, the review team recommends adding a new section to identify industry-recognized certifications that may be considered in the future. The Electrical Power-Line Installers and Repairers occupation meets the criteria for inclusion, with the certification from NCCER for Electric Power Distribution identified for consideration in the 2027-2028 Qualifying Credential listing.

2. 2026-2027 High-Value List (Based on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List).

KSA 72-3821 Substitute for HB 2466 (New Section 7)

Credentials added to High-Value Credentials List:
CompTia Cloud +
Cisco Certified Support Technician
NHA, AMCa: Certified Patient Care Technician (CPCT/A) - 1166 (now SB155)

3. 2026-2027 Standard List. The credentials listed on the K-PAC (Kansas Pathway Assessments and Credentials) that are not already listed on the high-value credential list.

KSA 72-3821 Substitute for HB 2466 (New Section 7)

Credentials added to Standard List:
ParaPro – ParaEducator Assessment
Drone Pilot Certification

4. Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) Industry-Sought List 2026-2027.

Three new occupations meeting the criteria are:
A. Farm Equipment Mechanics and Service Technicians utilizing industry-recognized certifications from Automotive Service Excellent (ASE).
B. Highway Maintenance Workers utilizing National Center for Construction Education and Research (NCCER) Heavy Equipment Operations Level 1 and Commercial Driver's License (CDL) certifications.
C. Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic utilizing National Institute for Metalworking Skills (NIMS) Level 1.

Patient Care Technician as a certification was added to the Nursing Assistants occupation at the request of the Kansas Hospital Association

2026-2027Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2025 ^
11-9013	01.0102, 01.0104, 01.0301, 01.0302, 01.0307, 01.0308, 01.0601, 01.1004, 01.1102, 01.1105	Farmers, Ranchers, and Other Agricultural Managers **	*Kansas Department of Agriculture (KDA)* - KS Commercial Pesticide Applicators Certificate; Agriculture Skills and Competencies Certificate; Plant Systems Skills and Competencies Certificate; Animal Science Skills and Competencies Certificate	$81,720
11-9051	12.0504	Food Service Managers	*National Restaurant Association Educational Foundation* - ProStart National Certificate of Achievement; *ServSafe* - Food Protection Manager	$67,600
15-1232	01.0106, 11.1006, 51.0709	Computer Support Specialists	*Cisco* - Cisco Certified Support Technician; *CompTIA* - A+; *CompTIA* - Network +; *CompTIA* - Server +; *CompTIA* - Security +; CompTIA - Cloud +	$53,440
29-2042	51.0810, 51.0904	Emergency Medical Technicians **	*EMT-Basic National Registry* - EMT Certification	$35,780
29-2052	51.0805	Pharmacy Technicians	*Kansas Board of Pharmacy* - Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician	$41,590
29-2072	51.0707, 51.0713	Medical Records Specialists	*American Health Information Management Association (AHIMA)* - Registered Health Information Technician or Certified Coding Associate; *American Academy of Professional Coders (AAPC)* - Certified Professional Coder	$53,080
31-1131	51.3902, 51.2601	# Nursing Assistants**	*Kansas Department for Aging and Disability Services* (KDADS) - Certified Nurse Aide (CNA), *National Healthcareer Association* - Certified Patient Care Technician/Assistant; *American Medical Certification Association* - Patient Care Technician Certification	$38,600
31-9091	51.0601	Dental Assistant	*Dental Assisting National Board* - Certified Dental Assistant Certification	$42,490
31-9097	51.1009	Phlebotomists	*American Medical Technologist (AMTE)* - Registered Phlebotomy Tech*, American Society for Clinical Pathology (ASCP)* - Phlebotomy Technician, *National Healthcareer Association (NHA)* - Certified Phlebotomy Technician*, National Phlebotomy Association Certification (NPCE)* - Certified Phlebotomist Technologist	$40,800
33-2011	43.0203	Fire Fighter	National Firefighter I Certification	$48,410
47-2031	46.0201	Carpenters	*National Center for Construction Education and Research (NCCER)* - Core and General Carpentry	$55,920
47-2073 , 47-4051	49.0202	Operating Engineers and Other Construction Equipment Operators and Highway Maintenance Workers	*National Center for Construction Education and Research (NCCER)* - Heavy Equipment Operations Level 1*,* Commercial Driver License (CDL)	$43,840
47-2111	46.0302	Electricians	*National Center for Construction Education and Research (NCCER)* - Core and Electrical Level 1	$65,470
47-2152	46.0503	Plumbers, Pipefitters, and Steamfitters	*National Center for Construction Education and Research (NCCER)* - Core and Plumbing and Pipefitting Level 1	$68,710
49-3021, 51-9124	47.0603	Automotive Body and Related Repairers, and Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	*National Institute for Automotive Service Excellence (ASE)* - ASE Entry-Level Certification on any of the following areas: Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; *Inter-Industry Conference on Auto Collision Repair (I-CAR)* - Refinish Technician ProLevel 1	$49,390
49-3023	47.0604, 47.0614,	Automotive Service Technicians and Mechanics	*National Institute for Automotive Service Excellence (ASE)* - ASE Entry-Level Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – OR ASE Entry-Level Certification in at least one of the following areas: Automobile Maintenance and Light Repair (MLR), Automobile Service Technology (AST), or Master Automobile Service Technology (MAST)	$51,170
49-3031, 49-3041	47.0605, 47.0613, 01.0205	Bus and Truck Mechanics and Diesel Engine Specialists and Farm Equipment Mechanics and Service Technicians	*National Institute for Automotive Service Excellence (ASE)* - ASE Student Entry-Level Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	$52,510
49-3042	47.0302	Mobile Heavy Equipment Mechanics, Except Engines	*National Institute for Automotive Service Excellence (ASE)* - ASE Entry-Level Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	$62,470

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2025 ^
49-9021	47.0201	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	*ICE* - Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; *North American Technician Excellence (NATE)* - Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; *HVAC Excellence* - Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; *National Center for Construction Education and Research (NCCER)* - Core + HVAC Levels 1 & 2	$57,210
49-9041, 49-9043	47.0303	Industrial Machinery Mechanics and Maintenance Workers, Machinery	*National Center for Construction Education and Research (NCCER)* - Core and Industrial Maintenance Level I; *Society of Maintenance & Reliability Professionals* - Certified Maintenance & Reliability Technician (CMRT)	$58,440
51-2011, 49-3011	47.0607, 47.0608	Aircraft Mechanics and Service Technicians, and Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	*Federal Aviation Administration (FAA)* - General Exam, and Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technician-Powerplant	$64,300
51-4041, 51-4031, 51-9161	48.0501, 48.0510	Machinists, and Computer Numerically Controlled Tool Operators, and Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1	$45,050
51-4121	15.0614, 48.0508	Welders, Cutters, Solderers, and Brazers	*American Welding Society* (AWS) - 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); *American Society of Mechanical Engineers (* ASME) - Section 9 Standards (6G level)	$52,360
51-8031	15.0506	Water and Wastewater Treatment Plant and System Operators	*Department of Health and Environment (KDHE)* - Water and Wastewater Operator Certification - Small System Class I	$48,050
53-3033, 53-3032, 53-3051	49.0205	Truck Drivers, Heavy and Tractor-Trailer, Truck Drivers, Light or Delivery Services and Bus Drivers, School	Commercial Driver License (CDL)	$43,460

** Stackable Credentials

Patient Care Tech certifications added at the request of the Kansas Hospital Association. Should the original provisions of Excel in CTE (SB 155) be restored, only the first IRC earned by the student would be recognized for the Career Technical Education Incentive Program.

^ For listings with multple occupations, the lowest occupation wage is listed.

Occupations on the qualifying credentials list were identified by the Kansas Department of Labor as High Demand Occupations on the 2025 Occupational Employment Demand report, which was determined by the Long-Term Projections (2022-2032),and Advertised jobs data from Geographic Solutions, Inc.; with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey, which was $40,761 for 2025.

Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

*** 2027 Watch List Occupations: Occupations on the 2026 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria**
(Only for students who started courses in 2025-2026 Credential must be earned before December 2027)
No occupations meet the criteria for the 2027 Watch List.

*** 2026 Watch List Occupations: Occupations on the 2025 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria**
(Only for students who started courses in 2024-2025 Credential must be earned before December 2026)
No occupations meet the criteria for the 2026 Watch List.

Occupations remain on the Watch List for a minimum of two years prior to an occupation being removed from the listing.

New Section: Pending Approval of Wichita State University Campus of Applied Sciences and Technology, for consideration on 2027-2028 Excel in CTE Qualifying Credential Listing:				
49-9051	**46.0301, 46.0303**	**Electrical Power-Line Installers and Repairers**	***National Center for Construction Education and Research (NCCER)* - Core and Electric Power Distribution**	**$89,950**

2018 Standard Occupational Codes (SOC)	Occupation	Average Annual Wages 2025 ^	Classification of Instructional Program (CIP) Code	Credentials/Certifications Qualifying for Incentive Payment
11-9013	Farmers, Ranchers, and Other Agricultural Managers	$81,720	01.0102, 01.0104, 01.0301, 01.0302, 01.0307, 01.0308, 01.0601, 01.1004, 01.1102, 01.1105	*Kansas Department of Agriculture (KDA)* - KS Commercial Pesticide Applicators Certificate; Agriculture Skills and Competencies Certificate; Plant Systems Skills and Competencies Certificate; Animal Science Skills and Competencies Certificate
11-9051	Food Service Managers	$67,600	12.0504	*National Restaurant Association Educational Foundation* - ProStart National Certificate of Achievement; *ServSafe* - Food Protection Manager
15-1232	Computer Support Specialists	$53,440	01.0106, 11.1006, 51.0709	*Cisco* - Cisco Certified Support Technician; *CompTIA* - A+; *CompTIA* - Network +; *CompTIA* - Server +; *CompTIA* - Security +; CompTIA - Cloud +
29-2042	Emergency Medical Technicians	$35,780	51.0810, 51.0904	*EMT-Basic National Registry* - EMT Certification
29-2052	Pharmacy Technicians	$41,590	51.0805	*Kansas Board of Pharmacy* - Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician
29-2072	Medical Records Specialists	$53,080	51.0707, 51.0713	*American Health Information Management Association (AHIMA)* - Registered Health Information Technician or Certified Coding Associate; *American Academy of Professional Coders (AAPC)* - Certified Professional Coder
31-1131	Nursing Assistants	$38,600	51.3902, 51.2601	*Kansas Department for Aging and Disability Services* (KDADS) - Certified Nurse Aide (CNA), *National Healthcareer Association* - Certified Patient Care Technician/Assistant; *American Medical Certification Association* - Patient Care Technician Certification
31-9099	Certified Medication Aide	$52,610	51.2603	Certified Medication Aide (CMA)
31-9091	Dental Assistant	$42,490	51.0601	*Dental Assisting National Board* - Certified Dental Assistant Certification
31-9097	Phlebotomists	$40,800	51.1009	*American Medical Technologist (AMTE)* - Registered Phlebotomy Tech, *American Society for Clinical Pathology (ASCP)* - Phlebotomy Technician, *National Healthcareer Association (NHA)* - Certified Phlebotomy Technician, *National Phlebotomy Association Certification (NPCE)* - Certified Phlebotomist Technologist
33-2011	Fire Fighter	$48,410	43.0203	National Firefighter I Certification
47-2031	Carpenters	$55,920	46.0201	*National Center for Construction Education and Research (NCCER)* - Core and General Carpentry
47-2073 , 47-4051	Operating Engineers and Other Construction Equipment Operators and Highway Maintenance Workers	$43,840	49.0202	*National Center for Construction Education and Research (NCCER)* - Heavy Equipment Operations Level 1, Commercial Driver License (CDL)
47-2111	Electricians	$65,470	46.0302	*National Center for Construction Education and Research (NCCER)* - Core and Electrical Level 1
47-2152	Plumbers, Pipefitters, and Steamfitters	$68,710	46.0503	*National Center for Construction Education and Research (NCCER)* - Core and Plumbing and Pipefitting Level 1
49-3021, 51-9124	Automotive Body and Related Repairers, and Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	$49,390	47.0603	*National Institute for Automotive Service Excellence (ASE)* - ASE Entry-Level Certification on any of the following areas: Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; *Inter-Industry Conference on Auto Collision Repair (I-CAR)* - Refinish Technician ProLevel 1
49-3023	Automotive Service Technicians and Mechanics	$51,170	47.0604, 47.0614,	*National Institute for Automotive Service Excellence (ASE)* - ASE Entry-Level Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – OR ASE Entry-Level Certification in at least one of the following areas: Automobile Maintenance and Light Repair (MLR), Automobile Service Technology (AST), or Master Automobile Service Technology (MAST)
49-3031, 49-3041	Bus and Truck Mechanics and Diesel Engine Specialists and Farm Equipment Mechanics and Service Technicians	$52,510	47.0605, 47.0613, 01.0205	*National Institute for Automotive Service Excellence (ASE)* - ASE Student Entry-Level Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	$62,470	47.0302	*National Institute for Automotive Service Excellence (ASE)* - ASE Entry-Level Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension

2026-2027 SB123 Qualifying Industry Recognized Credential List

2018 Standard Occupational Codes (SOC)	Occupation	Average Annual Wages 2025 ^	Classification of Instructional Program (CIP) Code	Credentials/Certifications Qualifying for Incentive Payment
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$57,210	47.0201	*ICE* - Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; *North American Technician Excellence (NATE)* - Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; *HVAC Excellence* - Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; *National Center for Construction Education and Research (NCCER)* - Core + HVAC Levels 1 & 2
49-9041, 49-9043	Industrial Machinery Mechanics and Maintenance Workers, Machinery	$58,440	47.0303	*National Center for Construction Education and Research (NCCER)* - Core and Industrial Maintenance Level I; *Society of Maintenance & Reliability Professionals* - Certified Maintenance & Reliability Technician (CMRT)
51-2011, 49-3011	Aircraft Mechanics and Service Technicians, and Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	$64,300	47.0607, 47.0608	*Federal Aviation Administration (FAA)* - General Exam, and Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technician-Powerplant
51-4041, 51-4031, 51-9161	Machinists, and Computer Numerically Controlled Tool Operators, and Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	$45,050	48.0501, 48.0510	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1
51-4121	Welders, Cutters, Solderers, and Brazers	$52,360	15.0614, 48.0508	*American Welding Society* (AWS) - 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); *American Society of Mechanical Engineers (* ASME) - Section 9 Standards (6G level)
51-8031	Water and Wastewater Treatment Plant and System Operators	$48,050	15.0506	*Department of Health and Environment (KDHE)* - Water and Wastewater Operator Certification - Small System Class I
53-3033, 53-3032, 53-3051	Truck Drivers, Heavy and Tractor-Trailer, Truck Drivers, Light or Delivery Services and Bus Drivers, School	$43,460	49.0205	Commercial Driver License (CDL)

^ For listings with multple occupations, the lowest occupation wage is listed.

The SB123 2026-2027 Credential List was developed based on the 2026-2027 Excel in CTE (SB155) Qualifying Industry recognized Credential Incentive list with the addition of Certified Medication Aid (CMA).
Occupations on this list have a Standard occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

High-Value Credentials 26-27

ASE – Automobile Service Technician - 1022
ASE – Maintenance & Light Repair - 1023
ASE – Master Automobile Service Technician - 1024
ASE – Mechanical & Electrical - 1025
ASE – Non-Structural Analysis & Damage Repair - 1026
ASE – Painting & Refinishing- 1027
ASE – Structural Analysis & Damage Repair - 1028
ASE – Student Certification (4 areas) - 1029
ASE – Student Certification Diesel (4 areas) - 1030
ASME – Section 9 Standards (6G Level) - 1034
AWS Certification - 1036
Certified Nurse Aide (CNA) - 1042
Cisco Certified Support Technician (Code number TBD)
Commercial Driver's License - 1050
CompTIA A+ - 1051
CompTIA Cloud + (Code number TBD)
CompTIA Network+ - 1052
CompTIA Security+ - 1054
CompTIA Server+ - 1053
Dental Assistant - 1122
Emergency Medical Technician (EMT) - 1057
FAA – Aviation Maintenance Technician Airframe - 1155
FAA – Aviation Maintenance Technician Powerplant - 1156
Fire Fighter Level 1 - 1061
HVAC Excellence – Core and Air Conditioning, Gas Heat & Electrical - 1064
HVAC Excellence – Core and Lt. Comm. Air Cond, Gas Heat & Electrical - 1065
HVAC Excellence – Core and Lt. Comm. Refrigeration & Electrical - 1066
I-CAR – Refinish Technician ProLevel 1 - 1067
ICE Core & Commercial Refrigeration - 1068
ICE Core & Light Commercial Air Cond. & Heating - 1069
ICE Core & Res. Air Cond. & Heating - 1070
Kansas Agriculture Skills and Competencies Certificate - 1071
Kansas Animal Science Skills and Competencies Certificate - 1143
Kansas Plant Systems Skills and Competencies Certificate - 1072
NATE Core & Air Conditioning - 1080
NATE Core & Air Distribution - 1081

NATE Core & Air-to-Air Heat Pumps - 1082
NATE Core & Gas or Oil Furnaces - 1083
NATE Core & Light Commercial/Commercial Refrigeration - 1084
Certified Patient Care Technician - 1166
NCCER Core & Carpentry Level 1 (General Carpentry) - 1087
NCCER Core & Electrical Level 1 - 1090
NCCER Core & HVAC Levels 1 & 2 - 1091
NCCER Core & Industrial Maintenance Level 1 - 1092
NCCER Core & Plumbing & Pipefitting Level 1 - 1094
NIMS Machining Level 1 - 1096
Pesticide Applicator Certification, Personal or Commercial - 1100
Pharmacy Technician - 1101
Phlebotomy Technician - 1102
Pro-Start - 1104
ServSafe – Manager - 1107
SMRP – Certified Maintenance & Reliability Technician - 1109

Not in an Approved Pathway Application
Health Coder Certification - 1157
Health Information Technician - 1158
KDHE - Water and Wastewater Operator Certification - Small Systems I - 1175
NATE: Core & Hydronics Gas
NATE: Core & Ground Source Heat Pump Loop Installer
NCCER Heavy Equipment Operations Level 1 - 1176
Paramedic Certification - 1159

Standard Credentials 2026-2027

AAFCS – pre-PAC – Broad Field Family & Consumer Sciences - 1002
AAFCS – pre-PAC – Culinary Arts - 1003
AAFCS – pre-PAC – Early Childhood Education - 1004
AAFCS – pre-PAC – Family & Community Services - 1005
AAFCS – Interior Design Fundamentals - 1142
AAFCS – pre-PAC – Nutrition, Food & Wellness - 1006
AAFCS – pre-PAC – Personal & Family Finance - 1007
AAFCS – pre-PAC Education Fundamentals - 1008
ADDA – Certified Drafter - 1010
Adobe Campaign - 1011
Adobe Digital Publishing Suite - 1012
Adobe Dreamweaver - 1013
Adobe Frame Maker - 1015
Adobe Illustrator - 1016
Adobe In-Design - 1017
Adobe Media Optimizer - 1018
Adobe Photoshop - 1019
Adobe Premier Pro - 1020
AHRI – HVAC Certifications - 1021
Apple Swift App Development Certification - 1140
ASE - Student Certification (2 areas) - 1148
ASK – Concepts of Entrepreneurship/Management - 1135
ASK – MBA Research – Concepts of Business Management Certification - 1031
ASK – MBA Research – Concepts of Finance Certification - 1032
ASK – MBA Research – Fundamental Business Concepts Certification - 1033
ASK- MBA Research- Fundamental Marketing Concepts Certification - 1126
Auto Desk – Certification Program for: User, Professional, Specialist - 1035
AWS SENSE Certification - 1037
Beef Quality Assurance - 1038
BCSI - Aseptic Technique (Lab Bench Level) - 1168
BCSI - Essential 5 - 1169
BCSI - Numeracy - 1170
BCSI - Safety Hazard Assessment - 1171
BCSI - Small Volume Metrology - 1172
Biotility - Applied Biotech Training - Biotechnician Assistant Credential (BACE) - 1167
CareerSafe – CyberSafe Safety Awareness Training - 1040

Certified Med Aide (CMA) - 1041
Certified Protection Officer - 1043
Child Development Associates- CDA - 1141
Cisco Certified Design Expert – CCDE - 1048
Cisco Certified Internetwork Expert – CCIE - 1047
Cisco Certified Network Associate – CCNA - 1045
Cisco Certified Network Professional – CCNP - 1046
Cisco Certified Entry Networking Technician CCENT - 1044
Citrix Certified Associate – Networking - 1049
cPass Animal Science Assessment - 1116
cPass Comprehensive Agriculture Assessment - 1114
cPass Plant Systems Assessment - 1117
Dog Handler - 1144
DOT - Hazardous Mateials Transporation 1173
Drone Pilot Certification
EKG Technician - 1055
Emergency Medical Responder (EMR) (First Responder) - 1056
Energy Industry Fundamentals (CEWD) - 1058
EPA – Section 608 Certification - 1059
EPA – Section 609 Certification - 1060
Facebook Blueprint Certification - 1152
First Aid - 1062
Foundations for Safe & Healthy Early Care Facilities- Module (18 clock hours) (must complete
Fundamental Payroll Certification (FPC) - 1174
Google Analytics - 1151
Home Health Aide - 1063
ICC Certification for Building Construction - 1124
ISCET Associate Level CET Exam - 1149
ISCET Electronics Systems Associate (ESA) Exam - 1150
Local Fire Departments - Fire Fighter - Level 2 - 1165
Master Teacher- ParaEducator Assessment Parts 1 & 2 (Must take both) - 1137
Microsoft Access Certification - 1129
Microsoft Excel Certification - 1127
Microsoft Office Specialist – Associate A - 1073
Microsoft Office Specialist – Expert A - 1145
Microsoft PowerPoint Certification - 1128
Microsoft Word Certification - 1130

MSSC Certified Production Technician (CPT) - 1079
National Health Science Assessment - 1085
NSTMOP Tractor Safety - 1086
NC3 - Data Analytics/Harnessing the Power of Data - 1147
NCCER Core & Carpentry Level 2 - 1125
NCCER Core & Concrete Finishing - 1088
NCCER Core & Construction Laborer - 1089
NCCER Core & Masonry Level 1 - 1093
NCCER Core & Sheet Metal Level I - 1095
NIMS - Metal Forming I - 1097
OSHA Safety Certification (10 Hour) - 1098
ParaPro – ParaEducator Assessment
QuickBooks Certification - 1123
Red Cross or American Heart Association - Basic Life Support - 1153
Red Cross or American Heart Association - Advanced Life Support (ACLS/ALS) - 1161
Red Cross or American Heart Association - Automated External Defibrillator (AED) - 1162
Red Cross or American Heart Association - Cardiopulmonary Resuscitation (CPR) Infant/Chil
Red Cross or American Heart Association - Cardiopulmonary Resuscitation (CPR) - 1163
Red Cross or American Heart Association - Pediatric Advanced Life & Support (PALS) - 1164
ServSafe – Food Handlers - 1106
Solid Works Software Certification - 1110
YQCA- Youth for the Quality Care of Animals - 1136

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Randy Watson	Kelly Chanay	Randy Watson		

Item Title:

Act on School Breakfast Waiver Recommendations (Kelly Chanay)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations from the waiver committee for school breakfast programs.

Explanation of Situation Requiring Action:

K.S.A 72-5145 requires schools with 35% or more of students eligible for free or reduced-price meals to offer a school breakfast program, with waivers available under specific conditions. Under K.S.A. 72-5145, the term "school breakfast program" means a food service program under which breakfasts are made available by a board of education on a nonprofit basis to pupils in attendance at school, and for which such board receives assistance from funds appropriated by the congress of the United States; and the term "food service program" has the meaning ascribed thereto in K.S.A. 72-17,132, and amendments thereto. Specifically: Schools with 35% or more of students eligible for free or reduced-price meals must offer breakfast in those buildings.

Schools with fewer than 35% of eligible students are required to operate the program unless a waiver is granted by the Kansas State Board of Education.

Waivers must include valid reasons for exemption, and the state board evaluates and approves or denies applications based on established criteria. Child Nutrition and Wellness will present to the Kansas State Board of Education the waiver applicants recommended for approval by the waiver review committee. The Kansas State Board of Education will vote on approval during the May board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
Deborah Bremer		Randy Watson		

Item Title:

Act on Board Policy Committee recommendations for updating the Citizens' Forum policy

Recommended Motion:

It is moved that the Kansas State Board of Education approve the updated policy for Citizens' Forum as presented by the Board Policy Committee.

Explanation of Situation Requiring Action:

This is the item that was introduced in March at the Board meeting:

1012

POLICY: CITIZENS' OPEN FORUM

Policy Type: Governance Process

The Citizens' Open Forum is an opportunity for the general public to provide input on educational issues in the state of Kansas which are germane to the business of the board. Board members may not file a card to speak during Citizen's Open Forum as they do have the opportunity to be heard in other ways.
This forum is for non-Board members only. Addressing the Board is a privilege and not a right.

Elected officials are encouraged to contact the board secretary to request speaking time on a monthly agenda if they would like to have the opportunity to converse with board members on an education or legislative topic. Citizens' Open Forum is not a time for discussion, but an opportunity for the board to listen to the concerns of others.

Procedures for the Citizens' Open Forum are as follows:

1. Each speaker shall be allowed to speak for three minutes.

2. State Board of Education members may ask clarifying questions of the person making the presentation. The speaker will have up to one minute to respond. The presiding officer may grant additional time at his/her discretion.

3. By consent of the Board, the agenda time may be extended. While offering a limited public forum is important to the Board, it is also necessary to ensure that the Board allows enough time to conduct its regular business.

4. Information may be submitted to the Board in written form. Thirteen (13) copies should be provided.

5. At the discretion of the chair and with regards to the timeliness of the agenda, the Citizens' Open Forum may be closed and reopened at a later time or date to be announced.

6. Any person wishing to speak shall sign in prior to the commencement of the Citizens' Open Forum and shall complete a presenter's card, giving his or her name and address, the subject of the comments (which must be confined to topics which are germane to the business of the board), and the name of any group he or she is representing. Speakers shall be recognized according to the order in which they signed in. If the Chair determines that the speaker is attacking someone personally, the speaker will be asked to stop. If the Chair determines that the speaker is speaking about topics that have nothing to do with educational issues, the speaker will be asked to stop.

7. To maintain consistent expectations among all parties involved, the following script shall be read by the board chair, to open and close this section of the meeting:

CITIZENS' OPEN FORUM SCRIPT

[TO OPEN:]

I now declare the Citizens' Open Forum of the Kansas State Board of Education meeting open at [_exact time_].

The State Board provides this opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Speakers will identify themselves by name and the name of the group they represent, if applicable. Per policy, speakers are required to focus their remarks on issues or topics. Personal attacks will not be tolerated. Each speaker shall be limited to 3 minutes. Any Board questions will be for clarification only, not to engage in discussion.
Our first speaker is _____, followed by _____.

[TO CLOSE:]

The State Board's Citizens' Open Forum is closed at [_exact time_].
We would like to thank our speakers for sharing their views with the Board. The State Board will determine if any of the issues should be addressed as an agenda item at a future meeting.

Adopted: August 9, 1989
Amended: March 10, 1998; April 12, 2000; Nov. 14, 2001; Nov. 14, 2007; March 11, 2014; March 11, 2020; October 11, 2022, May 12, 2026

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Complaint Filed with Professional Practices Commission (Denial of applications)

Recommended Motion:

It is moved that the Kansas State Board of Education deny the pending applications in the following cases: 26-PPC-01, 26-PPC-04, 26-PPC-07.

Explanation of Situation Requiring Action:

The following cases were initiated by formal complaints filed by the Kansas State Department of Education. The complaints were mailed to the last known address of each Applicant, and no request for a hearing or answer has been received. As a matter of law, by K.A.R. 91-22-9(a), if no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action, and the complaint shall proceed directly to the State Board for default findings.

25-PPC-36

On March 6, 2026, KSDE filed a Complaint seeking denial of an application for an emergency substitute teaching license. The Complaint alleged that on May 22, 2025, the Applicant entered into a 12-month diversion agreement after having been arrested for felony flee-or-attempt-to-elude law enforcement by engaging in reckless driving as defined in K.S.A. 8-1568.

26-PPC-01

On March 17, 2026, KSDE filed a Complaint seeking denial of an application for an emergency substitute teaching license. The Complaint alleged the Applicant had been denied a license by the Kansas State Board of Education on February 9, 2000, due to a conviction for felony Interference with parental custody as defined in K.S.A. 21-3422. On the pending application, Applicant did not acknowledge that she had previously had a license denied, suspended, revoked or been the subject of other disciplinary action in any state. KSDE requests the application be denied.

26-PPC-04

On March 18th, 2026, KSDE filed a Complaint seeking denial of an application for an emergency substitute teaching license. The Complaint alleged the Applicant's license had previously been revoked in 2022 as a result of breaching his fiduciary duty to his employing school district between 2017 and 2021 by using district accounts to purchase personal property to avoid sales tax, by using district credit accounts to make personal purchases at district expense, and by retaining rebates

generated from district purchases rather than remitting them to the district. KSDE requests the application be denied.

26-PPC-07

On March 18, 2026, KSDE filed a Complaint seeking denial of an application for an emergency substitute teaching license. The Complaint alleged that on or about February 11, 1991, the Applicant was convicted of felony credit card abuse in violation of Texas law. KSDE requests the application be denied.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Complaint Filed with Professional Practices Commission (revocations)

Recommended Motion:

It is moved that the Kansas State Board of Education revoke the teaching licenses in the following cases: 25-PPC-37 and 26-PPC-08.

Explanation of Situation Requiring Action:

The following cases were initiated by formal complaints filed by the Kansas State Department of Education. The complaints were mailed to the last known address of each Licensee, and no request for a hearing or answer has been received. As a matter of law, by K.A.R. 91-22-9(a), if no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action, and the complaint shall proceed directly to the State Board for default findings.

25-PPC-37

On March 6th, 2026, KSDE filed a Complaint seeking revocation of a license. The Complaint alleges that on or about April 13, 2024, the Licensee was arrested for felony driving under the influence. The Licensee was a licensed educator at the time of the arrest. On August 19, 2025, the Licensee was convicted of felony driving under the influence. KSDE requests the license be revoked.

26-PPC-05

On March 18, 2026, KSDE filed a Complaint seeking revocation of a license. The Complaint alleges that on July 16, 2025, the Licensee was convicted of felony Unlawful Sexual Relations with a Student 16 years of age or older as defined in K.S.A. 21-5512(a)(9).

26-PPC-08

On March 18th, 2026, KSDE filed a Complaint seeking revocation of a license. The Licensee has been licensed in 2023, and was convicted on January 8, 2026, of misdemeanor endangering a child as defined in K.S.A. 21-5601, misdemeanor possession of a controlled substance as defined in K.S.A. 21-5706, and misdemeanor possession of drug paraphernalia as defined in K.S.A. 21-5709. The Complaint further alleges that during the Fall semester of 2025, the Licensee engaged in behavior that can reasonably be construed as involving an inappropriate and overly personal relationship with, conduct toward, or focus on particular students and that the Licensee admitted to providing controlled substances to at least one of his students. KSDE requests the license be revoked.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/12/2026
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: **17 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/12/2026**
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.**

Agenda Number: 1

Meeting Date: 5/13/2026

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 from USD 494 Syracuse on K-12 Digital Health and Safety Education

From: Randy Watson,

USD 494 Syracuse Superintendent Paul Larkin will be present along with his principal Josh Houston and several parents to share an initiative to educate families on safety issues when using the internet and social media. The focus will be on using devices in a way that is healthy and becoming aware of some of the dangers that children may encounter when using technology at school or at home.

Agenda Number: 2

Meeting Date: 5/13/2026

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 HB2299: Student Devices and Social Media Communication

From: Deputy Commissioner Nugent

Dr. Nugent will provide an informational presentation on **House Bill 2299**, which establishes requirements related to student use of personal devices during the school day and restricts the use of social media for official communication between school staff and students. The presentation will address legislative intent, core provisions of the law, and district-level implementation considerations to ensure clarity, consistency, and the protection of students and educators.

Agenda Number: 3

Meeting Date: 5/13/2026

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive recommendation to adapt the Model Code of Ethics for Educators (MCEE)

From: Scott Gordon

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 will shed light on the need for a Code of Ethics and will discuss KSDE's proposal to adapt the MCEE as the Kansas Code of Ethics for Educators. KSDE's Director of Teacher Licensure, Shane Carter, will explain implementation and possible next steps.

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

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Apr. 21, 2026

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/13/2026**
Randy Watson		Randy Watson		

Item Title:

Receive National Student Clearinghouse Contract for post-secondary data (Dr. Watson)

Recommended Motion:

(to be voted on in June)

It is moved that the Kansas State Board of Education approve the National Student Clearinghouse contract for post secondary data.

Explanation of Situation Requiring Action:

Dr. Watson will explain what the National Student Clearinghouse contract is, and how the data is used by the Kansas State Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: WED 5

Staff Initiating:	Director:	Commissioner:	Meeting Date:	May 13, 2026
Deborah Bremer		Randy Watson		

Item Title:

Act on Memorandum of Understanding with Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Memorandum of Understanding between the Kansas State Board of Education and the Kansas National Education Association Bargaining Unit at the Kansas School for the Deaf which adds six additional days of instruction for the 2025-2026 School Year.

Explanation of Situation Requiring Action:

This is a late breaking matter that came from the Kansas School for the Deaf. Mark Ferguson, Board Attorney, and Michelle Dombrosky, Board Liaison to the Kansas School for the Deaf, were both part of the meeting on May 4, 2026, when this matter was discussed and the MOU was created.

To approve the Memorandum of Understanding ("MOU") between the Kansas State Board of Education and the KNEA Bargaining Unit at the Kansas School for the Deaf ("KSD"). The MOU is an agreement which modifies the terms of the Negotiated Agreement ("NA"), previously approved by the parties. This MOU approves six (6) additional days of Instruction at KSD for the 2025-2026 School Year and adds these additional days of Instruction based upon the additional funding approved by the Legislature in Final Budget Bill designated as HB 2513.

This is being added to the agenda after the deadline, because a decision needs to be made very quickly.

Mark Ferguson and Michelle Dombrosky will present the situation briefly to the Board on Wednesday, May 13th.

Agenda Number: 6

Meeting Date: 5/13/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Registered Teacher Youth Apprenticeship Program Update

From: Shane Carter

The Teacher Licensure team will provide an update on the status of the Registered Youth Teacher Apprenticeship Program. As part of this update, three district program administrators and their apprentices will share their experiences as they participated in the pilot. The following USDs will participate in the update:

1. USD 501 Topeka Public Schools (in person)

2. USD 230 Spring Hill Schools (in person)

3. USD 480 Liberal (virtually)

Background on the Registered Teacher Apprenticeship Program

The Kansas Apprenticeship Council approved the Kansas State Department of Education's (KSDE) application to establish a Registered Teacher Apprenticeship Program in May 2023. Following this approval, the Teacher Licensure team conducted a small pilot during the 2023–2024 school year and expanded the program statewide beginning in the 2024–2025 school year. Since statewide implementation, the Licensure team has offered two entry cohorts per year—fall and spring.

In April 2025, the Kansas Apprenticeship Council approved updates to the program to include a graduate-degree apprenticeship route and to establish a youth apprenticeship route. After receiving Kansas State Board of Education approval, the Teacher Licensure team launched pilot implementations of both new routes during the 2025–2026 school year. These routes will be available statewide beginning in the 2026–2027 school year.

At present, **386 apprentices** are actively participating in the Registered Teacher Apprenticeship Program, including **24 youth apprentices**.

Program Requirements

Registered Teacher Apprenticeship programs include the following components:

Approval by the Kansas Apprenticeship Council (Department of Commerce).
Employment as an apprentice.
Assignment of a qualified mentor.
On-the-job learning provided by the employing district.
Related technical instruction.

A progressive wage scale.
Completion leads to a nationally recognized credential.
For youth apprenticeships: **districts must offer a state-approved Teaching/Training Pathway.**

Program Funding

The Registered Teacher Apprenticeship Program was launched and initially sustained through the MeadowLARK (Leading Apprenticeship Results in Kansas) grant initiative, administered in collaboration with the Department of Commerce's Office of Registered Apprenticeships. The Kansas Office of Registered Apprenticeships received a total of $6,331,847 in federal funding from the U.S. Department of Labor, of which $3 million was awarded to KSDE for the Registered Teacher Apprenticeship Program to be used through June 2026.

Once the MeadowLARK grant concludes or its funds are fully expended, the primary funding source for the program will transition to the Department of Commerce's Apprentice to Educator (A2E) funding. The A2E program is supported through the Kansas Apprenticeship Tax and Grant Act, which provides $3 million annually to support Registered Teacher Apprenticeship programs statewide. All three options of the program may receive A2E funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/13/2026**
Randy Watson		Randy Watson		

Item Title:

Receive Orion Adult Alternative Education Waiver Application (Dr. Frank Harwood)

Recommended Motion:

(To be voted on in June)

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.