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Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Debby Potter District 10

KANSAS STATE BOARD OF EDUCATION

March 10, 11 and 12, 2026 BOARD MEETING MATERIALS

In this packet please find the following:

- Minutes from February 10 & 11, 2026 meeting
- Agenda for March Meeting 2026
- Consent Agenda Items

TUESDAY ITEMS

- Commissioner's Report
- Citizen's Open Forum
- Comprehensive Literary Plan (Dr. Curtis of KSDE and Dr. Lane of KBOR)
- Cursive Writing Presentation and Standards
- Senior Students Stories of Soaring into Success
- Act to Approve and Honor 2026 Kansas Purple Star Schools
- Reading Corner with 5th Grade History Teacher Rachel Swearengin
- Honoring 2025 National ESEA Distinguished Schools
- Recognition of the Milken Teacher of the Year Lexcee Oddo
- Registered Teacher Apprenticeship Update

WEDNESDAY ITEMS

- Act on Regulations and Rules Review
- Act on Innovative Assessment Pilot Project
- Act on contract with Logicalis training services
- Act on Business Education Standards
- Receive Evaluation Review Committee recommendations for Higher Ed
- Legislative Update

Kansas State Board of Education
Tuesday, February 10, 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, February 10, 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. Potter was attending a funeral)
(listed alphabetically by last name)
Mrs. Betty Arnold
Mrs. Michelle Dombrosky
Mrs. Melanie Haas
Mr. Dennis Hershberger
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter (not present until later in the day)
Mr. Jim Porter
Mr. Danny Zeck, Vice Chair

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

MINUTES

(January Minutes) Mrs. Haas moved to approved the minutes for the January 13 & 14, 2026, Kansas State Board of Education meeting. Mr. Hershberger seconded the motion. **Motion carried 9-0.** Mrs. Potter was not present.

Added: Mrs. Arnold moved that the KSBE set aside some time, based on the lack of clarity considering a board member's use of the citizen's forum as a speaking platform, to allow the entire board to discuss the issue, which would give the Board Policy Committee insight. The time set aside would be at the discretion of the Board

leadership. Mr. Porter seconded the motion. Chair Hopkins noted she would put it at the end of the Wednesday meeting. Motion carried 9-0.

AGENDA

Mrs. Haas moved to approve the agenda (and consent agenda) for January 13 & 14, 2026. Mrs. Arnold seconded the motion. Motion carried 9-0.

Consent Agenda items approved:

- Notified of monthly personnel report
- Act on local professional development plans
- Act on recommendations for licensure waivers
- Act to contract with Pittsburg State (Dr. David Hurford) to provide services on dyslexia and literacy.
- Receive Notification of intent to participate in Tax Credit for Low Income Student Scholarship for *Kansas City Christian* and the *Golden Belt Community Foundation* in Great Bend.

Commissioner's Report

Dr. Randy Watson

The report outlines updates from Dr. Randy Watson, including ongoing work of the Kansas School for the Deaf (KSSD) Task Force, which emphasizes improving reading and math instruction for deaf students, strengthening transition planning after graduation, aligning work with the KESA Strategic Plan, and expanding teacher licensure pathways and retention efforts. The task force also recommends enhancing KSDE's role by improving its website, increasing accessibility of parent resources, elevating parents' rights information, and supporting IEP-related needs.

The presentation notes the active search for a new superintendent and provides a detailed overview of special education excess cost trends, showing significant funding gaps—$226 million below statutory targets for FY 2026 and $259 million for FY 2027. Despite savings in state general funds due to reduced weighted FTE, the Board's budget request of $145 million far exceeds current legislative proposals. The report concludes with an update on the "Literacy Matters" summer project and a reminder of KSDE's ongoing initiatives.

Citizen's Open Forum

Chair Hopkins opened the Citizen's Forum and invited the following people to speak to the Board:

Harmony Jarratt, Caleb Jarratt, Kelsey Stock: These three individuals are all parents of students attending the Kansas School for the Deaf. They each had the same positive

message about their experience with the school. Their children have thrived and are learning to read well. They want to counter some of the previous comments that have been made to the official Task Force, and to the Board. They feel that 90% of the parents of KSD students are happy with the school and with the teaching of literacy.

The Chair closed the Citizen's Forum.

The Kansas University Center for Innovation, Design and Digital Learning will share their framework for using AI responsibility within the classroom

Dr. James Basham
Dr. Trey Vasquez

This presentation, created by the Center for Innovation, Design, and Digital Learning (CIDDL) at the University of Kansas, introduces a comprehensive framework for the responsible integration of artificial intelligence across PreK–20 educational settings. Developed under federally funded projects, the work emphasizes that its content does not represent official U.S. Department of Education policy. CIDDL's mission centers on increasing knowledge, capacity, and adoption of innovative technologies—including AI, assistive technology, and educational technology—within special education and leadership preparation programs. The center aims to prepare faculty, future educators, and leaders to effectively navigate rapidly evolving AI-infused learning environments.

The presentation highlights why AI matters in education, noting its growing role in personalization, accessibility, workload reduction, and learning support. Foundational definitions of artificial intelligence are provided, emphasizing AI as machine-based systems capable of making predictions, recommendations, or decisions based on human-defined objectives. Examples of common AI applications—such as brainstorming, translation, leveling text, generating images, solving problems, and creating instructional content—demonstrate its wide-ranging potential.

Several slides address the significant impact AI can have on supporting all students, including greater personalization, increased accessibility of materials, multimodal learning analytics, and more efficient workflows for educators. Ethical considerations are also emphasized: data privacy, bias mitigation, accessibility, transparency, maintaining human judgment, and verifying accuracy. These principles underscore the need for responsible use as AI becomes increasingly present across educational and workplace environments.

The presentation connects these ideas to broader societal shifts, citing statistics showing rapid adoption of AI among knowledge workers and the likelihood that many current students will eventually work in jobs that do not yet exist. This context sets the stage for introducing CIDDL's AI Integration Framework, which outlines four key

domains: building a human-centered AI foundation; implementing future-focused strategic planning; ensuring AI educational opportunities for every student; and supporting continuous evaluation, professional learning, and community development. Each domain includes specific guidance such as creating task forces, conducting risk analyses, aligning AI tools with instructional goals, ensuring inclusivity, and building digital judgment across educational roles.

The presentation also aligns CIDDL's framework with the NIST AI Risk Management Framework, reinforcing the importance of governance, mapping needs and risks, measuring impacts, and managing implementation through continuous improvement. Additional "back pocket" slides explore the need for AI guardrails, noting that AI use is already widespread and existing policies often do not fully address it. The three guardrail lenses—Safety & Privacy, Opportunity for All, and Transparency & Accountability—provide practical expectations for responsible use in schools. These include protecting sensitive data, ensuring equitable access, auditing for bias, keeping humans involved in decisions, and documenting AI tool usage.

The presentation concludes by inviting questions and encouraging educators and leaders to reach out and engage further with CIDDL's work. Overall, the slides provide a structured, thoughtful roadmap for integrating AI responsibly, effectively, and equitably across the education system, with particular attention to supporting students with disabilities and preparing educators for the evolving landscape of AI-enabled learning.

Reading Corner: reading in every classroom
Tanner Helton, Junction City, Physical Ed Teacher
Claire Clifford, Halstead, Music teacher

The presentation explains how literacy and academic concepts can be intentionally integrated into physical education to support student learning. It begins by introducing the idea of creating literacy-rich environments within physical education (PE) classes, emphasizing collaboration, careful cross-curricular planning, and embedding key vocabulary in class discussions. The presenter, Tanner Helton, shares his educational background and experience at Morris Hill Elementary.

Throughout the slides, examples show how PE activities can reinforce English Language Arts and math skills. Locomotor skills practice is paired with letter recognition for younger students, and partner-based activities build communication abilities alongside sight-word practice. Throwing and catching exercises are used to support instruction on digraphs, vowel blends, and high-frequency words. Collaboration with peers appears as a consistent theme across these activities, highlighting both academic and social learning.

The presentation also includes a cross-curricular planning guide and describes how brief end-of-class concept reviews help connect PE vocabulary with classroom content. A PBIS system encourages participation and supports positive behavior. The presenter notes observed benefits such as better classroom management, improved student regulation after PE, reduced downtime, and alignment with building goals to support students at risk of not meeting grade-level standards. The session concludes by inviting questions from the audience.

Student Performance (Drama) Spring Hill High School
Arianna Wendel. Drama Teacher
USD 230 Spring Hill
Paige Jackson, Solo Musical Theatre
Ian Collins and Trystan Wood, Duet Acting
Ariela Manaj, Scenic Design

McPherson District Technology Presentation
Vincent Shiloh, Superintendent
Ms. Inge Esping, Middle School Principal
Ms. Sarah Corcoran, Social Studies teachers
McPherson Middle School has undertaken a multi-year journey to restore a healthier balance between technology use and student well-being. Beginning around 2018–2020, the school experienced an increase in heavy educational technology use, compounded by the effects of the COVID-19 pandemic. In response, the school gradually adopted restrictions on personal devices, streaming platforms, and student-to-student email, eventually initiating conversations about moving away from a 1:1 Chromebook model.

Over time, the school observed significant impacts across academic, social, emotional, and behavioral domains. As technology dependence decreased, students demonstrated improved concentration, critical thinking, problem-solving, and frustration tolerance. Socially, the school noted stronger peer interaction, enhanced empathy, and reductions in technoference-driven issues such as isolation and school avoidance. Emotional well-being also improved, with students showing greater resilience and experiencing less burnout, stress, anxiety, and information overload. These changes coincided with fewer discipline referrals and strong support from staff and parents. The presentation cites authors like Jonathan Haidt and research indicating that limiting phones and screens during the school day boosts performance and attention.

Teachers shared that they were seeing more dysregulation, anxiety, decreased attention, and lower frustration tolerance prior to shifting away from the heavy tech model. Many felt overly tied to digital monitoring tools rather than to classroom

instruction. These experiences, along with professional learning tied to *The Anxious Generation*, book studies, and statewide initiatives focused on distraction-free school environments, helped shape the school's philosophy. Additional resources—including the *Screenagers* documentary and the *Away for the Day* movement—informed their approach.

The implementation unfolded between 2025 and early 2026. Discussions began in the Building Leadership Team, followed by communication with district leaders and the Board of Education. The school pursued grants to fund classroom device carts and prepared staff for a transition away from 1:1 devices. Over the course of 2025, teachers were encouraged to reduce Chromebook dependence. By early 2026, students turned in their individual devices, and classroom carts replaced the previous model.

Early experiences across the school community have been largely positive. Students report feeling lighter—both physically without the devices and academically with more paper-based learning—and say they engage in more face-to-face conversations. Teachers, though facing increased paper grading, see smoother transitions and improved engagement. Administrators note a significant reduction in non-instructional digital issues, though organization remains a skill that some students must relearn. Parents overwhelmingly support the shift, appreciating reduced screen time, though a few express concern about students struggling to keep track of assignments.

The presentation concludes with an invitation for questions and provides contact information for Principal Inge Esping and teacher Sarah Corcoran.

Effect of devices on a student's developments

Susan Dunaway, LCPC, Chief neuroscience officer for Screen Guardians

This presentation explores how digital devices—particularly screens, social media, and emerging AI tools—are affecting student development, learning, and well-being. It begins by framing technology in schools as a complex issue requiring thoughtful consideration. Quoting communication theorist Neil Postman, who wrote, "Every new technology has both benefits and hidden costs and warns that people may grow to admire technologies that actually undermine their ability to think deeply."

The presentation highlights troubling trends over the past decade: rising self-harm and depression among teens, increased antidepressant prescriptions, declining ACT scores, and a sharp drop in college readiness. These trends are positioned alongside the rapid growth of technology in schools, suggesting that the learning environment has changed dramatically—and not necessarily in ways that support students' cognitive or emotional development.

A recurring theme is that screens fragment attention, encourage shallow rather than deep learning, hinder memory retention, and contribute to widespread mental-health and behavioral challenges. They also limit students' opportunities for essential in-person interactions. Slides emphasize that students naturally learn from and with other human beings—not from machines—and that human connection, facial cues, and real-time social feedback are foundational to healthy development.

The presentation cites research showing that many students now spend one to four hours per school day on computers, with a significant portion exceeding four hours. Studies also indicate that students are frequently off-task when using school-issued devices—sometimes for more than half of each hour. When students are on screens, they miss opportunities for peer connection, social-skill development, hands-on engagement, physical movement, reflective thinking, and basic literacy practices such as handwriting or reading physical books.

The presentation then addresses 2025 findings on teens, social media, and AI chatbots, highlighting concerns that increased AI use in academic settings is linked with more non-academic, potentially harmful conversational patterns and reduced feelings of connection. Students using AI more frequently report higher concern and less meaningful engagement, with many of these interactions occurring on school-issued devices.

A broader societal question emerges: What happens when a generation grows up with fractured attention, weakened critical-thinking skills, pervasive loneliness, and an increasing inclination to form relationships with machines? The presentation argues that to navigate this technological era responsibly, educators must return to fundamental questions about the purpose and consequences of technology—again invoking Postman's framework for examining what problems technology solves, what problems it creates, and who is most affected.

The latter portion focuses on envisioning healthier digital environments. It invites educators to imagine schools as places of community, belonging, and connection—spaces that contrast with the "constantly online" noise students experience outside school. It encourages teaching students to think critically about digital life and to navigate it safely and thoughtfully.

The presentation concludes with a call to prioritize human connection, communication, community, and critical thinking. It introduces *The Screen Guardians Program,* described as a digital-wellness and safety curriculum for K–12 students and the adults who support them. The program is framed as a bridge between technology and the essential human relationships that underlie healthy learning. The closing question

challenges the audience to reflect on their own legacy as educators and leaders in a digital age.

*Board member Mrs. Potter arrived at 4:00 p.m.

Act on recommendations of the Professional Practices Commission (PPC)
R. Scott Gordon, General Counsel, KSDE
Mr. Ricardo Sanchez, Chair PPC

*Mr. Porter recused himself prior to the PPC cases because he had a conflict of interest

Mrs. Haas moved that the Kansas State Board of Education adopt the findings of fact, conclusions of law, and take action as recommended by the Professional Practices Commission in the following cases:, 25-PPC-09, 25-PPC-03, and 24-PPC-23. Mrs. Arnold seconded. Motion carried 9-0 (Mr. Porter was recused).

Mrs. Haas moved that the Kansas State Board of Education adopt the findings of fact, conclusions of law, and take action as recommended by the Professional Practices Commission in the following cases:, 24-PPC-26 and 25-PPC-11. Mrs. Arnold seconded. Motion carried 7-2 with Mrs. O'Brien and Mrs. Potter voting no (Mr. Porter) was recused).

*Mr. Porter came back to the Board table.

Beloit School District experience with cell phone policy
Casey Seyfert, Principal
Jeff Travis, Superintendent
They began with no phones at lunch in 2022. They began a warning system and worked through some various issues. The local School Board passed policy in June, letters were sent to the parents over the summer, and in the fall 2023 they began using *Yonder* bags. Teachers were supportive. They had to learn to watch their own use of their phones.

The climate has changed. The school is loud and everyone is communicating. They go to the library and play chess, checkers, and students are learning to speak on the phone. The kids do not hide in the bathroom anymore. The number of students signing out at 12:30 are very few, down 75% percent. Kids are more engaged. They do not want to miss anything. The average library book check out rose by 20%. There is a reading class that is immensely popular.

Emergency calls can be made from the Principal's office. The kids love the policy because they do not have to deal with phones and social media. Chronic absenteeism was 9% prior to Covid, then in 2022 it was 25%, now it is at 14%. There was only one incident of cyberbullying while on a bus. Our kids are genuinely happy. They like to come to school. They have friends and connections.

Executive Session

Vice Chair Zeck moved that the Board go into Executive Session for the following purpose(s):

1. To discuss personnel matters of nonelected personnel, in order to protect the privacy interests of the individual(s) to be discussed [and/or]

2. To consult with an attorney which would be deemed privileged in the Attorney-Client relationship, in order to protect the privilege and the Board's communications with its attorney on legal matters.

The executive session will last no longer than 20 minutes and no action will be taken during this executive session. The following person(s) are invited to join this executive session: Scott Gordon, Mark Ferguson and Dr. Watson. Mrs. Arnold seconded the motion. Motion carried 10-0.

After the Executive Session, the meeting was recessed until the following morning at 9 a.m.

Kansas State Board of Education
Wednesday, February 11, 2026

Chair Hopkins called the meeting to order at 9:00. All Board members were present. Dr. Watson and Mr. Ferguson were at the Board table.

Overview of the 2026 Legislative Session
Dr. Frank Harwood, Deputy Commissioner
Gabrielle Hull, Legislative Coordinator

- The session is on day 27 and extremely active, with 563 bills introduced and 990 bills currently in committee.
- Turnaround is February 19.

<u>KSSD and KSSB Budget Updates</u>
House K-12 Budget Proposals

- Salary increases for employees at both the Kansas School for the Blind (KSSB) and the Kansas School for the Deaf (KSSD).
- Roof replacements and capital improvement increases.
- Approval for purchase of an accessible vehicle for KSSB.
- Restored a 1.5% lapse.
- Added language allowing both schools to use school district procurement processes instead of state agency processes.

Senate Education Proposals

- Added six contract days and salary increases for both schools for FY26 and FY27.
- Funding for roof replacement, facility remodels, and demolition projects.

<u>KSDE Budget Updates</u>
House K-12 Budget

- 3% CPI-U increase to SGF funding.
- Additional $10M for Special Education.
- Funding for mentor teachers, professional development, National Board Certification, E-Rate match, and outside agencies.
- Pre-K Pilot fully funded via TANF.

<u>Senate Education Budget</u>

- Same 3% CPI-U increase.

- $5M for Special Education.
- Pre-K Pilot funded through TANF.

House Bills of Interest

The presentation highlights a large number of House bills. Major themes include:

School Staffing & Employment

- HB 2411: Shortens waiting period for KPERS retirants returning to schools.

Parental Rights & Student Services

- HB 2420: Requires parental consent for school-based mental-health services; includes civil penalties.
- HB 2710: Creates an "affirming parental rights act."

Technology, Communication, and Social Media

- HB 2421 / SB 302: Restricts student use of personal devices during school hours and limits employee-student communication on social media.

Curriculum & Instruction Requirements

- HB 2576 (Erin's Law): Requires training and student instruction on identifying and reporting child sexual abuse.
- HB 2660: Modifies literacy education and reporting requirements.

School Nutrition

- HB 2637: Requires schools to consider participating in the Community Eligibility Provision.
- HB 2656: Creates the "No Kid Hungry" school meal reimbursement program.

Safety, Discipline & School Climate

- HB 2673: Establishes the Positive Learning Environment Act, addressing teacher rights and student discipline.

Scholarship & Tax Credit Programs

- HB 2468/SB 386 and HB 2680: Expand low-income scholarship tax credit programs.

Other Topics Noted

- Kindergarten readiness (toilet training), fentanyl education, literacy prep changes, compulsory attendance age change, Holocaust education, property tax measures, and more.

Senate Bills of Interest

The Senate bills focus on curriculum, school operations, assessment, rights, and regulation.

Curriculum Requirements

- SB 381: Requires instruction on communism/socialism and mandates a civics exam for graduation.
- SB 420: Requires Holocaust education grades 6–12.

School Operations & Student Programs

- SB 339: Requires 30 minutes of daily recess for K–5 (expanded to K–8 + daily physical activity).
- SB 382: Requires virtual schools to proctor assessments for their virtual students.

Special Education & Teacher Programs

- SB 383: Expands definition of "special teacher" to include third-party contractors.
- SB 440: Special education teacher training pilot program.

Student Rights & Expression

- SB 421: Allows students and clubs to engage in protected speech at school; creates civil action for violations.

Accountability & Oversight

- SB 491: Establishes an Office of Education Inspector General; mandates reporting misconduct; creates a misconduct registry.

Receive contract with Logicalis services to implement Microsoft Power BI platform
Ryan Kurtenbach, Director, IT
Kelly Chanay, Director, Child Nutrition and Wellness

The presentation outlines a request for a contract with Logicalis to train KSDE staff in order to implement a variety of tasks, including work on the Child Nutrition and Wellness Summer food programs. The initiative centers on implementing Microsoft Fabric with Power BI to strengthen data infrastructure and enhance analytical capacity. The planned work includes developing a comprehensive solution design, installing a data gateway, configuring necessary data extractions, mapping program metrics, and building Power BI reports and dashboards. Final deliverables will include complete documentation and a fully developed reporting environment. By modernizing data systems, the department aims to transform raw information into insights that can guide decision-making and support program improvement efforts across Kansas.

This work is funded in part through a USDA non-competitive technology grant, which encourages the use of analytical tools to support data-informed program management. The technology initiative is designed to help create a stronger framework for technical assistance, enabling administrators and program operators to make better use of available information.

Several practical applications are highlighted, such as enhancing the "Locate a Site Near You" tool for summer meals, improving participation and financial management reporting, and strengthening connections between child nutrition program operators and local food producers. Collectively, these projects reflect a broader effort to leverage modern technology to better serve children, families, and communities across the state.

Cybersecurity at the district level
Dr. Harwood, Deputy Commissioner
Ryan Kurtenbach, Director, IT

The presentation provides an overview of cybersecurity issues, needs, and ongoing efforts within Kansas school districts. It begins by highlighting that while the *Safe and Secure Schools Grant Program* once provided matching funds for improving school safety, it was not funded for the 2025–2026 year and did not include cybersecurity expenditures even when active. This leaves districts without designated resources to strengthen their cyber protections. In contrast, the Kansas State Department of Education must follow statewide cybersecurity requirements as a state agency, while individual school districts currently have no mandated cybersecurity requirements.

The presentation then describes ongoing work to build stronger partnerships across the state. KSDE collaborates with the Office of Information Technology Services, the Kansas Information Security Office, the Cybersecurity Collaboration and Preparedness program, and school districts. Seven presentations across multiple conferences and service centers, along with a panel discussion, have supported these efforts to share knowledge and build consistent expectations for cybersecurity improvements.
To guide these initiatives, Kansas has adopted the NIST Cybersecurity Framework (CSF) 2.0 as the official statewide framework. The legislature selected this model, and it is also used by auditors to evaluate system performance. The framework is valued because it offers a flexible, prioritized, repeatable, and cost-effective structure for strengthening cybersecurity capabilities. It organizes cybersecurity practices into five core functions—Identify, Protect, Detect, Respond, and Recover—with an overarching "Govern" function that provides policy, oversight, and strategic direction.

The presentation expands on these categories by giving concrete examples of what each entails for school districts. Identification includes asset inventories, system documentation, risk assessments, and penetration testing. Protection covers essential safeguards such as network segmentation, endpoint security, remote access controls, and data backup processes. Detection emphasizes monitoring tools and exposure management, while response involves incident procedures, communication plans, and reporting. Recovery focuses on planning, analysis, communication, and after-action work. Governance includes policy development, roles and responsibilities, cybersecurity planning, vendor assessments, and risk tolerance decisions—all essential for sustaining a secure environment.

The final section introduces a collaborative platform intended to support continuous improvement. This shared space will offer secure document storage, cybersecurity guidance, templates, contract and RFP language, forums, news updates, and

opportunities for districts to share assessments and resources with one another. The presentation concludes with contact information for KSDE leaders responsible for cybersecurity and technology support.

Approve Innovative Assessment Pilot with the Olathe District
Dr. Nugent, Deputy Commissioner, Division of Learning Services
Tim Reves, Chief Academic Officer
Spencer Brown, Assistant Director, Assessment and Accountability
The presentation outlines Kansas's ongoing effort to strengthen the relationship between assessment and instruction by leveraging an innovative assessment model currently being explored with district partners, including Olathe. The work originated in March 2024, when the Board identified a need to improve assessment practices, reduce unnecessary testing, and ensure stronger alignment with high-quality instructional materials. After allocating resources to investigate solutions, the state partnered with Innovative Assessment Solutions to refine assessment design, improve data usability, and tighten alignment between district benchmarks and state proficiency standards.

Findings from this initial work confirmed that current curriculum-aligned benchmark assessments already measure key standards in depth and closely correlate with state summative results. This dual alignment shows benchmarks can serve both instructional and accountability purposes. Because districts currently administer both benchmarks and state summatives, a major opportunity is to eliminate this double testing by using benchmarks for federal accountability under the Innovative Assessment Demonstration Authority (IADA). This would allow teachers to rely on assessments that are embedded in curriculum, instructionally relevant, and more useful for immediate feedback.

Six districts are already testing this model, and Kansas intends to apply for IADA authority, which would allow a multi-year pilot with federal approval. Under IADA, innovative assessments can replace traditional statewide summative tests for accountability while maintaining compliance with state and federal requirements. The presentation emphasizes a broader vision in which assessment is seamlessly integrated into teaching and learning. Rather than treating learning as a one-time event measured by a single end-of-year score, the system would treat learning as a process. Meaningful examples illustrate how summative scores often fail to convey what students actually know, while curriculum-embedded assessments can provide clearer, more actionable insights about student progress. Teachers, parents, and students all benefit from frequent, instructionally aligned feedback rather than opaque, after-the-fact results.

The materials also highlight the importance of distinguishing between formative and summative purposes, using clear visuals and examples showing how current misunderstandings can distort the value of assessment data. Demonstrations of student work, proficiency thresholds, and concept-learning sequences underscore how benchmarks better capture real learning trajectories.

Data presented from Olathe shows strong alignment between benchmark scores and state summative performance across multiple grades, supporting the validity of using benchmarks as an accountability measure. Comparisons of ability scales and path models further illustrate how the benchmark system explains a large share of variance in state assessment outcomes.

The presentation situates this assessment approach within the state's "Four Fundamentals": Structured Literacy, Balanced Assessment, Standards Alignment, and High-Quality Instruction. Each fundamental reinforces the idea that effective assessment should be closely tied to evidence-based instruction, coherent standards, meaningful engagement, and timely data that supports differentiation.

Finally, the presentation underscores that this work is still a pilot, but one with strong promise. The goal is to give parents clearer information about their children's learning, give educators timely feedback that strengthens instruction, and give students a more coherent pathway to mastering academic standards. The overarching message is that Kansas is positioned to modernize its assessment system by integrating accountability with instruction rather than separating the two.

Receive Business Education Content Standards Recommendations
Dr. Catherine Chmidling, Teacher Licensure
Virtual: Sarah Sweet, Teacher, Emporia High School
Virtual: Kim Dhority, Dean, Flint Hills Technical College

This presentation provides an overview of the revised Business Education grades 6–12 preparation standards used by higher education programs to develop, monitor, and redesign educator preparation pathways. It begins by explaining the purpose of program standards, which guide institutions in ensuring that teacher candidates acquire the knowledge and skills demanded of modern educators. It outlines the two major types of standards—professional education standards that focus on core teaching competencies applicable across disciplines, and content program standards that address subject-specific knowledge and abilities.

The presentation then introduces the newly updated Business Education preparation standards, explaining that the revisions include updated language and a reorganization of elements to better reflect current expectations in the field. For each of the eight

original standards, the presentation compares the former version with the newly proposed standard and highlights what has changed.

Across the revisions, several themes emerge. Many standards were modernized to incorporate digital literacy, data analytics, emerging technologies, and the evolving nature of business careers. Several standards shifted toward greater emphasis on pedagogy, including curriculum development based on state competencies, competency-based instruction, assessment design, and the use of diverse instructional strategies in varied environments such as classrooms, labs, and simulated workplace settings.

Other revisions center on strengthening teacher candidates' professional attributes, such as engagement in continuous learning, self-reflection, collaboration, and effective communication with colleagues, students, and families. In addition, much of the former content was consolidated into a comprehensive content-knowledge standard that now encompasses key areas of business education such as accounting, finance, economics, information technology, marketing, and management.

The presentation concludes by noting that the revised program standards will be formally presented as an action item in March 2026 and provides contact information for the leaders overseeing teacher licensure.

Receive Regulations/Rules Review
Shane Carter, Director, Teacher Licensure
R. Scott Gordon, General Counsel
Dr. Nugent, Deputy Commissioner, Division of Learning Services
The presentation provides an overview of proposed updates to Kansas educator licensure regulations, along with the rationale behind the changes and a review of both previously approved modifications and new items being considered.

It begins by grounding the work in *State Board of Education Goal #3,* which focuses on policy, regulation, and alignment. The proposed revisions aim to better align licensure with the Kansas School Improvement Model, improve the relevance and quality of professional learning, eliminate outdated or redundant requirements, and support school districts in meeting their licensure and staffing needs more efficiently.
The presentation identifies several regulations impacted by the review, including those covering licensure definitions, types, endorsements, general requirements, out-of-state applicants, renewal processes, and additional endorsements. It then revisits changes that have already been approved. These include the creation of a "Legacy License," a twenty-year credential for retired educators who remain eligible to teach full-time or substitute; new emergency substitute licensure pathways that require completion of

state-approved training modules and verification of hire; the removal of the Principles of Learning and Teaching (PLT) test, deemed duplicative; and the establishment of a Computer Science endorsement.

New items for consideration include adding a renewal pathway aligned with the Kansas School Improvement Model. Under this approach, educators would be able to renew their licenses by completing State Board-approved training programs during their license period. A substantial portion of the presentation details the proposed list of state-approved training options. These include programs focused on professional development, content knowledge, application, and impact.

Specific training offerings include LETRS for early childhood, elementary, and administrative educators; AIM Pathways; various "Pathways to Proficient Reading" tracks; Keys to Literacy, including Keys to Beginning Reading; Kansas Board of Regents' courses on the science of reading; programs offered by the Phillips Fundamental Learning Center; and leadership development programs such as Elevate Leadership through the United School of Administrators–Kansas.

Further recommendations address license duration adjustments to improve consistency and processing efficiency. Proposed changes include converting all Emergency Substitute Licenses to a two-year license, extending the Initial Teaching License to four years, and standardizing both Temporary Nonrenewable and Transitional Licenses to one calendar year.

The presentation also introduces a proposal to remove the "Recency" requirement for licensure, which currently requires applicants to have recent accredited teaching experience or recent coursework. The presenters note that many individuals' seeking reinstatement already have the necessary experience, while others end up taking an inconsistent assortment of courses that may not align with teaching responsibilities or content endorsements.

Parent Highlight: Celebrating Kansas' High Quality *Parents as Teachers* home visiting programs

Amanda Peterson, Director, Early Childhood
Lisa Williams, *Parents as Teachers*
Amanda McGuire, Beloit District
Nicole Farley, Topeka District

Summary of the Presentation

This presentation highlights the role of Kansas' high-quality Parents as Teachers (PAT) home visiting programs in supporting early literacy and strengthening families. It opens by emphasizing the importance of the earliest years of life: over 90% of a child's brain

develops before age five, and rapid neural connections form every second during this period. Because families are children's first and most influential teachers, evidence-based early childhood programs like Parents as Teachers play an essential role in promoting school readiness and long-term success.

The PAT model is built on four core components—personal visits, group connections, resource networks, and child and caregiver screenings. Programs must meet rigorous standards to maintain fidelity to the model or earn Blue Ribbon status, and the presentation recognizes a long list of Kansas PAT affiliates that have achieved this distinction.

The presentation makes the case for focusing on early literacy by noting three major factors that influence a child's reading success: the value placed on literacy in the home, the amount of time parents spend reading with their child, and the availability of reading materials. When families make reading and conversations about books a natural part of daily life, children develop important competencies such as vocabulary, comprehension, imagination, and broader knowledge about the world.
The core of the presentation outlines eight ways PAT supports families in developing early literacy:

1. Parent Education: Home visitors help parents understand their role as their child's first teacher, modeling literacy-rich interactions and showing how everyday routines build language skills.
2. Modeling Literacy Practices: Visitors demonstrate shared reading strategies, dialogic reading, storytelling, and ways to ask open-ended questions that encourage children's engagement.
3. Language-Rich Environments: Families are supported in using frequent conversation, labeling objects, expanding children's speech, and incorporating print awareness into the home.
4. Developmentally Appropriate Guidance: Activities and strategies are tailored to each child's age and developmental stage, emphasizing foundational literacy skills such as listening, phonological awareness, and comprehension.
5. Book Access: PAT provides books and literacy materials and helps families choose culturally relevant, age-appropriate titles. Programs also encourage consistent reading routines and promote community resources like Dolly Parton's Imagination Library.
6. Individualized Support: Through observation, home visitors identify developmental strengths and needs, offer early intervention when needed, and connect families to resources like libraries or early childhood programs.

7. Strengthening Parent–Child Relationships: Literacy activities become opportunities for bonding, helping build secure relationships that motivate a child's interest in learning.
8. Ongoing Assessment and Goal Setting: Developmental screenings track growth in communication and literacy skills, and PAT staff partner with families to set goals and adjust strategies over time. In the 2024–2025 year, PAT screenings led to hundreds of referrals for additional assessment and services when needed.

The presentation closes with an invitation for questions and discussion, reinforcing the message that early childhood is a powerful window of opportunity—and that Kansas PAT programs are a key strategy in helping families nurture early literacy and long-term success.

KESA Cohort of Specialized Schools

Dr. Jay Scott, Director, Accreditation and Design

Jay Scott provided an overview of Kansas' Special Purpose Schools and how they fit within the Kansas Education Systems Accreditation (KESA) framework. It begins by explaining that these schools—though unique in mission, and student population—are required to pursue state accreditation because they serve public school students. The Special Purpose Schools highlighted include Lawrence-Gardner High School, Parsons State Hospital School, Heartspring School, Lakemary Center, the Kansas School for the Blind, and the Kansas School for the Deaf.

Each school serves a highly specialized student population. Lawrence-Gardner High School operates within the juvenile correctional facility in Topeka, offering a Kansas-aligned curriculum, diploma pathways, and GED preparation for youth who are reengaging academically. Parsons State Hospital School serves students who reside permanently at the state hospital and have significant medical, intellectual, and communication needs. Heartspring School in Wichita supports students with complex neurodevelopmental disorders and intensive behavioral and medical needs, many of whom are non-verbal and attend from across the nation. Lakemary Center provides education within a psychiatric residential treatment setting, working with students who have intellectual disabilities or autism paired with psychiatric diagnoses. The Kansas School for the Blind and the Kansas School for the Deaf both serve children from birth to age 21 through on-campus programs and extensive statewide outreach services. The presentation then outlines how KESA accreditation has evolved for these schools. Under KESA 1.0 (2017–2023), Special Purpose Schools were expected to meet the same reporting requirements and student outcome measures as all other districts, despite their unique contexts and fully exceptional student populations. In contrast, KESA 2.0 (2024 to present) maintains rigorous standards but with expectations that are more relevant and appropriate for these specialized settings. The action plan and

compliance standards remain aligned with statewide expectations, but work is now underway to establish an alternative graduation metric that better reflects the diverse pathways and needs of students served in these environments.

Update from the search firm Hazard, Young, & Attea Associates (HYA)
Frank Henderson, in person
Virtual: Max McGee
Virtual: Mike Richie
Frank Henderson gave the report in person; the leadership report is done and now the recruiting has begun. The typical pattern is that most applicants apply at the last minutes. February 17th is the deadline. March 3rd is the sharing of the slate of candidates, in person, at a Special Board Meeting.

Committee Reports:
Beryl New: Master Teachers selection in Emporia.
Dennis Hershberger: Ag in the Classroom quarterly meeting.
No meetings of the KSD superintendent search committee yet.
Cathy Hopkins: Teacher Vacancy Committee reviewed the teacher retention study.
Melanie Haas: Invited the entire board to lunch next month at the Capitol with the Volunteer commission.

Need one member to be on the school lunch review committee. Meets annually.
Need to appoint the Kansas State High School Activities Association positions (2) for the coming year.

Board Travel Requests:
Mrs. Arnold moved that the Kansas State Board of Education accept the travel requests made by the Board members. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

Future Item Requests:
Mrs. Arnold: Board looks at professional development for others, and she would like to have the Board have some of its own professional development.

Mr. Hershberger: Would like to see Nathan McAlister lead up a celebration in 250th anniversary. Kansas Materials data collection draft report (December 2025) sciences courses are not rated, does not meet standard.

Mr. Porter: The religious schools need some support from the Board.

Vice Chair Zeck: Concerned about curriculum. Wants more information in general.

Board Comments

Chair Hopkins handed out the Citizen's Forum policy, in response to Mrs. Arnold's motion at the beginning of Tuesday.
Each member had one minute to share their thoughts on the policy.

- Mrs. Arnold feels Board members are not general public. Forum only for general public.
- Mrs. Haas stated Board members are not public and should not participate in citizen's forum.
- Mr. Zeck stated that Board members need to have board member comments and need to use that to express thoughts.
- Mrs. Dombrosky agreed that the Board comments at the end of the meeting are the time for a member to speak.
- Dr. New stated this is a good opportunity for the new members to understand the use of the Citizen's Forum. The Board is one unit, and citizens are individuals.
- Mr. Hershberger feels strongly about protecting the general public from having their time being taken by Board members. Likes the idea to share at the end of the meeting.
- Mrs. Potter appreciates Vice Chair Zeck's comments to use the end of the meeting. She has experienced being interrupted and she wants to have time to express herself. If she is having that Board comment time – she wants to have it uninterrupted, with questions only for clarification.
- Mr. Porter is uncomfortable with Board members using the Citizen's Forum. He noted that each speaker should focus on education topics. The Chair needs the ability to stop anything inappropriate.
- Mrs. O'Brien feels that Board members should speak at the end of the meeting.

Board Attorney Ferguson is going to circulate a case Gilmore vs. Beverage. This is a limited public forum. This area has been heavily litigated. He feels the policy could be changed slightly.

Mrs. Potter feels the *letters of concern* were not associated with a violation of policy.

Mr. Hershberger moved that the Kansas State Board of Education clarify that the agenda item named the *Citizens Open Forum* is specifically for the general public only and not for Board members. Mrs. Arnold seconded. Motion carried 9-1. With Mrs. Potter voting no.

Mr. Hershberger moved that the meeting be adjourned until March. Mr. Porter seconded the motion. Motion carried 10-0.

The meeting was adjourned until the Special Board meeting on March 3, 2026.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

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

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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

Agenda Tuesday, March 10, 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 February 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		Wendy Fritz, Director, Human Resources
	b. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	c. Act on recommendations for Licensure Waivers		Shane Carter, Director, Teacher Licensure
	d. Act on Licensure Review Committee recommendations		Shane Carter, Director, Teacher Licensure
	e. Act on Professional Standards Board Nominations: Local School Board member		Shane Carter, Director, Teacher Licensure
	f. Act on adding programs to the Approved List of State At-Risk Evidence-Based Programs		Julie Ewing, Asst. Director, Career, Standards and Assessment Services
	g. Notification of the intention of one scholarship granting organization (Word of Life Ministries and Schools, Inc.) in Wichita, to participate in the Tax Credit for Low Income Student Scholarship Program.		Dale Brungardt, Director, School Finance

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. Presentation: Comprehensive Literacy Plan KSDE Staff and Dr. Cindy Lane, KBOR *Board Goal #1 Quality School Improvement*	20 min	Dr. Watson Dr. Nugent Dr. Curtis
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m.	Break	10 min	
10:55 a.m.	Continue item 4. Comprehensive Literacy Plan KSDE Staff and Dr. Cindy Lane, KBOR	40 min	Dr. Watson Dr. Nugent Dr. Curtis
11:35 a.m.	*6. Presentation: Cursive Writing* *Board Goal #1 Quality School Improvement* **Board member request*	25 min	Mary Lonker, English Language Arts Consultant
12:00 – 1:30 p.m.	LUNCH BREAK VOLUNTEER COMMISSION	90 min	AT THE CAPITOL
1:30 p.m. (IO)	7. Student Stories of Soaring into Success Seniors who have found a path from struggle to success	40 min	Denise Kahler, Director, Communications
2:10 p.m. (AI) Suspend rules and act on	8. Act to approve Kansas Purple Star School designation as military-friendly school: *USD 266 Maize and St. Francis Xavier in Junction City*	20 min With photos	Dale Brundgardt, Director, School Finance
2:30 p.m.	Break	10 min	
2:40 p.m. (IO)	9. *Reading Corner:* Rachel Swearengin 5th Grade History Teacher *Olathe* *Board Goal #1 Quality School Improvement*	20 min	Mary Lonker, English Language Arts Consultant
3:00 p.m. (IO)	10. Recognition of the 2025 National ESEA Distinguished Schools *Lakeside Elementary, Waconda USD 272 (Cawker City)* *Norwich Elementary, Kingman-Norwich USD 331*	30 min With photos	Roxanne Zillinger, Coordinator
3:30 p.m.	Break	10 min	
3:40 p.m. (IO)	11. Recognition of the Milken Teacher of the Year Lexcee Oddo, *Turner Elementary, USD 202* Teacher of English Language Learners	20 min With photos	Denise Kahler, Director, Communications
4:00 p.m. (IO)	12. Presentation: Registered Teacher Apprenticeship Update *Board Goal #1 Quality School Improvement*	45 min	Shane Carter, Director, Teacher Licensure
4:45 p.m.	Recess until tomorrow		

(AI) Action Item, (RI) Receive Item, (IO) Information Item, * Board Member request

Agenda Wednesday, March 11, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m. (AI)	1. Act on Regulations/Rules Review *Board Goal #3 Rules and Regulation*	10 min	Shane Carter, Director, Teacher Licensure
9:10 a.m. (AI)	2. Act on Innovative Assessment Pilot Project	20 min	Dr. Renee Nugent, Deputy Commissioner
9:30 a.m. (AI)	3. Act on contract with Logicalis training services to implement Microsoft Power BI platform	15 min	Ryan Kurtenbach, Director, IT
9:45 a.m. (AI) (RI)	4. TWO ITEMS: a. Act on Business Education Content Standards Recommendations b. Receive Evaluation Review Committee recommendations for Higher Ed	15 min	Dr. Catherine Chmidling, Teacher Licensure
10:00 a.m.	Break	10 min	
10:10 a.m. (IO)	5. Legislative Update	30 min	Dr. Frank Harwood, Deputy Commissioner
10:40 a.m.	6. Committee Reports Chair Report Travel	10 min	
10:50 a.m.	7. Board Comments	10 min	
11:00 a.m.	Recess to LUNCH		
	EXECUTIVE SESSION		

Agenda Thursday, March 12, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	EXECUTIVE SESSION		
	Recess to LUNCH		
1:00 p.m.	EXECUTIVE SESSION		
5:00 p.m.	Adjournment		

(AI) Action Item, (RI) Receive Item, (IO) Information Item, * Board Member request

Agenda Number: 3 a.

Meeting Date: 3/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: HR Board Materials

From: Grace Keating

Please see the attached document for personnel report.

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
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www.ksde.org

Item Title: Personnel Report

From: Grace Keating, Wendy Fritz

Personnel Report:

Total employees 287 as of pay period ending 2/14/2026. 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				
Unclassified	4	4	3	4	0	0	1	2				
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0				
Total Separations	5	1	4	2	1	2	0	0				
Classified	0	0	0	0	0	0	0	0				
Unclassified	4	1	3	2	1	1	0	0				
Unclassified Regular (leadership)	1	0	1	0	0	1	0	0				
Recruiting (data on 1st day of month)	2	3	5	3	1	1	0	0				
Unclassified	2	3	5	3	1	1	0	0				
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0				

Eric Linningham to the position of Auditor on the Fiscal Auditing team, effective February 2, 2026, at an annual salary of $55,910.40. This position is funded by the State General and CACFP Audit Fund.

Hannah Miller to the position of Attorney on the General Counsel team, effective February 15, 2026, at an annual salary of $79,999.92. This position is funded by Teacher Licensure Fee Fund and State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 b.
Meeting Date:	3/10/2026

Staff Initiating:	Director:	Commissioner:
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 219 Minneola

USD 268 Cheney

USD 305 Salina Schools

USD 457 Garden City

USD 470 Arkansas City

USD 497 Lawrence

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-named district's five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Professional Development Plan

USD 219
Minneola Schools

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

5-year Professional Development Plan Approval

The USD 219 Professional Development Council approved the following plan, at its meeting held on 1/5/2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Donna Koetzer 1/5/2026
Signature Date

The USD 219 Board of Education approved the following plan, at its meeting held on 1/12/2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Charlie Hanlock
Signature

1/12/2026
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE
Updated Plan	January 2024

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The ln-service Education Plan for USD 219 Minneola Public School District is the officially submitted plan required by state regulations to permit the use of ln-service Education for renewal of licensure of certified staff including teachers, administrators, and substitute teachers. Authority for the design and implementation of the plan is in accordance with State regulations.

PHILOSOPHY

The focus of the USD 219 Professional Development Council is to emphasize the importance of positive staff development that leads to improvement in student learning. The Professional Development Council will assist in:

- Aligning staff development with the district mission, strategic priorities, academic focus, and building school improvement plans.
- Developing and implementing ongoing staff development based on identified needs of the individual, building and district levels that impact student learning.
- Assessing the impact of staff development on improvement of the skills of all staff personnel and the improvement of the academic performance of students.

PURPOSE

The Professional Development Council will act as an advisory unit to the Board of Education concerning in-service education and professional development activities of the certified staff of USD 219.

- The Professional Development Council will develop a five-year plan for in-service education to be presented to the Board of Education for consideration and approval.
- The Professional Development Council will perform, but not be limited to, all functions as specified in the state and local in-service education plans.

GOAL

- To determine needs of the district and select research-based strategies that will improve student achievement across the curriculum.

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 219 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 Secretary 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
Pre-K-8	2
9-12	2
Total	4

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chair
How long is the term for a teacher/specialist PDC member?
One academic year
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?
Fall semester
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?
The principals will send out an email with the list of candidates on a Google form and all teachers will vote for those that represent their group.

Who tallies/documents the selections? Principals

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

1.23 Licensed Leader Groups Represented:

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

1.24 Licensed Leader Group Selection Process:

Each of the above groups only has one member who, therefore, is the representative for that group by default. If more members are added to one or more of the groups, then the following questions will be answered and the PD Plan amended.

Which position/s oversee the process of filling vacancies in the groups represented?
How long is the term for a leader/administrator PDC member?
If any, what are the term limits?
If the terms are staggered, how is that done?
When a group represented has an opening, in what month or timeframe is the position selected?
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Who tallies/documents the selections?
Who reports the results to the PDC Chair or designee?
List any groups represented with only one member of staff and, therefore, the default PDC member:

1.3 Responsibilities

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

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

Council Functions

1) Each school year the building principals will review and evaluate Individual Development Plans (IDP) and make recommendations and suggestions for clarification and additions. Then recommend their approval or disapproval.
2) The PDC and School Improvement Committee shall monitor and implement the USD 219 "Needs Assessment" process and translate data into goals and objectives for program development on a yearly basis.
3) The Council will recommend to the Board of Education an In-service Plan based on assessed needs.
4) At the end of each school year, the Council will evaluate the results of IDP, as well as the total in-service plan and professional development activities.
5) The PDC will survey staff to measure the impact of staff development at individual, building, and district levels. The survey is found in Appendix A.

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 219 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 or his/her designee will attend the required Annual PDC Training offered by the Southwest Plains Educational Service Center in August of each year. The Chair will then train the rest of the council or ensure that each member of the council attends the training for that service year. The documentation for the training will be collected/created and given to PDC Secretary to be stored in PDC Google Drive. 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?
Each academic year
If any, what are the term limits?

If the terms are staggered, how is that done?

In what month or timeframe are officers selected? Fall

Officer Title: Chair

Duties shall include but not be limited to:

a. designating meeting dates and times,
b. developing meeting agendas with support materials, respond to communications,
c. requesting information and materials for use by the Council,
d. assisting in the development, review, and evaluation of Individual Development plans,
e. and conducting meetings.

Officer Title: Secretary

Duties shall include but not be limited to:

a. keeping the records/minutes of meetings which will be kept on file in the central office of the school district,
b. addressing communications as directed by the Chairman,
c. and providing all records, files, transcripts, etc. of the Professional Development Council to the district.

1.51 Meetings

In what months does the PDC operate? Academic year and as needed.

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 PDC shall meet as needed and scheduled once at the end of each school year. Meetings shall be conducted using Robert's Rules of Order Revised . The development of the agenda of the PDC shall come from items contributed by certified staff, administration, Board of Education, and members of the PDC.

If there is no set schedule, how will a meeting be scheduled?
What is the process for scheduling extra meetings, if needed?
Meetings of the PDC may be called at the request of the Board of Education or two or more Council members as soon as possible.

Can meetings be online or electronically? No

Besides the PDC, who is expected or allowed to attend? There is no particular expectation for or limit to attendance.

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 4 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 and are included in appendix.

Use the PDC Google Drive
Appendix A-Professional Development Needs Assessment
Appendix B-Individual Development Plan
Appendix C-Professional Development Points Request Form
Appendix D-Inservice Education Transcript

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	PDC Drive	Secretary	Y
IPDP's	X	PDC Drive	Chair	Y
Meeting Minutes	X	PDC Drive	Secretary	Y
Member Selection	X	PDC Drive	Secretary	Y
Officer Selection	X	PDC Drive	Secretary	Y
PD Plan Process	X	PDC Drive	Secretary	Y
PD Points	X	PDC Drive	Secretary	Y
Staff PD Needs Assessments	X	PDC Drive	Chair	Y

Procedures for Reporting Participation in ~~Staff~~ Professional Development Activities

PARTICIPANT RESPONSIBILITY: Each individual will be responsible for securing necessary forms from the respective buildings. Forms must be completed by the individual and returned to the building administrator within the allotted times, making allowances for holidays and vacation times. The forms will be processed at the next regular Professional Development Council meeting and approval, recording, and other disposition made as appropriate, with notification, if required.

Two forms need to be completed by individuals participating in the local in-service plan. Forms are listed below in the order in which they should be completed.

1. Individual Professional Development Plan: Upon acceptance into the District's In-Service Plan, participants will be required to submit an Individual Professional Development Plan. Upon the plan's submission, the local Professional Development Council shall review it. Each IPDP shall be written for a period of one to five years with the provision of annual review and revision.

2. The Professional Development Points Request Form must be completed within the current school year after completion of the activity.

3. Participants will be asked to complete a staff development activity evaluation form after each district in-service activity. A sample evaluation form is found on page 19.

DEADLINES:

Knowledge: Application for points must be completed within the school year of completion of the

activity.

Application: Application for points must be applied for within the school year implemented.

Impact: Application for points must be within the school year impact was measured.

Professional Development Transcript

1. The Professional Development Transcript includes a record of completed in-service activities and points earned within the reporting period and used for recertification. The Professional Development Transcript form is found in Appendix D.

2. When the employee applies for license renewal, he or she will complete the recertification process from the state. The superintendent will receive notice from the state and submit an official Professional Development Transcript directly to the state.

3. Individuals may request a copy of their transcript at any time from the PDC secretary.

RECORDS

The procedure for taking and maintaining records of meetings are as follows:

Professional Development Points Request Forms submitted to the building principal shall be acted upon and filed in the vault in the Grade School Office. Points will be kept for 10 years.

A master file of Individual Development Plans shall be maintained in the building principal's office. Prudent supervision of the files by the principal should guarantee confidentiality of information through a system of monitoring those having access to personnel records.

Copies of the records/minutes of the PDC shall be available at no cost to all certified personnel and at a nominal cost to all others. Such records/minutes shall contain date, time, place, and any other information pertinent to the copy of the minutes or records. These records shall be available at the district office.

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 PDC members at Board meetings.

1.55 Approvals

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

5-year Professional Development Plan Review

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

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

If the annual evaluation in May after the ending of each school year but may be amended at any time 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 Equals your IDP

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

Delegated Approval-The PDC delegates its authority to Designated Supervisors to approve IPDP's. If the designated supervisor 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.

CRITERIA FOR APPROVAL OF INDIVIDUAL DEVELOPMENT PLAN

The PDC shall use the following criteria for approving IDPs: meets goals of School Improvement Plan, improves student performance in the classroom, improves teaching and/or administrative skills, approved

by PDC, and addresses individual service to the profession.

Individual Development Plans shall be submitted to the Council Chairperson on or before September 15 and shall be acted upon by the Council within thirty days.

a) The individual shall be informed in writing within thirty days of a decision. This shall include suggested revisions or additions.
b) Individual Development Plans will be reviewed annually.
c) After completion of each activity outlined by the IDP, persons may submit the USD 219 In-service Points Request Form. The Council shall approve the appropriate number of points earned and post them digitally to the individual's file and then notify the individual at the end of each year with a summary of total points accumulated.

Appealing the non-approval of an IPDP by the PDC

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

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

Professional Development Points

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

Professional Development Points Request Form

1. The Professional Development Points Request Form will be completed by the participant at the conclusion of any individual or staff activity and submitted to the building principal. This form is found in Appendix C.

2. Upon approval, the PDC will use this completed form to enter points on the proper transcript. Professional Development Points Request Forms will be filed in the vault at the Grade School Office and will be available upon request.

3. At the beginning of each school year, each participant will receive a summary of the approved

points that were approved.

4. Individuals are responsible for securing needed forms from the building principal or PDC. They are then to be completed and proper validation obtained.

5. Forms will be processed at the regular PDC meeting. Approval, recording or other clarification will be made as appropriate with notification as required.

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

Any individual notified that points were denied and any discrepancy in the number of points awarded can appeal to the local PDC by requesting the PDC Chair schedule an appeal review.

If the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, the decision of the PDC is final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 219 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The school principles are 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 1-620-885-4372.

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

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

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

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

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

● Effectively teach students to read.

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

● Access and utilize balanced assessment data effectively.

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

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

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

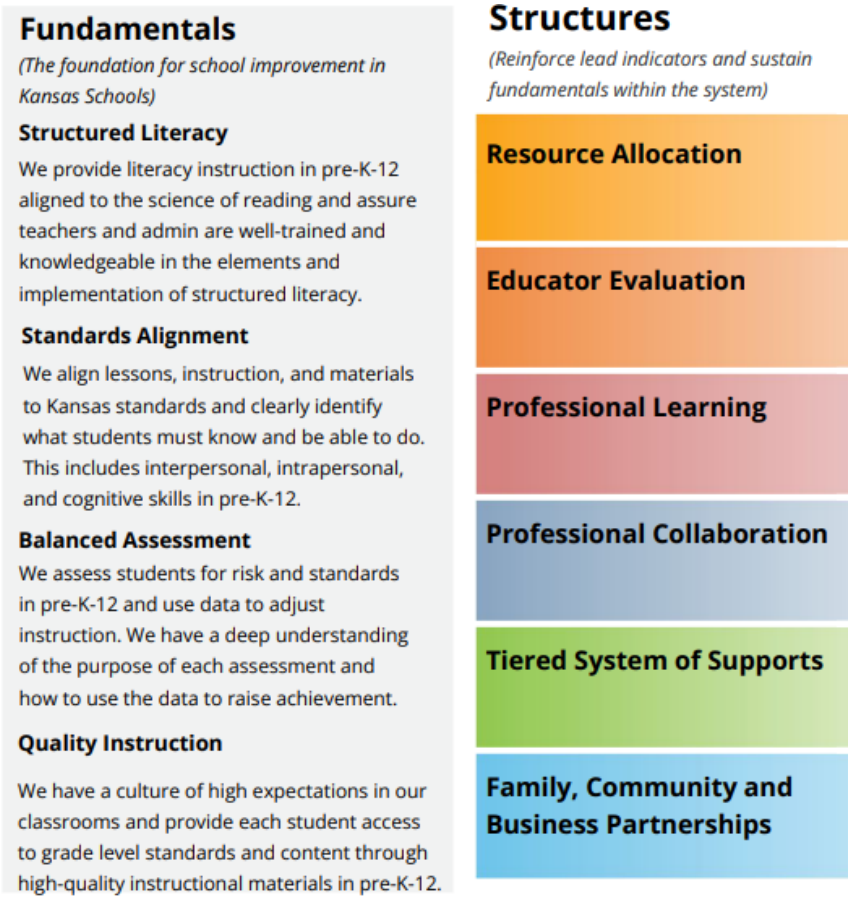
Each District Leadership Team (DLT) will

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

in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

NEEDS IDENTIFICATION PROCESS

USO 219 Minneola short-term in-service goals shall be adopted annually following a needs assessment of certified staff completed at the spring in-service and with council of the Building Leadership Team. The results will be compiled to assist in developing district staff development in line with yearly needs and priorities. Other staff development will be met through a variety of individual in-service activities approved by administration and the PDC. This needs survey is found on page 15.

ANALYSIS OF RESULTS OF NEEDS IDENTIFICATION PROCESS

The PDC shall address high areas of need for the district, the school, and the individual in the analysis of the results of the needs identification process. The needs shall be prioritized from those having highest priority to those having lowest priority. Consideration shall be given to both long and short term needs.

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.

CRITERIA FOR DEVELOPMENT OF DISTRICT IN-SERVICE ACTIVITIES

The PDC shall use the following criteria for developing in-service activities: refine and extend professional skills, methods and knowledge; correlate with the needs and goals of the district's School Improvement Plan; meet the in-service education needs of the certified personnel within the district; allow continuous growth for the certified personnel; and satisfy a need as set forth in the IDP.

1. Criteria for Development of District In-service Activities

The PDC shall use the following criteria for developing in-service activities:

a. Refine and extend professional skills, methods and knowledge,
b. Correlate with the needs of the goals of the district's School Improvement Plan
c. Meet the in-service education needs of the certified personnel within the district,

d. Allow continuous growth for the certified personnel to satisfy a need as set forth in the IDP.

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.

The IDP is a plan describing the professional development activities and studies to be completed by an individual during a specified period of time. The purposes of the IDP are to establish continuity and specificity in the job-related training of an individual; to enrich knowledge, skill, and attitudes; to expand the options of renewal of licensure; to improve job performance; to outline individual objectives and activities that will help achieve the district goals as stated in the School Improvement Plan; and to increase satisfaction for educators. The Individual Development Plan form is found In Appendix B.

Plan Development

In cooperation with the building principal, the individual will develop a written plan to include

timely, goal-directed in-service activities. Activities shall be designed to support the school improvement plan and to allow for personal and professional growth.

Individual Development Plans shall include but not be limited to provisions for one to five years (begins with USD 219 employment and expires with teaching certificate date); provisions for annual and long-term revision and review; and reflection of in-service objectives of the school district and/or the IDP.

The building principals will meet with the new staff to assist in developing an Individual Development Plan. The Individual Development Plans must be submitted to the PDC by September 15 of each school year. The PDC will verify certification credit and maintain proper transcripts upon completion of the individual development plans.



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

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.

POINT SYSTEM FOR PROFESSIONAL DEVELOPMENT

All activities that are covered by the delivery system of this plan may be approved for professional development points. Each in-service year is from July 1 to June 30 of the next year. One semester hour of college credit will be equal to twenty professional development points.

Note:

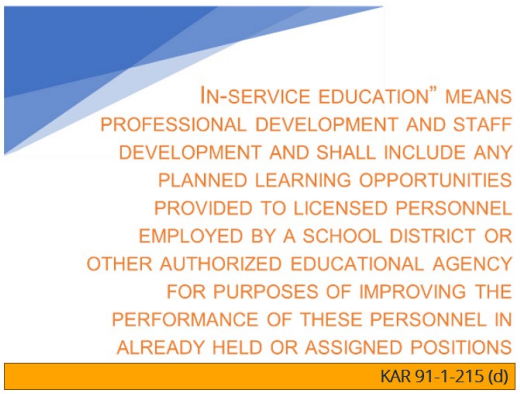
- One clock hour of in-service is equal to one professional development point.
- Points may only be accumulated for the five years during the current licensing period. However, points for application and impact can be earned in a latter licensing period based on the original knowledge-level points given.
- Once re-licensure occurs, accumulation of points starts over - points are valid only for life of license.
- Up to one hundred sixty professional development points may be used for re-licensure by staff with Bachelor's degrees with at least eighty of these points coming from college credit hours
- Up to one hundred twenty professional development points may be used for re-licensure by staff with master's degrees.

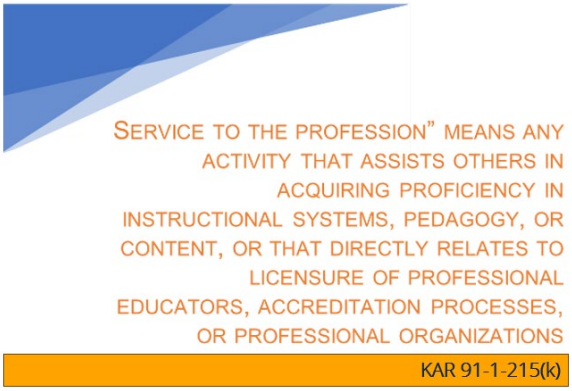
ACTIVITIES

Professional Development points may be earned by participation in district and area-wide staff development programs. Professional Development points may be earned for other types of educational or professional activities if they relate to improving expertise and competency or upgrading skills in an individual's assigned role. Activities must be educationally or professionally relevant. It is the responsibility of the individual to forward a Professional Development Points

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.

Request Form to the Professional Development Council within the current school year of the completion of activities. Forms for summer activities must reach the Professional Development Council during the concurrent school year.

These activities include, but are not limited to:

a. Professional conventions, conferences, workshops, seminars, clinics, lectures
b. Curriculum development
c. Observations and visitations
d. Presentations at local, state, or national conferences
e. Publications of professional articles
f. Independent study, projects, or research
g. Faculty/group study of educational projects
~~h.~~ Supervision of student teachers (~~1 point per week of supervision)~~
i. Practicum and supervision of practicum or special projects ~~(1 point per week)~~
j. Additional individual activities approved by the committee
k. Participation on Professional Development Councils and other school required committees
l. National Board Certification Process
m. Supervision as a Mentor Teacher (1 point per clock hour)
n. College credit courses

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.

Agenda/Log plus one of the following:

1. Typed Reaction
2. Teacher Project
3. Written Paper
4. Presentation
5. Teacher Journal
6. Proof of successful completion of college coursework
7. Student teacher documentation

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.
- Peer/Principal Observation
- Lesson Plans/Samples of Student Work
- Teacher Product
- Video Presentation
- Teacher Report (Verbal or Written)
- Other with Administrative Approval

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.
- Pre and Post-test Results/Rubrics/Checklists
- Anecdotal Records
- Projects
- Portfolios
- Student Surveys
- Teacher Journals

- Student Learning = 3 Xs Level I points

Verification required may include one of the following:

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

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

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

APPENDIX A

PROFESSIONAL DEVELOPMENT NEEDS SURVEY

Please mark the professional development area most needed by placing an "A"= urgent need, "B" = strong need, "C" = moderate need, or "D" = not needed on the line in front of each item for each category.

Classroom instructional techniques to improve student scores on the state assessments:

____ Elementary reading ____ Secondary reading Elementary writing
____ Secondary writing ____ Elementary science Secondary science
____ Elementary math ____ Secondary math ____ Elementary social studies
____ Secondary social studies

Developing local curriculum and assessments:

____ Designing local assessments appropriate for KESA
____ Strategies for making inclusion work
____ Strategies for helping all students learn

Accountability in OPA:

Developing school improvement plans including ...

____ outcomes based school improvement plans
____ using and analyzing data

Mathematics Topics:

____ Reasoning and writing related assessment items for PreK-12
____ Communication and writing related assessment items for PreK-12
____ Problem solving and writing related assessment items for PreK-12
____ Algebraic Concepts for PreK-12
____ Probability and Statistics for PreK-12
____ Geometry and spatial sense for PreK-12
____ Number sense and number system for PreK-12
____ Computation within the problem solving process
____ Development of local assessment for algebraic concepts

Communication Arts Topics:

____ Listening skills for PreK-12
____ Speaking skill for PreK-12
____ Viewing skills for PreK-12
____ Word decoding skills for PreK-12
____ Vocabulary skills for PreK-12

Science Topics:

____ Local curriculum alignment with the state standards Develop
--- performance items
--- Ideas for targeting science for Kansas Educational Standards Association (KESA)

Social Studies Topics:

____ Local curriculum alignment with the state standards
____ Develop performance items
____ Developing Kansas history and government course service learning programs

APPENDIX B

USD 219 Minneola Schools
Individual Development Plan

Name: **Building:** **Position:**

Active ○ A ○ I **Current IDP** ○ Yes ○ No **Degree:** BS **License Expiration Date:** **Teacher ID:**

KESA Goals:	Possible Activities:	Date Completed:
	Workshops, college, peer coaching, study groups, visiting other schools, on-line courses, observations, conferences.	
	Workshops, college, peer coaching, study groups, visiting other schools, on-line courses, observations, conferences.	
	Workshops, college, peer coaching, study groups, visiting other schools, on-line courses, observations, conferences.	
Personal Professional Development Goals:	**Possible Activities:**	**Date Completed:**
	Workshops, college, peer coaching, study groups, visiting other schools, on-line courses, observations, conferences.	
	Workshops, college, peer coaching, study groups, visiting other schools, on-line courses, observations, conferences..	
Service to the Profession Commitments:		

Amendment Date:	Certified Staff Signature	Administrator Signature
Amendment to IDP:		

USD #219
Professional Development Points
Request Form

Section 1:

Name: _____ Date: _____ Building: _____

Section 2:

Activity Title: _____ Activity Date(s):_____

Points Requested
____**Knowledge** (single points)_____Points Requested
____**Knowledge** (single points)_____Points Requested (1 College Credit = 20 points) : _____ College Credit Hours
____**Application:** _____ (Date of original training) _____Points Requested (double knowledge points)
____**Impact:** _____ (Date of original training) _____Points Requested (triple knowledge points)
_____ (Date of Application Points Request)

Section 3:

Circle the appropriate box on the matrix below.

Professional Development Plans For Licensure Renewal	KESA	Personal Professional Development Goals	Service to the Profession
Knowledge What do you know now that you did not know before?	1 contact hour = 1 pt	1 contact hour = 1 pt	1 contact hour = 1 pt
Application What are you doing now that you could/did not do before?	2 x Knowledge Points	2 x Knowledge Points	
Impact How has student performance improved? What has changed about the program?	3 x Knowledge Points	3 x Knowledge Points	

Section 4:

In the space below, describe how this activity meets the goals of your Individual Professional Development Plan.

Section 5:

For application/impact points. Provide appropriate evidence.
Complete all pertinent sections on the back of this page

Received by _____Date received _____

Number of Points Approved: _____ Date Approved:_____ Approved by:_____

This form must be submitted to the PDC within the current school of the activity. Forms for summer activities must reach PDC no later than September 20 of the current year.

USD #219
Professional Development Points
Request Form

Page Two-Section 5: (If you are compleing this form for college credit, skip to 5b.)

5a. If you have an agenda for the activity, please attach it to this form. Otherwise, please re-create a schedule for the day in the space below. Be sure to include (or the form shows) beginning time, ending time, and total hours of activity (not counting lunch breaks).

5b. For college credit, please attach proof of completion of the class.

APPENDIX D

KANSAS STATE DEPARTMENT OF EDUCATION
CERTIFICATION SELECTION
120 East 10th Street
Topeka, KS 66612

INSERVICE EDUCATION TRANSCRIPT

EDUCATION AGENCY	Legal Name of School District: Minneola School System		DISTRICT # 219	Telephone (620)885-4571
	Address: 111 E. Locust; Box 157	City: Minneola, KS		Zip Code:: 67865

Name of Applicant	Social Security Number/Teacher ID	Active/Inactive ◯ Yes ◯ No

Title of Inservice Education Activities	Current Transcript ◯ Yes ◯ No	Level	School Year Completed	Number of Inservice Points	Date Completed
TOTAL INSERVICE EDUCATION POINTS:					

VERIFICATION:

_______________________________ _______________
Chairperson, Professional Development Council Date

_______________________________ _______________
Superintendent or Authorized Official Date

Cheney USD 268
2024 • 2029 Professional Development Council Plan

CHENEY USD 268 MISSION STATEMENT

Educating Minds - Connecting Hearts - Touching Lives

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

Cheney USD 268
2024 • 2029 Professional Development Council Plan

CHENEY USD 268 MISSION STATEMENT

Educating Minds - Connecting Hearts - Touching Lives

Committee Approval

Elementary Representative: Michelle Smarsh (Michelle R Smarsh)

Middle School Representative: Megan Haukap (Megan Haukap)

High School Representative: Kaylee Watson (Kaylee Watson)

Administrative Representative: Greg Rosenhagen (Greg Rosenhagen)

January 16, 2026

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

Educating Minds - Connecting Hearts - Touching Lives

PURPOSE STATEMENT

The purpose of the Professional Development Council is to provide a process through which certified staff members may participate in ongoing and systematic improvement of skills and knowledge.

DEFINITION

The Professional Development Council (PDC) is a representative group of certified personnel at Cheney USD 268. The PDC functions as an advisory panel to the Board of Education on matters concerning the district's professional learning process and individual development plans.

1.2 Membership

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

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

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

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

Members of the USD 268 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.

COUNCIL MEMBERSHIP

Members of the Professional Development Council will be selected solely by represented buildings or groups. The Council shall be comprised of employees of the district. At a minimum, there will be one (1) Elementary School teacher, and one (1) Middle School teacher, and one (1) High School teacher, and one (1) administrator. Elections will be held in August of each year with members serving one-year terms. USD 268 assigns a staff member to provide administrative services to the Council

1.21 Licensed Teacher Groups Represented:

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

1.22 Licensed Teacher Group Selection Process:

The selected Principal will email staff at the beginning of the school year in August and 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 selected Principal will send out the list of names, even if just one, and each staff member will return his/her choice. Once someone is selected, selected Principal will let the PDC Chair know the name of that person and will provide the documentation used in the selection process to the MS Secretary for storage.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Administration-Licensed Leaders	1
Total	1

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the August Administrator meeting. They will discuss who they want as a representative. Once someone is selected, selected Principal will let the PDC Chair know the name of that person and will provide the documentation used in the selection process to the MS Secretary for storage.

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.

RESPONSIBILITIES OF PDC

- A minimum of one PDC team member will participate in training and report to team members.
- Assist individual staff members with the Individual Professional Development Plan (IPDP) process.
- Evaluate IPDPs and validation forms and recommend their approval or disapproval to the Board of Education. If a person is unable to obtain approval of an individual development plan through the local professional development council, the person may appeal to the licensure review committee for a review of the proposed plan.
- Review and validate / not validate professional development points
- Share district-level goals their respective constituencies
- Review annual student behavior & academic progress

- Conduct an annual needs assessment to determine staff professional learning needs in order to allocate available professional learning funding. Impact will be measured by
  Assessment of students' academic performance on specific academic targets annually Analysis of related student behaviors annually
  Analysis of teachers' implementation and effective use of related knowledge and skills.

- Coordinate with the Building Leadership Teams (BLT) to find appropriate professional learning

opportunities. Team members will assist in formulating professional development activities that will help participants in meeting their goals and objectives.

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 268 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 middle school 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

PDC members choose their chair at the first PDC meeting in September of each year.

DUTIES OF THE CHAIR

- Presides over PDC meetings
- Prepares and distributes an agenda
- Acts as liaison to the Board of Education, administrative team, and other appropriate district teams.
- Provides training for new council members.
- Carries out other duties as assigned by the Council.

Non-Officer Member Responsibilities:

Members:

- Assist staff in writing IPDPs
- Suggest agenda items to the chairperson
- Communicate decisions or obtain feedback as requested by PDC
- Serve as liaison to Building Leadership Team (BLT)

Secretary:

- Record IDP points and update individual staff members at least annually.
- Maintain record of all currently valid IDPs
- Secretary of the council will be a non-voting member appointed by the superintendent.

1.51 Meetings

In what months does the PDC operate? During the academic year.

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?
The Council will meet twice per year, once in October and once in March.

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed?

The PDC Chair may call an emergency meeting at any time.

Can meetings be online or electronically?
Virtual meetings may be scheduled if necessary.

Besides the PDC, who is expected or allowed to attend?
District-wide certified staff members are welcome to attend.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 1 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote and call another meeting.

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 the appendix.

4. All forms are paper and self-created and are included in Appendix A.

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	MS Office	PDC Chair	Y
IPDP's	x	MS Office	PDC Chair	Y
Meeting Minutes	x	PDC Chair	PDC Chair	Y
Member Selection	x	HS Principal	PDC Chair	Y
Officer Selection	x	HS Principal	PDC Chair	Y
PD Plan Process	x	PDC Chair	PDC Chair	Y
PD Points	x	MS Admin Assistant	MS Amin Assistant	y
Staff PD Needs Assessments	x	PDC Chair	PDC Chair	y

1.54 Communications

The Secretary of the Council will email meeting minutes of regularly scheduled meetings within one week of the meeting and to all certified staff members in the district.

1.55 Approvals

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

5-year Professional Development Plan Review

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

The five-year district Professional Development Plan is approved by the Board of Education (BOE). These bylaws are subject to review at the beginning of each year. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the standard decision-making protocol.

Individual Professional Development Plans

The PDC Plan will be shared with all certified staff at the conclusion of their initial meeting. The MS Secretary will keep track of PD Points of all certified staff. The MS Secretary will also house and file the IDP Goals of the certified staff members each year. This secretary will also have available all the necessary

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 in Section 3.9.

Professional Development Points

The PDC delegates its authority to allow the Building PDC Representatives to approve PD Points for USD 268. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final. The Building PDC Representatives will keep the PDC informed of the progress and status of the types and amounts of PD point they approve.

Section Two

The District/System Professional Development 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.

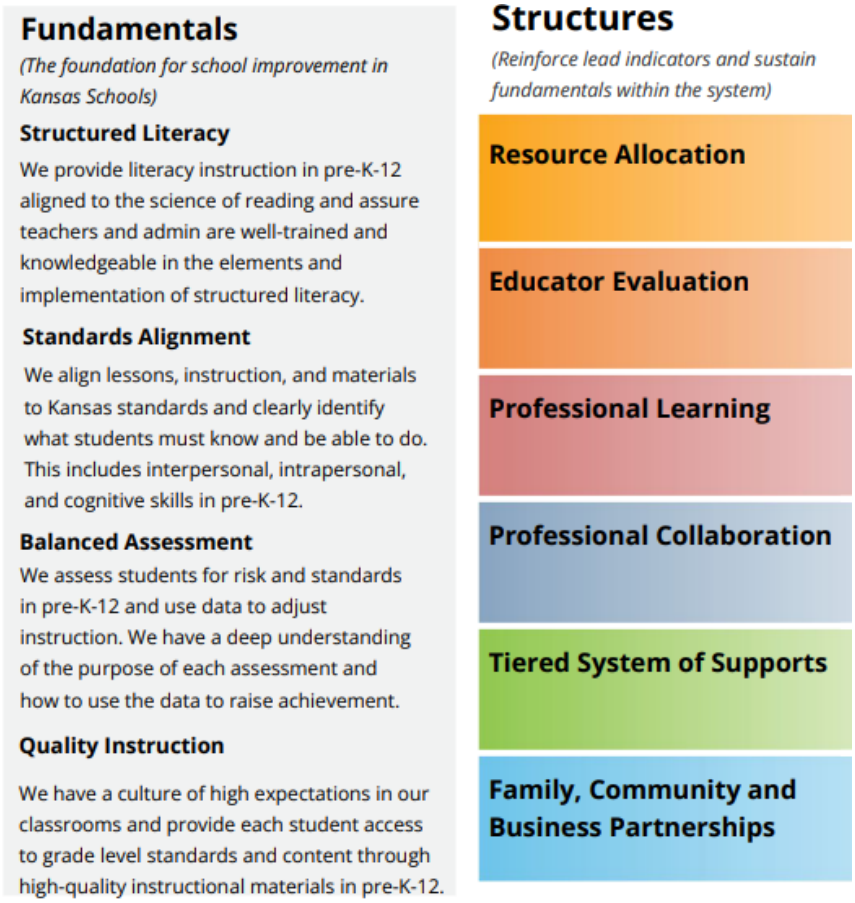
Each District Leadership Team (DLT) will

- 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

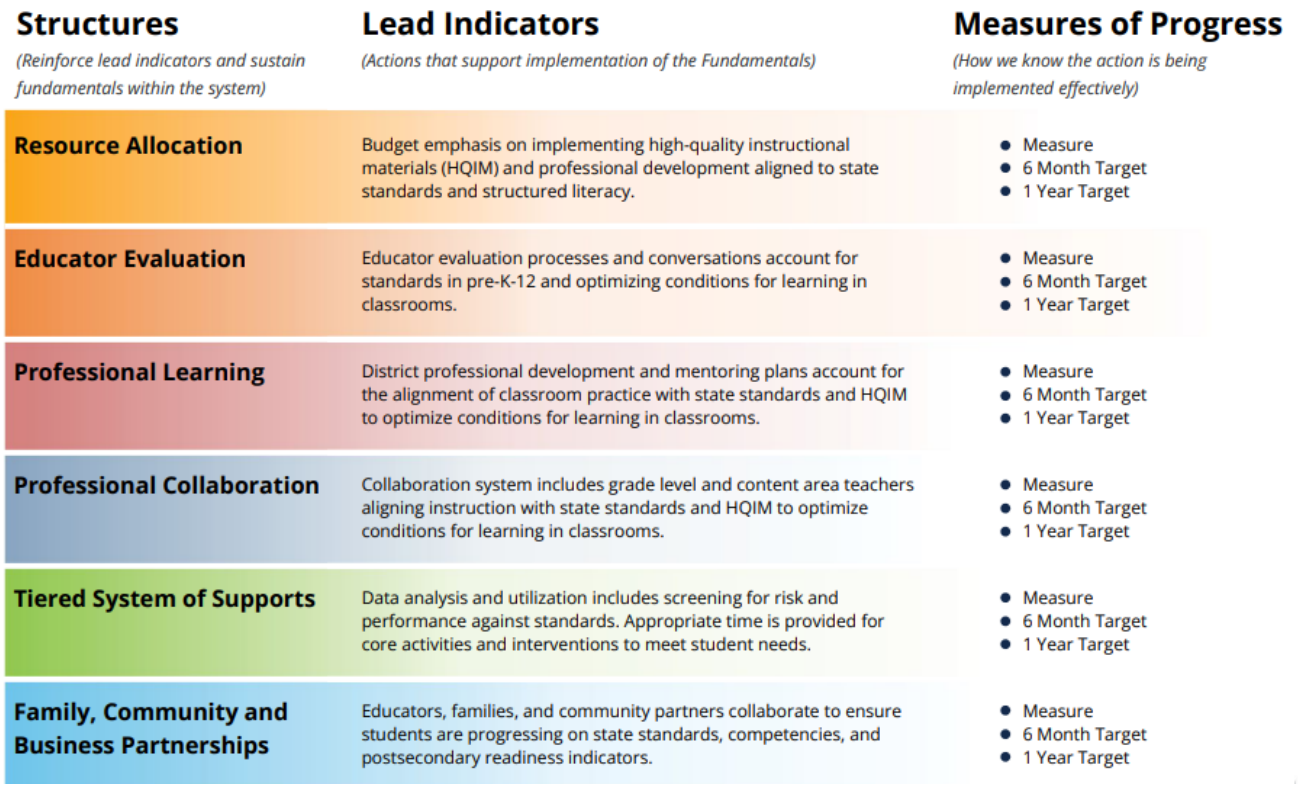
Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

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 (Optional) Reporting results of evaluation of in-service needs

2.6 Amending the Professional Development Plan

The building-level Five-Year Professional Learning Plans for Cheney USD 268 shall be approved by the Professional Development Council.

The Cheney USD 268 District Professional Learning Plan Executive Summary will be created and approved by the PDC Committee. It will then be submitted to the Board of Education for their approval.

The Professional Development Council shall be responsible for reviewing and revising this plan, which provides direction for the district's staff learning program and Individual Professional Development Plan (IPDP) process.

This document may be amended in the following manner:

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

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. USD 268 uses the following steps to collaborate with licensed staff in creating 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.

INDIVIDUAL DEVELOPMENT PLANS (IDPs)

An Individual Development Plan, or IDP, is a short-range planning tool intended to help certified staff members focus on continually improving their knowledge, strategies, practices, dispositions, and performance in ways that result in improved student learning. Cheney USD 268 IDPs may be written by any certified staff member (teachers, administrators, or substitute teachers) and are valid for five years. Participants may amend an IDP once during the school year. All substitutes may participate in district professional development activities and their data maintained in the district's database.

IDP POINTS

An IDP point typically represents one clock hour of approved professional learning activity participation unless a different ratio has been specified in these guidelines. When requesting IDP points, staff members should round their participation time down to the nearest half-hour. The time spent for meals, breaks, and travel is not considered professional learning time and should not be requested. Only the business portion of a business meeting will be approved for IDP points.

WRITING AND SUBMITTING AN IDP

Participants may request an Individual Development Plan (IDP) from the district office, principal, or the building PDC representative. IDPs must contain all required information and be signed by the participant and principal prior to submission. The principal may offer suggestions for the improvement of the IDP.

Participants are encouraged to seek assistance from the building PDC representative during the initial development of the plan. All Individual Development Plans will be submitted to the building principal for review and approval at the next regular meeting of the PDC.

When the plan has been approved or rejected by the PDC, the participant will be notified by the building PDC representative. In the event a plan is rejected, the staff may appeal to the Licensure Review Board using the process in Section 3.9.

Participants are responsible for maintaining copies of all required paperwork.**Yearly Goals** Based on IDP goals, each staff member will develop annual personal, professional and technology goals based on the SMART goals model.

S Specific. Goals that are specific make the desired outcome better. Avoid generalities and broad sweeping statements.

M Measurable. How will you prove the goal was achieved? Quantitative data such as numbers and statistics are excellent examples of proof, but qualitative data also provides evidence of goal attainment.

A Attainable. Be sure you can really do what you set out to do.

R Relevant. The goal should have some relationship to improving the academic performance of students

T Time oriented. Set a deadline for when your goal will be achieved.

HOW TO VALIDATE AN IDP AND REQUEST APPROVAL OF POINTS

When reviewing IDPs, the PDC will use, but not limited to, the following questions in recommending the plan for approval/disapproval:

- □ Is the IDP consistent with district and building school improvement goals?
- □ Do the professional learning activities directly relate to one or more of the four District and Building Professional Learning Goals?

  - Culture and Climate
  - Curriculum: Teaching and Learning
  - Communication
  - Facilities/Physical Plant/Transportation/Maintenance/Technology

Participants will submit a Professional Learning Plan Validation Form (see appendix) to the building PDC representative for approval of points. The building representative will receive any documentation or evidence provided by the participant and validate the points. Should questions arise at the building level, the materials will be forwarded to the district PDC committee to be validated or not validated by action of the PDC at the next regular meeting.

When reviewing IDPs, the PDC will use, but not limited to, the following questions in recommending the plan for approval/disapproval:

- □ Is the IDP consistent with district and building school improvement goals?
- □ Do the professional learning activities directly relate to one or more of the four District and Building Professional Learning Goals?

  - Culture and Climate
  - Curriculum: Teaching and Learning
  - Communication
  - Facilities/Physical Plant/Transportation/Maintenance/Technology

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

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

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

Any licensed person who is not employed by but who works or resides within USD 268 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 not be eligible to participate in district in-service activities.

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.

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

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

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

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

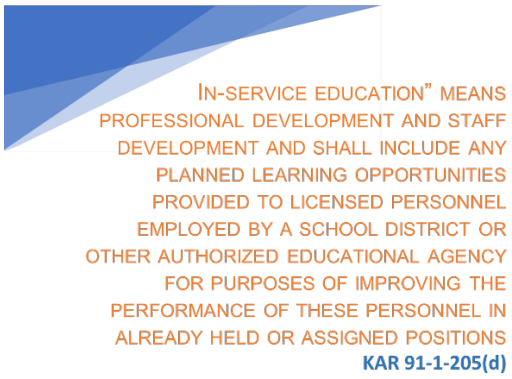
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not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

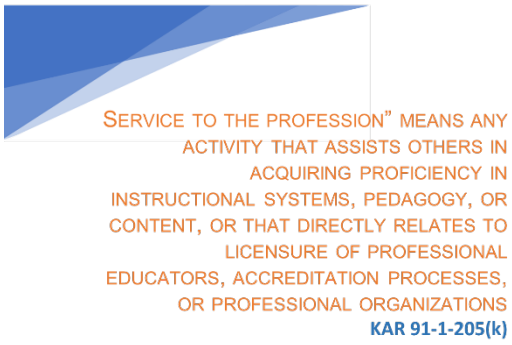
The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

awarding points.

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

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

RENEWING YOUR PROFESSIONAL LICENSE

You must renew your professional license with PDC points. **All renewals of licenses will be based on professional development points awarded by a local PDC.** This means that all college coursework must go through the PDC as well.

Individuals who reside in the district but are not district employees may also seek approval for an individual Professional Development Plan with the Professional development Council.

The IDP should be a cooperative effort between the licensed professional and his/her supervisor. The goals should be directly related to one or more of the District and/or Building Professional Learning Goals.

Exceptions to this rule:

1. You may apply directly to KSDE if you are completing a program for an additional endorsement or license and can provide an official transcript verifying at least 8 credit hours that were part of the approved program.
2. You may apply directly to KSDE if you held a certificate and earned a graduate degree prior to July 1, 2003 and have at least 3 years of accredited experience during the term of the professional license being renewed.
3. You may apply directly to KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the processional license being renewed.

The individual must verify professional development points earned during the term of the license that is being renewed. However, knowledge points that are used as the baseline to award application and impact point may have been earned during a previous licensure period. The application and impact points must have been earned during the licensure period being renewed.

Renewal applications may be submitted only **6 months** prior to the expiration date of the license.

All professional learning credit to be used for recertification/licensure must be completed within the scope of an individual development plan, within the approved local Professional learning Plan, and within the guidelines of the State Department of Education. Bachelor's Degree

Master's or Other Advanced Hours

8 graduate hours*

or

Combination of graduate hours and IPD points (at least 80 of the points must be graduate credit)

6 graduate hours*

or

120 IDP points or any combination of the two

*One semester hour of graduate credit equals 20 IDP points. Undergraduate hours must be allowable and reviewed by the PDC Chairperson or Superintendent.

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession

Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

DISTRICT PROVIDED PROFESSIONAL LEARNING

All professional development activities that are provided by the district on-site will qualify for knowledge level points. Building PDC representatives will take attendance at each professional development activity and submit all staff members for their knowledge level points

ACTIVITIES ACCEPTABLE FOR PROFESSIONAL DEVELOPMENT POINTS

- **College courses from accredited institutions**
  1 semester college hour = 20 points
- **Workshops/Seminars/Conferences/Building In-service Activities**
  Attendance or presentation (service to the profession) **1 hour attendance** = **1 point. Attach copy of agenda/program for activities outside the district**
- **Attendance at subject area meetings at building or district level outside the paid duty day with administrative approval. 1 meeting hour = 1 point**

- **Observation of programs related to the educational setting, visits to other schools/school systems {journal required) 1 hour = 1 point**
- **Supervised planning of new educational programs to be used in the schools done at the direction of administration (use form Appendix E)**
- Developing a new course of study or program and curriculum writing with prior approval by the district PDC. **1 hour = 1 point**
- **Participate in a book study.**
- **Committee Work**
  Service on designated curriculum/subject-area/technology/Health & Wellness, Vocational Education committees, Student Assistance Team, SIT, PDC outside the paid duty day. **1 meeting hour = 1 point**
- **Service to professional associations such as: KNEA, KRA, KSDC, USA, KMEA**
  Serving as delegate to governing bodies **1 meeting hour = 1 point**

  Holding office/Board member **1 meeting hour = 1 point**

  Service on designated committees **1 meeting hour = 1 point**

THREE LEVELS FOR AWARDING POINTS

Level I: **Knowledge:** Points are awarded on a **one-point per clock hour** basis provided the individual verifies that he/she has learned something as a result of the activity. Points can be earned at this level for:

	Learning	Service to the profession
What	From a workshop, conference, seminar, etc.	Serving on a committee such as: steering, SIT, SAT, curriculum, etc.
How Documented?	• Attach a personal reflection that answers: "What do I know now that I didn't know before."	• Attach minutes of the meetings that you have attended along with appropriate log form • If you have provided professional learning or have published articles, provide a written description of the activities
Other	• May take place during contractual time • May advance to application and impact levels	• May take place during contractual time • May not advance past knowledge level

Time Limits	Submit within 1 year of activity	Submit during the same school year that the service to the profession took place
Point Limits	None	None
Re-licensure?	Yes	Yes
Salary Movement?	No	No

Level II: Application: ***How has student performance improved? What has positively changed about the program?*** Points awarded based on the demonstrated application of the information gained at the knowledge level. **Two times the knowledge points are awarded**

	Teachers
How Documented?	• Pre and post samples of student work • Lesson plans • Some artifact to show "What I'm doing now that is different than what I did before." • Written response to the above question.
Other	• May take place during contractual time • May advance to impact level
Time Limits	Within a calendar year from when knowledge points were earned
Point Limits	None
Re-licensure?	Yes
Salary Movement?	No

for this level.

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

Points awarded based on demonstrated impact of the knowledge and skills acquired. **Three times the knowledge level points are awarded.**

	Student Learning	Organizational Change
How Documented?	• Pre and post evidence of improved student academic performance over a time period of no less than 3 months • Written answer to the following question, "What impact has been made on my students as a result of my new knowledge?"	• Documentation of positive changes in students' behaviors such as study habits, improved attendance, improved homework completion rates, independent observation of students' classroom behaviors, increased enrollment in advanced classes, increased participation in school-related activities, decreased drop out rates. • Documentation of related district or school policy change and evidence of application by others or • Revision of district, grade level or content area curriculum and evidence of application by others • Answer the question, "What changes have occurred as a result of my new knowledge?"
Other	May take place during contractual time	May take place during contractual time
Time Limits	No sooner than 3 months after application points are earned.	No sooner than 3 months after application points are earned.
Point Limits	None	None
Re-licensure?	Yes	Yes
Salary Movement?	Yes, a maximum of 20 points per school year can be used for movement, which will equal 1 credit hour. Impact points may not be carried over to the next school year to be used for salary movement.	Yes, a maximum of 20 points per school year can be used for movement, which will equal 1 credit hour. Impact points may not be carried over to the next school year to be used for salary movement.

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

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

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

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

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

SALARY SCHEDULE ADVANCEMENT PROCESS

Teachers may earn IDP points to advance on the Cheney USO 268 teacher salary schedule. Once awarded the PDC Secretary will forward IDP points that qualify for salary schedule movement directly to the Payroll Clerk. Only **impact** points qualify for salary schedule movement, and a maximum of **20 impact points (equivalent to 1 college credit) per year** may be used. Knowledge and Application points may not be used for salary schedule movement.

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.

Appendix A

Green

Cheney USD 268 PDC/IDP Validation and Point Request Form
Knowledge (Seat time, 1 point per clock hour)

Name _____ **School** _____

SS#_____

Date and Time(s) of Activity (after deducting travel time and lunch)	Title	Points Requested

Circle one

Content Endorsement (as written on your license)

Professional Education Standards (can be found at KSDE.org)

Service to the profession (committee work)

College/University Credit

Evidence

Learning:

- Attach a minimum half page personal reflection of "what I know now that I didn't know before" OR a written description of the critical attributes of the staff development (in your own words).
- Attach agenda if possible.
- If taken for college/university credit, submit the course title and proof of completing the course (for example: unofficial transcript, reflection paper, or sample of work).

Service To The Profession:

- Attach appropriate log form (committee chairs should provide)
- If providing staff development or publishing articles, provide written description of activities and appropriate documentation.

TOTAL POINTS AWARDED

_____

Building PDC Representative _____ Date _____

Participant's Signature _____ Date _____

Updated 10/2/12

Limit for submission within one year of workshop or class

Goldenrod

Cheney USD 268 PDC/IDP Validation and Point Request Form
Application (2 x knowledge points)

Name _____ **School** _____

SS#_____

Name of Activity: _____

Evidence for Application (Level 2)

1. Describe your steps from the knowledge level to the application level.
2. What evidence have you collected to document implementation of the new knowledge?
3. Attach lesson plans, pre and post samples of students' work, journal, portfolio or other artifact to demonstrate "What am I doing now that is different than what I did before."

Service To The Profession:

- If providing staff development or publishing articles, attach evidence of *Level II application* activities by others (as a result of your help).

TOTAL APPLICATION POINTS AWARDED

_____

Building PDC Representative _____ Date _____

Participant's Signature _____ Date _____

Updated 10/2/12

Limit within a year of knowledge points

Pink
Impact level points can be used for salary movement, at the rate of 20 points=1 college credit. Only 20 points per year may be used for movement.

Cheney USD 268 PDC/IDP Validation and Point Request Form
Impact (3 x knowledge points)

Name _____ **School** _____

SS# _____

Name of Activity: _____

Evidence for Impact (Level 3)

1. Describe your steps from the application level to the impact level.
2. What evidence have you collected to document accomplishment of the identified outcome?
   - Attach evidence of improved student academic performance

Service To The Profession:

- If providing staff development or publishing articles, attach evidence of district or school policy change, and/or evidence of *Level III impact* activities by others (as a result of your help), or revision of district, grade level, or content area curriculum.

TOTAL IMPACT POINTS AWARDED
_____

Building PDC Representative _____ Date _____

Participant's Signature _____ Date _____

Updated 10/2/12 Impact points can be awarded no sooner than 3 months after application points are earned.

Retain a copy for your records. Submit a copy to the PDC Chair.

❑ Original
❑ Amended

Cheney USD 268

Individual Development Plan (IDP)

Effective August 1, 2022 - July 31, 2027

Name:_____ Teaching Assignment: CES / CMS / CHS

License Expiration Date: _____Highest Degree Earned_____

District & Building Professional Learning Goals
1. Culture & Climate 2. Curriculum: Teaching & Learning 3. Communication
Individual Goal (s):

_____	_____	_____	__/__/___
Applicant	Date	Building Principal	Date
_____	_____		
PDC Chair	Date		

Signature indicates approval

Revised 3/14/22

Professional Development Plan
2025 -2030

Salina Public Schools USD 305

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

5-year Professional Development Plan Approval

The USD 305 Professional Development Council approved the following plan, at its meeting held on 2/2/2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Jennifer Griffin
Signature

2/4/2026
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

District Vision of Professional Learning

The Salina Public School District is committed to providing effective, relevant, collaborative, and sustainable professional learning for all educators and administrators. With a steadfast obligation to all students, professional development in Salina supports our Strategic Plan goals to increase students' communication, critical thinking, and social-emotional skills. Professional learning activities shall include implementation, facilitation, and evaluation of knowledge, skills, and concepts that create rigorous and relevant learning experiences for all students. Our district strives to enhance student well-being, increase program effectiveness, and strengthen our capacity to ensure every student has exemplary educators with professional growth provided.

Vision Statement

The vision of Salina Public Schools is to transform Salina and the world.

Mission Statement

The mission of Salina Public Schools is to be the best place to learn and work by embracing challenges, creating belonging, fostering pride, and inspiring hope.

Strategic Plan

Goal 1: Increase students' communication skills
Goal 2: Increase students' critical thinking skills
Goal 3: Increase students' social-emotional skills

KESA System Goals

Kansas Education Systems Accreditation (KESA) is the state's K-12 accreditation model, which accredits schools at the district level. To achieve accreditation, districts must undergo redesign and implement a continuous improvement process at both the district and building levels. Schools are required to develop and execute improvement action plans that ensure every student in every classroom has access to a high-quality learning experience that prepares them for future opportunities.

KESA action plans are based on the *Kansas School Improvement Model*, which emphasizes four key fundamentals of Structured Literacy, Standards Alignment, Balanced Assessments, and Quality Instruction. These interconnected fundamentals provide the foundation for all students to meet the Kansas rigorous learning standards.

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

The 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:

Teacher Groups Represented	Number
Early Childhood Education Center	1
Elementary Schools	8
Middle Schools	2
High Schools	2
Central Kansas Cooperative in Education	1
Total	14

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Executive Team - Chair, Vice-Chair, Secretary

How long is the term for a leader/administrator PDC member?
3-Year term for all licensed teacher representatives

If the terms are staggered, how is that done?
Terms are staggered to renew every 3 years. Of the 14 licensed PreK-12 teacher representatives, one third are renewed each year, split evenly between the primary and secondary levels. See Professional Development Guide

When a group represented has an opening, in what month or timeframe is the position selected?
In March, building principals will email their staff and inform them that a new PDC member is needed for their building.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Staff may volunteer or nominate (with permission of the nominee) to be on the selection list. Principals may also encourage teachers to run for selection.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
The principals will send out the list of nominees for a staff vote via email or Google Form.
Who tallies the selections?
The Building Principal will tally the results.

Who reports the results to the PDC Chair?
Principals will let the Director of Accreditation and Professional Learning know the selected person's name and will provide the documentation used in the selection process. The Director of Accreditation will share this information with the Executive Team.

1.23 Licensed Leader Groups Represented:

Administrator Groups Represented	Number
Early Childhood Education Center	1
Elementary Schools	1
Secondary Schools	1
Central Kansas Cooperative in Education	1
District Office	1
Total	5

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Executive Team - Chair, Vice-Chair, Secretary

How long is the term for a leader/administrator PDC member?
1-Year Term

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?
Administrators on rotation are notified in March for the coming school year.

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

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Administrators at the elementary and secondary levels have voted to be on a predetermined annual rotation by school building to fulfill administrator group representation on the PDC. The list of the rotations is found in the meeting minutes. The Building Administrative team for the current year will vote on who will represent their grade band and will report results to the Director of Accreditation and Professional Learning. The Early Childhood Education Center licensed leader group slot, when occupied, will be the default PDC member unless or until more leaders are added to the group. All other Administrator PDC members will be selected in their group leadership meetings and named in March and will be notified by the Director of Accreditation and Professional Learning. The PDC secretary will maintain documentation in the PDC files.

Who tallies the selections?
N/A

Who reports the results to the PDC Chair?
Director of Accreditation and Professional Learning

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.

Role of the PDC Representatives
PDC representatives are responsible for actively participating in all PDC meetings and engaging in annual training to understand their roles and responsibilities. This training includes developing expertise in professional development regulations as outlined by KSDE Regulation and Standards for Kansas Educators. Representatives serve as a communication link between the council and the educators they represent, ensuring that updates and changes in professional growth requirements are effectively shared. They advocate for educators by providing input on modifications to professional development guidelines. Additionally, representatives are responsible for training educators on writing individual growth goals and submitting various professional development plans in Frontline Education, including Knowledge Plans, College Credits, and Individual Book Studies. They also review and approve Prior Approval forms for their respective buildings and evaluate Final Approval forms during PDC meetings.

Role of the District PDC Executive Officers
The District Professional Development Council (PDC) Executive Officers are responsible for playing a key role in developing leadership capacity to support high-quality professional development across the district. Additionally, they are responsible for reviewing and making decisions on professional learning plans and assessments submitted by district and building committees. This includes evaluating and approving or rejecting staff members' application plans, impact plans, and assessments to ensure alignment with professional learning standards and district goals.

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;

Salina Public Schools USD 305 will train 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 PDC Executive Team will complete annual training, either online or in person, through an educational service center before the new school year begins. In August, they will train new and continuing PDC members on their roles and responsibilities according to regulations K.A.R. 91-1-215 through K.A.R. 91-1-219. The Director of Accreditation and Professional Learning 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 recorded in our August PDC minutes and

housed in our Google file.

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

1.5 Operational Procedures

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

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

1.50 Officers

How long is the term for PDC officers?
The PDC Executive Officers consist of a Chair, Vice-Chair, Secretary. All officers are elected by council consensus for a three-year term, commencing on June 1 with a staggered rotation having one position available each year. To be eligible for an executive officer position, a PDC member must have completed at least one full school year of service. Vacancies are filled one month prior to the presiding officer position term date. In extenuating circumstances, if an officer position needs to be filled prior to June 1, the PDC council will vote for replacement the following month.

The Duties of the officers include:

Chair Duties:

1. Calls and facilitates all meetings
2. Calls and facilitates all executive team meetings
3. Carries out other duties as determined by the PDC

Vice-Chair Duties:

1. Acts in the absence of the President
2. Carries out other duties as determined by the PDC

Secretary Duties:

1. Keeps records and minutes of meetings
2. Maintains a file of all minutes in the district PDC Google Drive Files
3. Carries out other duties as determined by the PDC

Records

The meeting agenda is developed by the Executive Officers based on identified needs. It is maintained in the PDC Google File and made accessible to all members at least one week prior to the scheduled meeting. Individual records of approved professional development activities and transcripts for salary movement and/or recertification are housed in the Frontline Education management system.

Approvals

PDC officers are responsible for Building PD Plan approvals and District Plan approvals. PDC officers are also responsible for overseeing the approvals performed by PDC representatives.

1.51 Meetings

In what months does the PDC operate?
Regular meetings will be held from August through May, with an agenda distributed to all PDC members in advance. June and July meetings will only be held by partners virtually to approve plans only.

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?
We meet monthly from August to May, except for December.

If there is no set schedule, how will a meeting be scheduled?
NA

What is the process for scheduling extra meetings, if needed?
NA

Can meetings be online or electronically?
Meetings are typically held in person, however, if needed, meetings can be held virtually.

Besides the PDC, who is expected or allowed to attend?
All meetings are open to the public. Anyone who has received PDC funding will be scheduled to present knowledge gained from their event.

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 10 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 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 Frontline, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:
   We use Frontline Education to maintain documentation.

2. When are staff trained to use the system?
   Staff are trained annually in August by the PDC Executive council.

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

   Individual Professional Development Plan
   Knowledge Plan
   Individual Book Study
   College Credits
   Building Plan
   District Plan
   Out of District Log form

   Copies of forms that are not part of one of the electronic systems should be included in the appendix.
   N/A

4. If all forms are paper or self-created forms, they should be included in the appendix.
   N/A

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	Meeting Minutes	Secretary	Y
IPDP's	X	Frontline	Individual	Y
Meeting Minutes	X	Google Drive	Secretary	Y
Member Selection	X	Meeting Minutes	Secretary	Y
Officer Selection	X	Meeting Minutes	Secretary	Y
PD Plan Process	X	Frontline	Individual, Bldg Principal, Bldg PDC Representative, District PDC	Y
PD Points	X	Frontline	Individual, Bldg Principal, Bldg PDC Representative, District PDC	Y
Staff PD Needs Assessments	X	Google Drive	Director of Accreditation and Professional Development	Y

1.54 Communications

As often as possible, the PDC Chair represents the Professional 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 representative to the members they represent.

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.

Approvals for IPDPs and PD points are done using the procedures described in Sections 3 and 4, respectively. 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.

5-year Professional Development Plan Review

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

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

If the annual evaluation in 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-	PDC Building Representative/Designated Supervisor
2nd-	Building Principal
3rd-	Director of Accreditation and Professional Learning/PDC Exec Team

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

Appealing the non-approval of an IPDP by the PDC

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

Licensed staff may appeal a non-approval for an individual development plan to the state

licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal (Screening)
2nd-	PDC Building Representative
3rd-	PDC Building Representative (in consult with PDC no voting)
4th-	Building Principal

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 Salina Public Schools USD 305 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Director of Accreditation and Professional Learning 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.

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. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

(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.

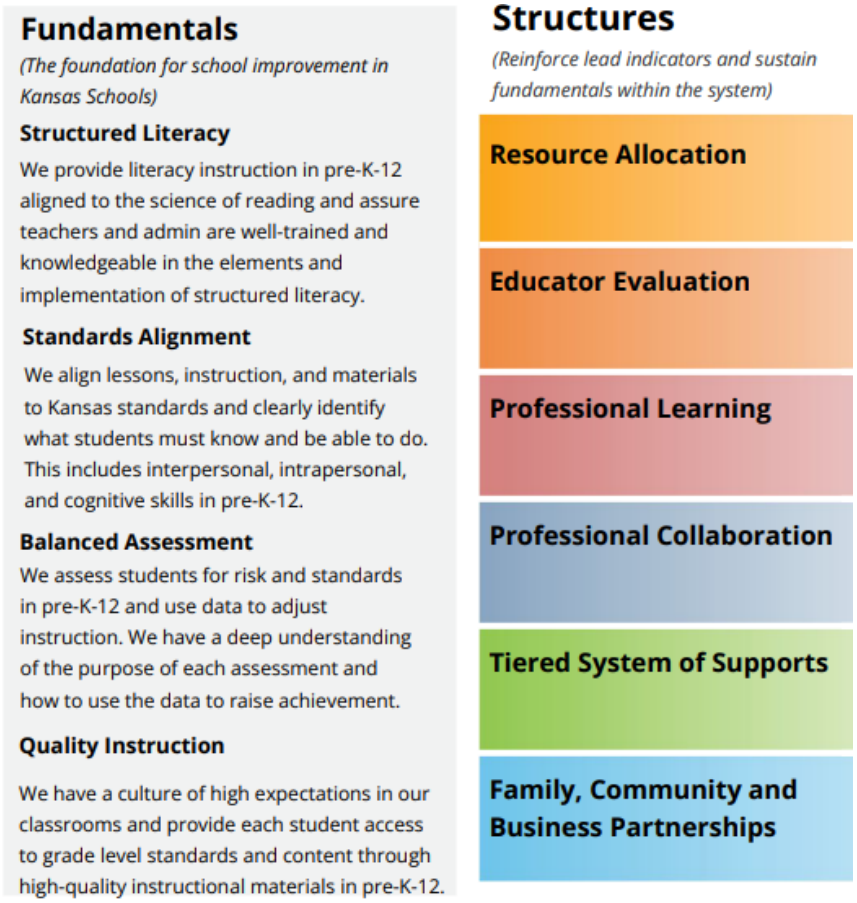
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

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

2.2 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.

2.2 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

2.2 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.
- Approved by the PDC Building Representative. If the supervisors/administrators have issues with the plan, they can send it back to the individual staff member with feedback for improvement.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

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, building administrators will monitor if professional learning and personal perceptions correlate with student performance on formative and summative assessments. 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, 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.

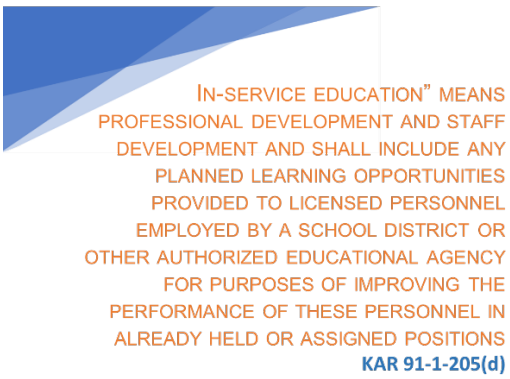
The PDC awards points as a council. No individual member may approve points.

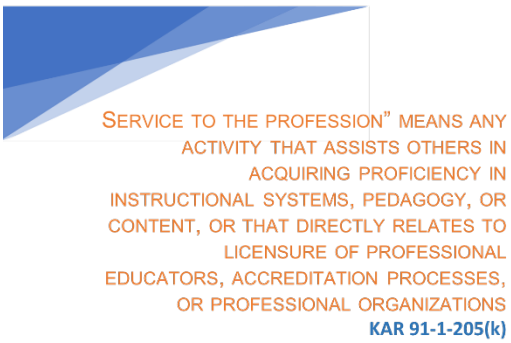
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations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

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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. At least 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 before 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 a school specialist or leadership license.

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

Professional Development Plan

Garden City Public Schools
USD 457

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

5-year Professional Development Plan Approval

The USD 457 Garden City Professional Development Council approved the following plan, at its meeting held on Dec 2, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Heather Stegman — Signature

Feb 4, 2026 — Date

The USD 457 Garden City Board of Education approved the following plan, at its meeting held on February 9, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____ — Signature

2/9/2026 — 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

Garden City Public Schools Professional Development Council provides exceptional professional development through rigorous coursework, personalized learning, and enriching opportunities. We foster leadership in every staff member, empowering them to inspire, take initiative, and drive positive change. At Garden City Public Schools, everyone leads.

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

The PDC Coordinator 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 Coordinator before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process outlined in sections 1.22 and 1.24.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Secondary Level Representatives	2
Intermediate/Middle Level Representatives	2
Elementary Level Representatives	2
Total Licensed Teacher Representatives	**6**

1.22 Licensed Teacher Group Selection Process:

Members are elected by their representative groups. Members may resign at any time. Resignations must be in writing and submitted to the chairperson at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign under the following conditions:

1. Council member who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties.
2. Council member who moves to a new education position outside of their representative group.

Should there be extenuating circumstances, an appeal for condition #1 can be made to the Council with the person making the appeal abstaining from the vote.

Rotation of Membership

All council members will serve a three-year staggered rotation term. Terms are staggered so no group represented will intentionally have both representatives elected in the same election cycle. The rotation cycle is documented below. Any member may choose to serve multiple terms. If the member wants to serve again, the selection process will continue as listed in the election process.

Voting Role	**Elected Member**	**Term Ending**
Elementary level representative	Megan Ford	2026
Elementary level representative	Katie Unger	2028
Intermediate / Middle level representative	Laura Walsh	2026
Intermediate / Middle level representative	Dustin Algrim	2027
Secondary level representative	Wendi Terpstra	2027
Secondary level representative	Mark Shera Cruz	2028

Election Process:

1. All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.
2. The Professional Development Coordinator emails all licensed personnel to seek candidates. Candidates are required to answer the following interview questions as part of their nomination process.
    - List your teaching experience

- What is your philosophy regarding professional development?
- What should Garden City School's professional development experiences look like?
- Why do you want to serve on the Professional Development Council?
- PDC Nominations Template

3. If only one candidate runs, a regular vote is still held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
4. If no candidates volunteer, the Professional Development Coordinator contacts building administrators for candidate recommendations. The Professional Development Coordinator then contacts each recommended candidate to determine willingness to run. Upon identification of a candidate, a regular vote is held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
5. The Professional Development Coordinator creates an electronic ballot including names of all eligible candidates who are representative of the district's licensed personnel. The ballot will include links to the nominee's answers to the interview questions.
    - PDC Ballot Template
6. The Professional Development Coordinator emails the electronic ballot to all licensed personnel for voting in their grade band assignments based on their licensing status.
7. At the conclusion of the voting window, the Professional Development Coordinator notifies all licensed personnel of election results via email.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
K-4 Building Administrator	1
5-12 Building Administrator	1
District Administrator	1
Total Licensed Leader Representatives	3

1.24 Licensed Leader Group Selection Process:

Members are elected by their representative groups. Members may resign at any time. Resignations must be in writing and submitted to the chairperson at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign under the following conditions:

- Council member who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties.
- Council member who moves to a new education position outside of their representative group.

Should there be extenuating circumstances an appeal can be made to the Council with the person making the appeal abstaining from the vote.

Rotation of Membership
All council members will serve a three-year staggered rotation term. Terms are staggered so both leader representatives are not elected in the same election cycle. The rotation cycle is documented below. Any member may choose to serve multiple terms. If the member wants to serve again, the selection process will continue as listed in the election process.

Voting Role	Elected Member	Term Ending
K-4 Building	Brandi Ochs	2028
9-12 Building	Amy Cosper	2028
District Office	Heather Stegman	2028

Election Process:

1. All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.
2. The Professional Development Coordinator emails all licensed personnel to seek candidates. Candidates are required to answer the following interview questions as part of their nomination process.
    - List your leadership experience
    - What is your philosophy regarding professional development?
    - What should Garden City School's professional development experiences look like?
    - Why do you want to serve on the Professional Development Council?
    - PDC Nominations Template
3. If only one candidate runs, a regular vote is still held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
4. If no candidates volunteer, the Professional Development Coordinator contacts district administrators for candidate recommendations. The Professional Development Coordinator then contacts each recommended candidate to determine willingness to run. Upon identification of a candidate, a regular vote is held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
5. The Professional Development Coordinator creates an electronic ballot including names of all eligible candidates who are representative of the district's licensed personnel. The ballot will include links to the nominee's answers to the interview questions.

• PDC Ballot Template

6. The Professional Development Coordinator emails the electronic ballot to all licensed personnel for voting in their grade band assignments based on their licensing status.
7. At the conclusion of the voting window, the Professional Development Coordinator notifies all licensed personnel of election results via email.

1.25 Approved process for PDC member selection when no candidates:

If the election processes in Sections 1.22 and 1.24 are not successful, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

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

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

The Professional Development Council will:

1. 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 KAR 91-1-219.
2. Design, coordinate, recommend, approve, and evaluate professional development activities for professional development credit.
3. Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building, and individual levels.
4. Communicate procedures and serve as a resource for questions or concerns related to professional development.
5. Makes systematic recommendations about professional development based on learner needs and intended outcomes.
6. Participate in the development of a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

1.4 Annual PDC Training

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

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

USD 457 Garden City Public Schools 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.

In order to facilitate team collaboration, all USD 457 PDC members will attend PDC training at SWPRSC or a comparable live training event. If there are extenuating circumstances that prevent a member from attending, they may appeal to the remaining PDC members and present an alternative training.

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 the PDC Attendance Spreadsheet. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period. Points will be transferred into PowerLearn at the end of the school year based on hours attended from the PDC Attendance Spreadsheet.

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

Officers include a Chairperson, a Vice-Chairperson, and a Secretary. All officers are elected in May for a term of one year by the members and begin their terms June 1st. In the event an officer resigns during their one-year term, elections will be held during the next regularly scheduled meeting following the acceptance of resignation. Duties of the officers include:

Chairperson:

- Calls and conducts all meetings.
- Calls special meetings as needed.
- Carries out other duties as determined by the PDC.
- Reports to the Board of Education as needed.

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 in the district office.
- Carries out other duties as determined by the PDC

1.51 Meetings

Meetings will be held on the second Tuesday of the month during the school year beginning at 4:30. Meeting dates are updated in the PDC handbook each year and posted on the district website in the Professional Development Council section of the Curriculum and Instruction page. Additional meetings can be scheduled as deemed necessary by the Chair of the Council. Notification of all extra meetings shall be given to all PDC members at least five (5) days prior to the meeting.

All agenda items must be submitted in writing at least ten working days prior to the meeting. Meetings will be attended by the following members. Additional staff may attend when needed and invited by the PDC Chairperson.

Attendees	Number
Secondary Level Representatives	2
Intermediate/Middle Level Representatives	2
Elementary Level Representatives	2
K-4 Building Administrator	1
5-12 Building Administrator	1
District Administrator	1
Technology Representative *	1
Professional Development Coordinator *	1
Office of Learning Services Representative *	1
Assistant Superintendent of Student Services *	1

Indicates a non-voting staff position whose input at these meetings is integral to the district's professional development process and success.

It is understood that the district will provide all facilities, clerical support, and record keeping services needed by the Council. (See Appendix)

PD Council Meeting Dates for 2025–2026
4:30pm – 5:15pm

September 9, 2025
October 7, 2025
November 4, 2025
December 2, 2025
January 13, 2026
February 10, 2026
March 10, 2026
April 14, 2026
May 12, 2026

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 5 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.
- If there is a tie, the PDC Chair or designee may delay the vote and call another meeting. The non-voting PDC leaders may also be used.

1.53 Documentation

Staff professional goals are documented in the Talent Ed platform. Goals can be developed around content standards, Kansas Professional Education Standards, or Service to the Profession.

- Personal Improvement Goal
- Professional Improvement Goal
- School Achievement Goal

The attached document contains directions regarding how to use Talent Ed to document goals.

PowerLearn is the program that USD 457 uses for documentation of Professional Development points. The attached document contains directions for how to use PowerLearn to access the Professional Development system, find courses, and request external credit/points. Training is also provided at the beginning of each school year for new professional staff.

Before attending a meeting or conference, a Professional Leave Form signed by your building principal or direct supervisor must be submitted. An agenda with the conference location, scheduled time and date, and meal provision must be attached. Attendance may be denied without prior submission. Additional guidance regarding out of district professional development is provided in the Professional Leave Guidelines.

When traveling out of district for professional development, staff must follow the suggested leave times documented in the Travel Distance Departure Guidelines.

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 and Shared PDC Drive	PD Chairperson	yes
IPDP's	X	Talent Ed	HR (Tamara)	yes
Meeting Minutes	X	Shared PDC Drive	PDC Secretary	yes
Member Selection	X	PDC Google Drive	PD Coordinator	no
Officer Selection	X	PDC Drive	PD Coordinator	no
PD Plan Process	X	Google Drive	PD Coordinator	yes
PD Points	X	PowerLearn	PD Coordinator	yes
Staff PD Needs Assessments	X	Shared PDC Google Drive Results posted on PDC webpage	PD Coordinator	yes

		gckschools.com		

Records

- PDC meeting records and materials are kept on file by the Professional Development Coordinator.
- The Professional Development Council Secretary records the minutes of PDC meetings.
- Information about individual in-service points will be shown on each individual's plan in PowerLearn. It is the responsibility of the professional educator to maintain and record the total instructional development points in order to meet terms and agreements of the negotiated contract.
- The Professional Development Council meets once per month to review in-service activities.
- In the event that more information is required for the committee to approve a particular activity, the Professional Development Council Secretary will contact the professional educator for the information. The professional educator will then have the span of the next 2 meetings to present the requested information to the committee or the activity in question will be denied.
- Individual records of approved professional development activities are housed in the PowerLearn management system.
- Transcripts for salary advancement and/or recertification may be obtained through completion of the proper form available in each building.
- USD 457 uses the PowerLearn platform for identification and recommendation of professional development activities. The attached document contains directions for how to use PowerLearn to propose a course starting on page 2.
- The Professional Development Coordinator keeps completed recommendation forms on file in the Office of Learning Services. Forms must be submitted at least 2 weeks prior to the proposed start date. Professional Development requests should begin with the building leader and propose a course within the PowerLearn program.

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 through the meeting minutes.

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

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 457 PDC will first approve the five-year district Professional Development Plan with subsequent approval by the USD 457 Board of Education (BOE). 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 stated below.

If the annual evaluation in the spring (March – May) 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 Decision Making in Section 1.52. 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 will be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form by the PDC Secretary.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal/Supervisor (Designated Supervisors)
2nd-	HR (Tamara)/Talent Ed (Logistics only)

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. All IPDPs should be completed and approved no later than October 1.

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.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal/Supervisor/Presenter
2nd-	OOLS Secretary PowerLearn (Logistics)

Recommended Approval- The PDC allows the positions in the Sequence of Approvers (below) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting.

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

In the event that more information is required for the committee to approve a particular activity, the PDC Secretary will contact the professional educator for the information. The professional educator will then have the span of the next 2 meetings to present the requested information to the committee or the activity in question will be denied.

If the request is denied at either of the next two meetings, 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 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 457, Garden City Public Schools is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Coordinator 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 PDC Coordinator, Heather Stegman, at hstegman@gckschools.com or 620-805-7186.

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

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

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

Section Two
The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

Data Review Guide
ELA Standards Alignment Toolkit

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

USD 457

The PDC Chair will designate the PD Coordinator as the PDC Liaison to the District Leadership Team in order that the PDC remains informed of USD 457 Garden City's action planning.

USD 457 Garden City DLT will consist of the following members:

- Superintendent
- Deputy Superintendent of Curriculum and Instruction
- Director of Elementary Curriculum and Instruction
- Directory of Secondary Curriculum and Instruction
- Coordinator of Curriculum and Assessment
- Secondary Admin Representative (9 – 12)
- Intermediate Center or Junior High Admin Representative (5 – 8)
- Elementary Admin Representative (PreK – 4)
- Elementary Teacher Representative (PreK – 4)
- Secondary Teacher Representative (5 – 12)

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 materials, 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.

USD 457

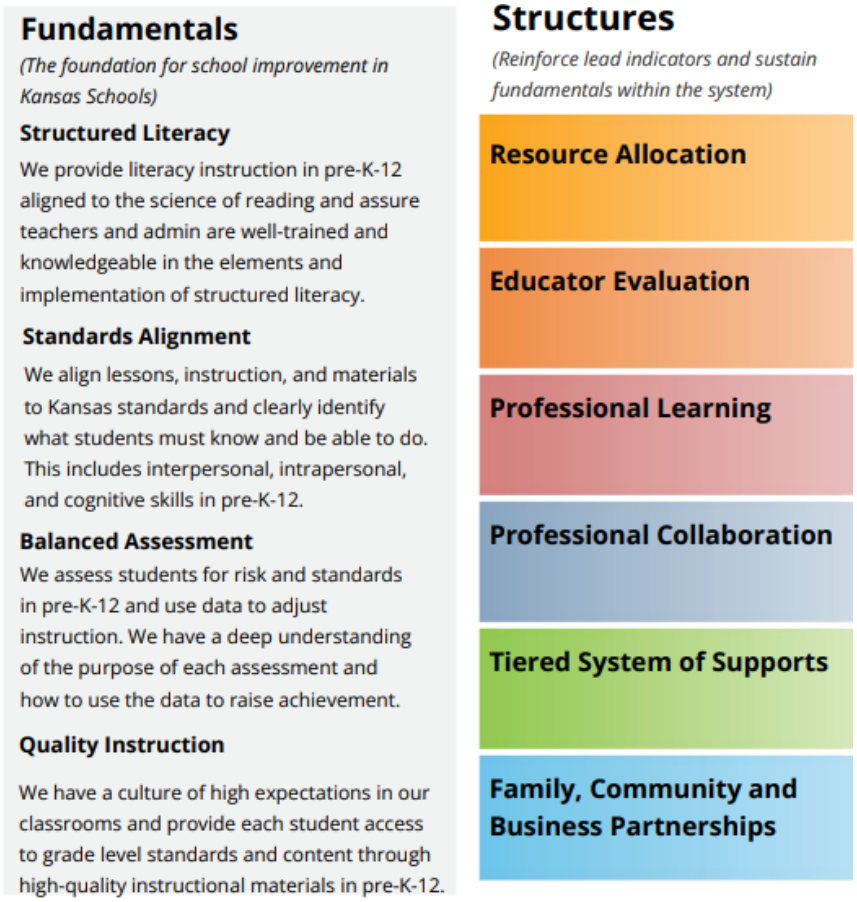
Upon review of USD 457 data and discussion of the Guided Reflective Questions, the District Leadership Team came to the following conclusions:

- 21.45% is our district average of 3s and 4s on KAP ELA, which is below the state average
- 35% of our students were above target on spring reading FastBridge screening in 2024
- Students' scores on state ELA assessments and FastBridge screening assessments are consistently low
- Teachers express concerns that our current ELA instructional materials are not fully aligned to state standards or the Science of Reading
- Our teachers need high-quality, engaging resources that address all the components of English Language Arts (reading, writing, speaking, and listening) for all readers

Based on this information, the DLT identified Quality Instruction, in particular the use of high-quality instructional materials (HQIM), as the Fundamental for our 2025 and 2026 KESA Actions Plans.

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

USD 457

The District KESA Plan will determine the needs of the district, and the District Leadership Team will write a district action plan to address the identified needs. The District Leadership Team and Building Leadership Teams will provide leadership and communication related to such plans.

District Professional Development Plans specify the results desired to achieve changes and improvements across the entire district. Individuals with district-wide responsibilities initiate these plans.

The results specified in the District Professional Development Plans are driven by a variety of external and internal factors. These might include:

1. **External:**
   - Federal Mandates
   - State Mandates and Priorities
   - Reports and Research
2. **Internal:**
   - USD 457 Strategic Plan
   - Documented student performance needs (needs assessment)
   - Kansas Education Systems Accreditation (KESA)
   - Building Goals
   - Career and Technical Education
   - Board of Education/Superintendent issued Curriculum Revision Cycle
   - Walk Through Data
   - Student Data Sources (e.g. FastBridge, Common Assessments, KAP)
   - PD Survey
   - Staff input, especially from Professional Development Council
   - District Professional Development Needs Survey

USD 457 KESA Action Plans

Based on the information gathered during the KESA 2024-2025 data review, the DLT identified Quality Instruction, in particular the use of high-quality instructional materials, as the Fundamental for our 2025 and 2026 KESA Actions Plans. Specifically, the following Structures will be addressed:

- In 2025, Resource Allocation will be by the following actions:

The Curriculum Review Committee will be formed and trained in 2025. The committee will consist of a variety of stakeholders. The committee will analyze and select rigorous ELA High Quality Instructional Materials (HQIM). We will select a new ELA HQIM that aligns with the science of reading and present our proposal to the Board of Education in February 2026. We will purchase the materials in spring 2026.

- In 2026, Professional Development will be by the following actions:

Once materials are selected and board approved, our focus will shift to implementation of ELA HQIM with fidelity across the district. Looking forward, our 2026 KESA Action Plan will focus on professional development around the implementation of the selected curriculum materials.

In order to achieve these actions, the following topics will need ongoing professional development to achieve our goal of improving the quality of instruction at USD 457 through the successful implementation of high-quality instructional materials:

- LETRS and the Science of Reading
- Kansas State Standards and Standards Alignment
- Effective engagement and instructional practices
- Implementation of district approved high quality instructional materials

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.

USD 457

In order to achieve the 2025 and 2026 action plans around improving the quality of instruction through selection and implementation of high-quality instructional materials, the following topics will need ongoing professional development to achieve our goal of improving the quality of instruction at USD 457 through the successful implementation of high-quality instructional materials:

- LETRS and the Science of Reading
- Kansas State Standards and Standards Alignment
- Effective engagement and instructional practices
- Implementation of district approved high quality instructional materials

Internal Professional Learning:

- District administrator, building administrator, or department leader will submit requests for professional learning within the Powerlearn platform.
- The appropriate grade level Director will review the request for professional learning and approve, revise or deny the request.
- Attendance rosters will be documented within PowerLearn.

- Approved courses will be reviewed by the PDC council for approval, once approval has been granted, rosters will be converted to each staff member's personal educational transcript.
- Internet registration (PowerLearning) replaces a professional leave form for in-district professional development only.
- District Personnel, certified or classified, who present in-district professional development activities during district in-service days will be compensated at either a daily rate or an hourly rate. Preparation time may be compensated; however, prior approval from the appropriate Director of Curriculum and Instruction is required. **If prior approval is not received, compensation will not be given.** Additional information is provided in the Consultant's Fee Schedule. The District Trainer Agreement is included in the Appendix.

External Professional Learning:

- Requests for professional learning must align with the USD 457 Professional Development Goals.
- Upon approval from the supervisor, certified staff will submit a USD 457 Leave Request Form. Leave forms must be submitted before attending any upcoming meeting or conference. Attendance may be denied without prior submission. Leave requests require a supervisor signature.
- Agenda or an email showing the conference location, schedule times, dates, and meal provision should be attached to the USD 457 Leave Request Form.
- All requests for External Professional Development points shall be submitted on the appropriate form in PowerLearn by following the External Credit Request Instructions.

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

USD 457

USD 457s annual measure of progress for the 2025-2026 KESA cycle will be measured by completion of the following steps in the designated time frame:

- Form review committee by 3/28/2025
- Train review committee members by 04/21/2025
- Vendor presentations by 09/26/2025
- Make recommendation to district leadership by 12/02/2025
- Board approval by 03/09/2026

Evaluation of Professional Development:

Complete a Feedback Form or evaluation form in Power Learning within Thirty (30) calendar days.

- The content, materials, and activities were relevant to my role and built on or engaged my prior knowledge (1 to 5)
- There were opportunities for interactive and hands-on activities (Provided time for collaboration and discussion, analyzing and discussing student work, practicing a skill, modeling strategies, etc) (1 to 5)
- The ideas and strategies I learned are effective for improving instruction. (1 to 5)
- What goals do you have for yourself after this session and what action steps will you take to meet these goals?
- What supports or follow-up training do you need to be able to apply and expand upon your learning?

The Professional Development Council will review the results specified in the evaluation.

2.5 Reporting results of evaluation of in-service needs

The Garden City Professional Needs Assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs. The needs assessment will be emailed to all district certified staff members at least every three years. Results will be posted on the Professional Development Council Page of the Garden City Public Schools Webpage.

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.

The purposes of the IPDP is to engage in staff development that improves the learning of all students by:

1. Preparing educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
2. Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately. (Quality Teaching)
3. Providing educators with knowledge and skills to involve families and other stakeholders

appropriately. (Family Involvement)

** From National Staff Development Council*



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.
- The PDC delegates its authority to allow the final position in the Sequence of Approvers (Section 1.55) 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.

3.2 Assess Individual Needs

Staff should 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. Goals can be developed around content standards, Kansas Professional Education Standards, or Service to the Profession.

- Personal Improvement Goal
- Professional Improvement Goal
- School Achievement Goal

The attached document contains directions regarding how to use Talent Ed to document goals.

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 book studies, impact cycle coaching, out of district professional development opportunities, service to the profession, and/or USD #457 On-Demand. 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.

3.6 Analyze the plan

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.

Evaluating supervisors will work with educators at the beginning of each academic year to create IPDPs using the Individual Professional Development Plan form located in Talent Ed. Teachers and principals monitor progress toward IPDP goals throughout the year during individual meetings between teachers and building principals. Possibilities for progress-monitoring tools include:

- Student performance on screeners
- Student performance on formative and summative assessments
- Documentation of strategies, and reflection on success, in a professional journal
- Instructional coaching logs

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 Relicensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

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.

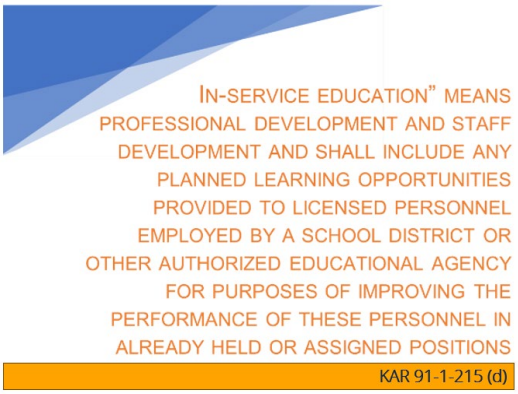
The PDC awards points as a council. No individual member may approve points.

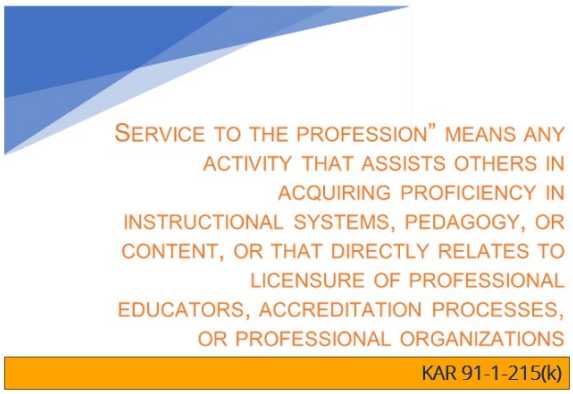
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations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

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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** are those standards adopted by the state board that defines the skills and knowledge required to maintain or acquire endorsements.
- **Professional Education Standards** are the knowledge to perform in a particular education role or position (cooperative learning, classroom management, etc.).
- **Service to the Profession** is any activity that assists others in acquiring proficiency in instructional systems, pedagogy or content, or that directly relates to licensure of professional educators, accreditation process or professional organizations

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.

USD 457

Certified staff has the opportunity to receive professional development points for the implementation of activities into their job. This could include follow-up activities from a professional development that is incorporated into the classroom using the Request for Application Points Form.

EXAMPLE: Teacher A attends a cooperative learning workshop and receives professional development points for attendance. Teacher A discusses with the principal how these items can be implemented into the classroom. Teacher A then returns to the school and reads several articles on cooperative learning, visits other teacher's classrooms, forms a support group to discuss strands, makes material for the classroom, shares information in a staff meeting, and practices what was learned in the classroom.

Procedure:

A. Discuss goals and plans with the supervisor.
B. Record activities on the appropriate form. (See appendix) The form may be written for a period of up to twelve months.
C. Each individual should keep a copy of the form and add to or update as the year progresses. The form functions as a log.
D. All forms should include signature and approval/disapproval of immediate supervisor.
E. Requests must be submitted to the Professional Development Council with appropriate supporting documentation.
F. The Professional Development Council will review the form and decide on awarding of points.

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.

USD 457

Certified staff have the opportunity to receive professional development points for the impact the implementation of activities has on their job. This could include follow-up activities from a professional development that is incorporated into the classroom using the Request for Impact Points Form.

EXAMPLE: Teacher A attends a cooperative learning workshop and receives professional development points for attendance. Teacher A discusses with the principal how these items can be implemented into the classroom. They create a data collection form that allows them to track student engagement in the classroom. Teacher A then returns to the school and reads several articles on cooperative learning, visits other teacher's classrooms, forms a support group to discuss strands, makes materials for the classroom, shares information in a staff meeting, and practices what was learned in the classroom. At the end of the school year, the principal and teacher review the data collected on student engagement, identifying a marked improvement in student engagement as well as positive change in student behavior.

Procedure:

A. Discuss goals and plans with your supervisor.
B. Record activities on the appropriate form. (See appendix) The form may be written for a period of up to twelve months.
C. Each individual should keep a copy of the form and add to or update as the year progresses. The form functions as a log.
D. All forms should include signature and approval/disapproval of immediate supervisor.
E. Requests must be submitted to the Professional Development Council with appropriate supporting documentation.
F. The Professional Development Council will review the form and decide on awarding of points.

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 order for Professional Development points to be considered for salary advancement, teachers must complete the feedback form or an evaluation form in PowerLearn within 30 calendar days from the close of the professional development. When professional development points are approved for Salary Advancement Purposes the Office of Learning Services will forward the information to the Personnel Department. Movement will be horizontal on the salary schedule only when the three hundred points are completed by August 31 or January 31. All certified staff under contract with the district are required to participate in the plan according to the staff guidelines. Certified staff includes anyone requiring licensing in order to be hired in the district, such as teachers, administrators, social workers, counselors, and nurses.

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

District Trainer Acceptance Agreement

I_____, AS A DISTRICT TRAINER IN THE AREA OF_____, AGREE TO PROVIDE TRAINING SESSIONS TO DISTRICT STAFF WITHIN THE FIRST YEAR OF BECOMING A DISTRICT TRAINER.

PAYMENT WILL NOT BE GIVEN FOR THE FIRST YEAR TRAINING SESSIONS. AFTER THE FIRST YEAR, TRAINERS WILL BE PAID ACCORDING TO CURRENT USD 457 PAYMENT GUIDELINES.

IF YOU HAVE QUESTIONS, PLEASE CALL 620.805.7186.

_____

EMPLOYEE'S SIGNATURE

_____

SUPERVISOR'S SIGNATURE

_____

DATE

Airline Ticket Acceptance Agreement
District Trainer

I_____, agree to utilize the purchased airline ticket to attend the _____ conference in _____on_____, 20___.

IF I DO NOT ATTEND THIS CONFERENCE THEN I UNDERSTAND IT WILL BE MY RESPONSIBILITY TO PURCHASE THE TICKET BACK FROM USD 457 FOR THE PURCHASE PRICE.

Appeals to this decision may be made to the Professional Development Council in writing 10 days after the decision is made not to utilize the airline ticket.

If you have questions, please contact Heather Stegman at 620.805.7186.

_____

EMPLOYEE'S SIGNATURE Date

_____

SUPERVISOR'S SIGNATURE Date

Documentation to Support Request for Application Points

Application Points are 2x the original request for knowledge level points. Rationale for request is based on this question, “What can I do consistently now that I was not able to do before my original training?” Request for application points must be submitted in portfolio format. Application Level requests are not eligible until 3 months after the original training, but within 12 months after receiving the original training. The portfolio must be divided into three parts: timeline, narrative that describes and reflects how knowledge has been increased, and documentation.

Name of Applicant:_____	
Date of Original Training:_____ Title of Original Training: _____	
Points of Original Training: _____	
Timeline: A quick visual overview. The timeline can be organized into months and can list anything that has been done. Possible activities are listed below: · planning meetings · book studies · lessons taught · presentation · additional professional readings · videos	
Narrative: Write a short narrative that describes how the process has changed your specific instructional practices.	
Documentation: Include multiple forms of documentation taken over a period of time. The amount of documentation must be comparable to the amount of points requested. ____ anecdotal records of student/classroom observation ____ lesson plans ____ samples of student work ____ PowerPoint ____ agendas ____ other	

Documentation to Support Request for Impact Points

Impact points are 3x the original request for knowledge level points. Rationale for request is based on these questions, “What are the results of my changes? How has student performance improved? What has changed about the program? Request for Impact along with a copy of the “Request Form” must be submitted in portfolio format within 24 months after receiving the original training. The portfolio must be divided into three parts: timeline, narrative that describes and reflects how knowledge was applied, and data-based results to document change.

Name of Applicant:_____	
Date of Original Training:_____ Title of Original Training: _____	
Points of Original Training: _____	
Timeline: A quick visual overview. The timeline can be organized into months and can list anything that has been done. Possible activities are listed below: • instructional strategies • book studies • lessons taught • presentation • additional professional readings • videos	
Narrative: Write a short narrative that describes how the process has changed your specific instructional practices.	
Documentation: Include multiple forms of documentation taken over a period of time. The amount of documentation must be comparable to the amount of points requested. ● evidence of improved student performance ● evidence of positive changes in student behavior (attendance, homework) ● evidence of related district or policy change ● evidence of revised district, grade level, or content area curriculum	

2025 - 2026 School Calendar - REVISED

Unified School District 457 • Garden City, Kansas 67846

GARDEN CITY PUBLIC SCHOOLS

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	~~13~~	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6-8 New Teacher Inservice (NS)
11 Teacher Inservice (NS)
12 Teacher Workday (NS)
13 School AM (Grades K-4,5,7,9-10 & new students)
Teacher Workday PM

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day (NS)
25-26 Teacher Inservice (NS)

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

14 End of Grading Period
17 Teacher Inservice AM (NS)
Teacher Workday PM
23-24 Parent/Teacher Conference (NS)

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

24-28 Fall Vacation (NS)

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 End of Grading Period
22-31 Winter Vacation (NS)

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Winter Vacation (NS)
5 Teacher Workday (NS)
6 Teacher Inservice (NS)
7 School Resumes
30 New Teacher Inservice (NS)

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

20 Teacher Inservice AM (NS)
Teacher Workday PM
26-27 Parent/Teacher Conference (NS)

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10 End of Grading Period
13 Teacher Release Inservice (NS)
16-20 Spring Break (NS)

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 New Teacher Inservice (NS)
6 Teacher Inservice (NS)

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Last Day of School
22 Teacher Workday AM (NS)

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

⬠ = New Teacher Orientation (NS)
▭ = Holiday/Vacation (NS)
■ = District Work/Inservice (NS)
◯ = Parent/Teacher Conference (NS)
— = Half Day of School
NS = No School

Inservices (7) = 8/11, 9/25, 9/26, 10/17*, 1/6, 2/20*, 3/13, 4/6

Workdays (4) = 8/12, 8/13*, 10/17*, 1/5, 2/20*, 5/22*

Snow Days (May 1, 4)
Graduation Weekend (May 16-17)

* = 1/2 Day

1159 Hour Calendar
(6 hours, 40 minutes)

1st Grading Period	41.5	83.5
2nd Grading Period	42.0	
3rd Grading Period	43.0	87.0
4th Grading Period	44.0	
		170.5

Teacher Contract Days 181.5

Professional Development Plan

Arkansas City Public Schools
USD 470

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

5-year Professional Development Plan Approval

The USD 470 Arkansas City Public Schools Professional Development Council approved the following plan, at its meeting held on 1/19/26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 1/19/26
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

The USD 470 Professional Development Council (PDC) is composed of licensed teachers and leaders representing multiple grade levels and specialty areas. The PDC is responsible for guiding, monitoring, and approving professional development processes in accordance with Kansas regulations.

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

The 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
PreK	1
Elementary Schools- 1 per school	6
Middle Schools	1
High School	1
Total	9

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
The PDC chair oversees the process of filling vacant positions.

How long is the term for a teacher/specialist PDC member?
1 year with the ability to renew the assignment.

If any, what are the term limits?
Members may serve multiple terms but must be re-elected/reappointed at the end of each cycle.

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?
Vacancies are typically filled in April–May prior to the upcoming school year. If a mid-year vacancy occurs, it is filled within 30 days.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Staff may nominate themselves or others (with permission from the nominee) by submitting names via a Google Form sent to all licensed staff.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Google Forms will be used to vote on the new PDC representative for the building vacancy.

Who tallies/documents the selections?
The current PDC representative will tally the votes and report to the PDC chair.

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
PreK	1
Elementary Schools	2
Middle Schools	1
High School	1
District-wide	1
Total	6

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Assistant Superintendent
How long is the term for a leader/administrator PDC member?
1 year
If any, what are the term limits?
Members may serve multiple terms but must be re-elected/reappointed at the end of each cycle.

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?
Vacancies are typically filled in April–May prior to the upcoming school year. If a mid-year vacancy occurs, it is filled within 30 days.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Staff may nominate themselves or others (with permission from the nominee) by submitting names via a Google Form sent to all licensed staff.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Google Form
Who tallies/documents the selections?
PDC chair
Who reports the results to the PDC Chair or designee?
N/A
List any groups represented with only one member of staff and, therefore, the default PDC member:
N/A

1.25 (Optional) 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.

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 470 Arkansas City Public Schools 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 PDC Shared Google Drive, .PDC Annual Training Log. 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?
2 Years
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?
May PDC meeting
Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair?
Within 30 days

Officer Title: PDC Chair
Duties

1. Provide strong and effective leadership to the committee members.
2. Communicate with the Assistant Superintendent regarding professional development and PDC.
3. Train and go over role expectations with new PDC members
4. Act as the primary point of contact for PDC members with questions or concerns.
5. Develop PDC meeting agenda for meetings.
6. Facilitate the implementation of group norms for standard operating procedures.
7. Ensure that the committee's activities and decisions are aligned with the PDC 5 year plan and state regulations and guidelines.
8. Facilitate the PDC meetings to ensure they run smoothly.
9. Promote sharing of information and expertise among the district.

1.51 Meetings

In what months does the PDC operate?
PDC will operate between August - July

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?
Meetings will be held at minimum 6 times per year and one meeting will be held in May prior to the last duty day of teachers.

If there is no set schedule, how will a meeting be scheduled?
N/A

What is the process for scheduling extra meetings, if needed?
The PDC members may request to meet additionally if they feel the time is warranted for specific purpose that is agreed upon by the PDC chair.

Can meetings be online or electronically?
Yes

Besides the PDC, who is expected or allowed to attend?
PDC representatives will attend the meeting along with the Assistant Superintendent of Curriculum and Instruction. The Superintendent of USD 470 may attend the meeting as well.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 8 members, with 50% or fewer of those being leaders, constitutes a quorum.
- 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 - USD 47- currently uses Frontline Management System to track PD activity and points.

2. When are staff trained to use the system?
    a. Staff are trained at the beginning of the year. PDC representatives provide the training to their building staff. Administration is trained by District Administration.

3. List the names of the forms used in the system for PDC activities and business:
    a. IPDP Goals
    b. Knowledge PD Form
    c. PD Leave Request Form
    d. College Credit Approval Form
    e. Mentor/Mentee Log

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 Google Drive	PDC rep	Y
IPDP's	x	Frontline	Building PDC Rep	Y
Meeting Minutes	x	Shared Google Drive	PDC Rep	Y
Member Selection	x	Google Form	PDC Reps	N
Officer Selection	N/A			
PD Plan Process	x	5 Year plan, Website	PDC Reps	y
PD Points	x	Frontline	Building PDC Rep	Y
Staff PD Needs Assessments	x	Google Form	PDC Reps	y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email and using the shared Google Drive.

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

Individual Professional Development Plans

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

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-	PDC Building Representative
2nd-	Building Administrator and/or Asst. Superintendent (Logistics only)

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

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

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

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

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

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

Any licensed person who is not employed by but who works or resides within USD 470 Arkansas City Public Schools is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Assistant Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the Assistant Superintendent at 620-441-2000.

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

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

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

Professional development should center around the following KESA Outcomes:

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

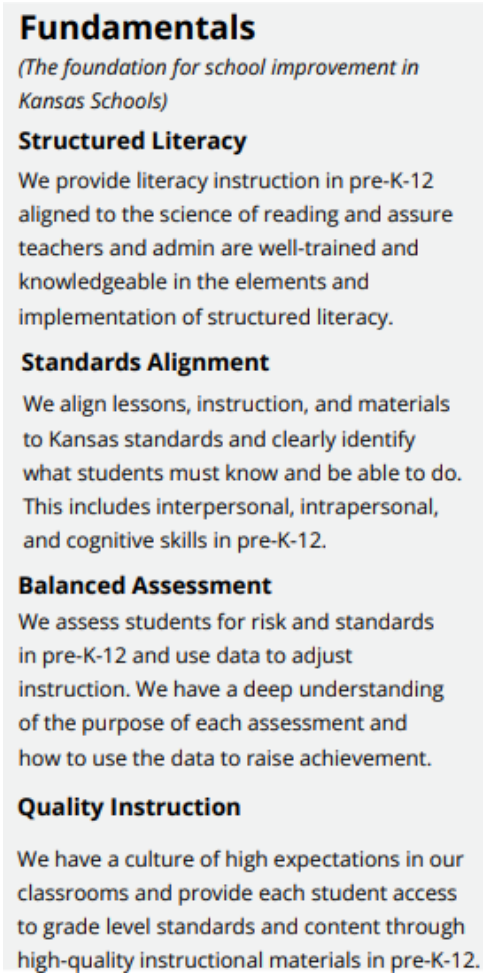
A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs



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

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

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

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

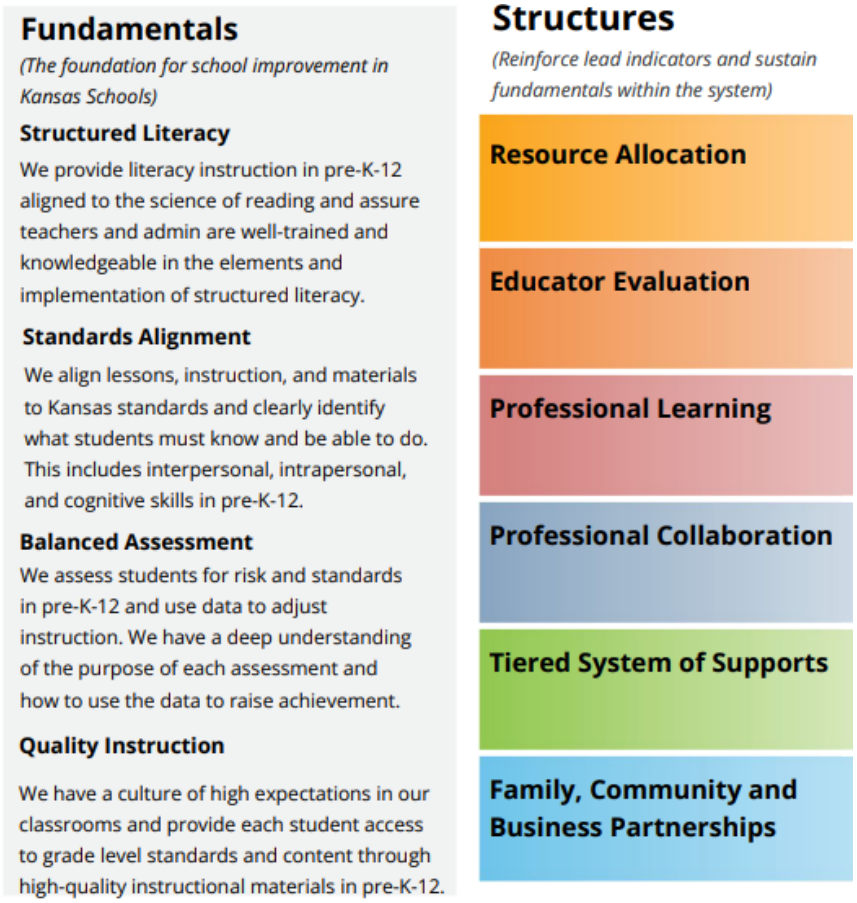
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

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.

Determining Individual, Building, and District-Level Needs and Focus

Individual: Focus

Individual professional learning needs are identified by reflecting on instructional practice, analyzing student learning data, and reviewing licensure renewal requirements. Staff may also set goals connected to advancing toward an additional endorsement or area of specialization.

Results-Based Goals

Individual goals are written in alignment with Kansas Professional Education Standards and licensure expectations using the district's professional learning management system (currently Frontline). Goals should connect to at least one of three areas: content endorsement, professional education standards, or service to the profession. Professional learning is documented and evaluated at the levels of Knowledge, Application, and Impact.

Building: Focus

Each school's professional learning priorities are guided by its School Improvement Plan, which is informed by state assessment data, local benchmarks, and other measures of student performance.

Results-Based Goals

Building-level goals come directly from identified student achievement targets. Professional learning supports staff in demonstrating growth in knowledge, the application of strategies in classrooms, and ultimately the impact on student outcomes. Schools are expected to show evidence of progress in at least one KESA Fundamental annually.

District: Focus

District professional learning needs are identified through a collaborative process involving licensed staff, building and district leaders, and community input. Annual staff needs assessments and stakeholder feedback

provide direction, along with state and national standards of performance. Individual staff needs identified in professional learning plans also inform district-level priorities.

Results-Based Goals

District goals are aligned with local, state, and national performance expectations. These goals focus on equipping educators to:

- Engage in job-embedded professional learning that supports implementation of the district's KESA Action Plan.
- Strengthen instruction through Standards Alignment and ensure consistency across grade levels.
- Implement Structured Literacy practices to improve reading outcomes for all students.
- Use Balanced Assessment practices and data to inform instruction and interventions.
- Apply Tiered Systems of Support (MTSS) to meet the needs of all learners.
- Incorporate Kansas College and Career Ready Standards into daily instruction.

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

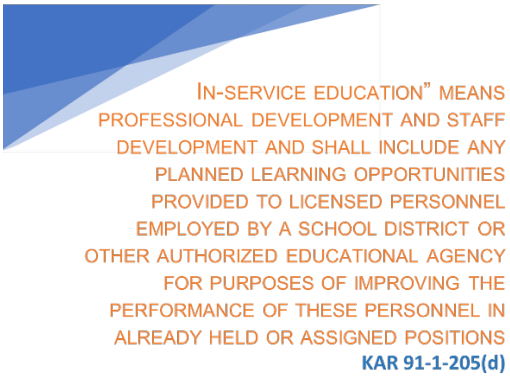
agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

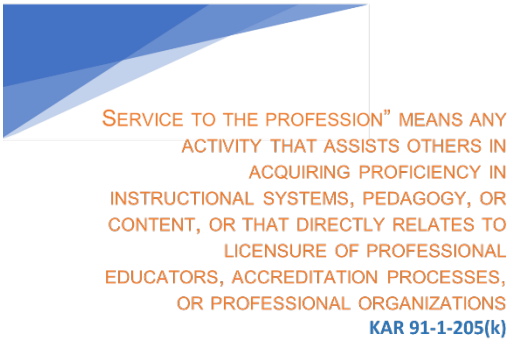
The PDC awards points as a council. No individual member may approve points.

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?

Organizational Change = 3 X Level I points
Verification required may include one of the following:
- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

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

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

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

A listing of all the activities for which professional development points were awarded, including the date of

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

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

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

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

Professional Development Plan

2025-2030

LAWRENCE Public Schools

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

5-year Professional Development Plan Approval

The USD 497 Professional Development Council approved the following plan, at its meeting held on 2/18/26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 02/18/26
Signature Date

PDC Chair Elect: _____ 2/18/26
Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
1.21 Edited and Updated	02/18/2026
1.23 Edited and Updated	02/18/2026
1.55 Confirmed and Edited	02/18/2026
Updated and Renumbered Table of Contents	02/18/2026
PDC Approval of USD 497 PD Plan	02/18/2026

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Council Philosophy:
Learning is a continuous process that educators can pursue and apply at any time to impact student outcomes. Lawrence Public Schools Professional Development Council is committed to supporting multifaceted professional growth opportunities for all employees tailored to meet our district's needs.

Purpose:
PDC will work to collaborate with all staff to provide a framework by which staff can pursue and document growth as educators, to facilitate and support staff in maintaining licensure with KSDE, as well as to monitor learning activities to ensure quality and consistency in awarding salary enhancement and re-licensure points.

Goals:
• Support all staff to create meaningful goals that support professional growth and the licensure renewal cycle.
• Educate and inform all staff about application of learning, and validate application and impact requests for horizontal movement on the salary schedule.
• Encourage and empower staff to share their knowledge with colleagues.

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

membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The 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
PreK-5 Schools	11
Middle Schools	6
High Schools	4
Total	21

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chair/Elect reaches out to schools and works with Building Principals and teachers on the Building Leadership Teams to determine who will fill a vacancy.

How long is the term for a teacher/specialist PDC member?
PDC members agree to a 3-year term.

If any, what are the term limits? N/A

If the terms are staggered, how is that done? The PDC Chair/Elect is responsible for maintaining accurate records of terms and ensuring vacancies are filled.

When a group represented has an opening, in what month or timeframe is the position selected? When a vacancy is reported, the PDC Chair/Elect works to fill the vacancy within 30 days.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Selections are discussed at building meetings and votes are collected via Google Form.

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

Who tallies/documents the selections? PDC Chair/Elect

Who reports the results to the PDC Chair or designee? PDC Chair/Elect

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
Prek School	1
Elementary Schools	1
Middle Schools	1
High Schools	2
District-wide	1
Total	6

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chair/Elect reaches out to schools to determine who will fill a vacancy.

How long is the term for leader/administrator PDC member?
PDC members agree to a 3-year term.

If any, what are the term limits? N/A

If the terms are staggered, how is that done? The PDC Chair/Elect is responsible for maintaining accurate records of terms and ensuring vacancies are filled.

When a group represented has an opening, in what month or timeframe is the position selected? When a vacancy is reported, the PDC Chair/Elect works to fill the vacancy within 30 days.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Selections are discussed at PDC meetings and votes are collected via Google Form.

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

Who tallies/documents the selections? PDC Chair/Elect

Who reports the results to the PDC Chair or designee? PDC Chair/Elect

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

1.3 Responsibilities

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

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

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 497 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 Secretary 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 in a PDC folder managed by the PDC Officers. 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? 3 years

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? September of each school year when there is a vacancy.

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? 30 school days.

Officer Title: PDC Chair

Duties:

1. Leading and managing meetings
2. Setting meeting dates and agendas
3. Providing training for members
4. Supporting staff who do not have a current representative
5. Signing Building Recommendation Forms (and sending to ESC/copy to staff)
6. Representing the Council's interests to a larger organization (such as KSDE)
7. Presenting and providing district PD for Frontline and Salary Enhancement
8. Maintaining accurate records of terms and ensuring vacancies are filled

Officer Title: PDC Chair Elect

Duties:

1. Substituting and covering any duties assigned by the PDC Chair.
2. Outreach to various schools and building to assist with Frontline and Salary Enhancement
3. Move to PDC Chair officer position after Chair Elect term is finished

Officer Title: Secretary

Duties:

1. Administrative tasks such as recording and distributing meeting minutes.

2. Preparing and sending meeting notices.

Officer Title: Frontline Administrator

Duties:

1. Cleaning up approvals and Learning Plans
2. Troubleshooting approvals and platform issues
3. Accessing PD Portfolios and reactivating Activities
4. Submitting compensation for PDC Members and Officers

1.51 Meetings

In what months does the PDC operate? September, October, November, January, March, April, 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? Monthly during the school year (excluding August, December and February)

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed? The PDC Officers review the calendar and determine a date that is shared with the council via google calendar invite and email.

Can meetings be online or electronically? Yes, meetings can be virtual.

Besides the PDC, who is expected or allowed to attend? Education Association President, others upon PDC or staff requests to 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.
- To conduct official business at least 14 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member

requests a formal vote.

- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

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

2. When are staff trained to use the system? September of each school year

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

   Frontline - IDP Form, PD Handbook
   - Application Request Form
   - Impact Request Form
   - Graduate/Undergraduate Request Form
   - Paper - Building Recommendation Form (included in Appendix)

   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 if used	Location of Documentation	Person Responsible for Documentation	Accessible to more than 1 person
Communications	X	Shared Drive/Email	Secretary	Y
IPDPs	X	Frontline PG	PDC	Y
Meeting Minutes	X	Shared Drive	Secretary	Y
Member Selection	X	Shared Drive	Chair/Elect/Buildings	Y
Officer Selection	X	Google Form	PDC	Y
PD Plan Process	X	Shared Drive	PDC	Y
PD Points	X	Frontline PG	PDC	Y

IPDP Staff PD Needs Assessment	X	Shared Drive	PDC	Y

1.54 Communications

As often as possible, the PDC Chair represents the Professional 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 Chair/Elect or District Professional Learning Rep to KSDE or other governing organizations.

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 October 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-	Designated Supervisor
2nd-	PDC
3rd-	PD Administrative Assistant (Double checks final approval and returns if needed)

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.

In the event that an IDP goal is not approved, staff may first work with ~~to~~ their building representative and/or the PDC Chair/Elect to modify the request. If a resolution is unable to be found, staff may contact the District Representative to work toward a solution. Ideally modifications or adaptations can be made to gain approval.

If not, licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st- Building Principal (Prior)	1st- Building Principal (Prior)
2nd- District Admin/Rep (Prior)	2nd- District Admin/Rep (Prior)
3rd- Frontline Administrator (Prior)	3rd- Frontline Administrator (Prior)
4th- Building Principal (Final)	4th- Building Principal (Final)
5th- Frontline Administrator (Final)	5th- Frontline Administrator (Final)

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

Delegated Approval-The PDC delegates its authority to allow the Frontline Administrator to approve knowledge-level PD points. If the Frontline Administrator 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 Frontline Administrator will keep the PDC informed of the progress and status of the types and amounts of PD points.

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

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

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

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

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

Any licensed person who is not employed by but who works or resides within USD 497 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 ac=vi=es. To begin this process, non-employees may contact the liaison at 785-832-5000 x 4743.

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

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

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

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

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

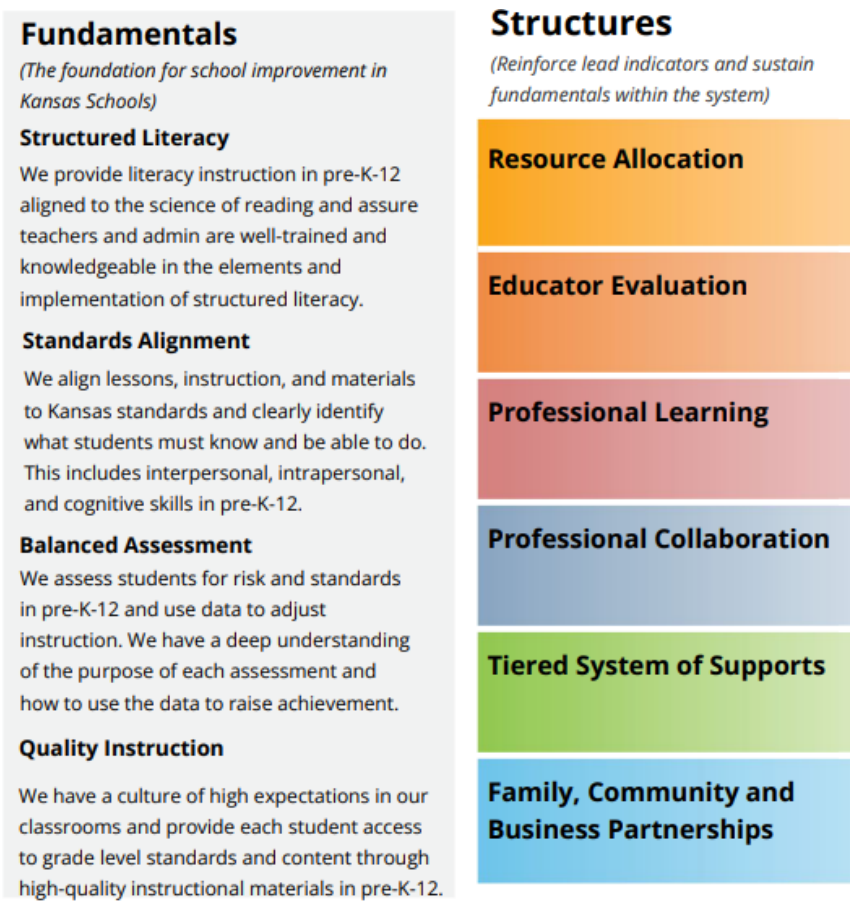
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

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

Section Three

Individual Professional Development Plans (IPDP)

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

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

3.0 Introduction

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

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



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

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

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

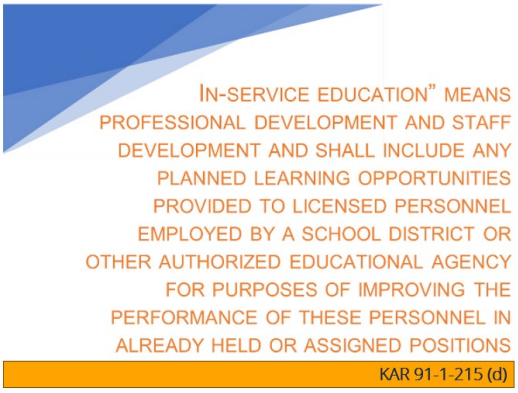
that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

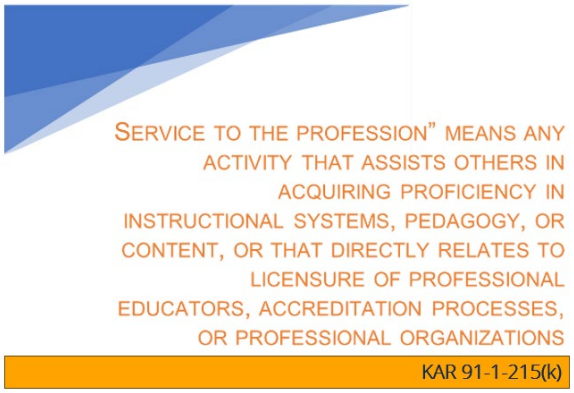
The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

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

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

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

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

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

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

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

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

   A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which

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

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

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

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/10/2026
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 attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. Districts requesting to extend the number of days are included within the wavier list.

The attached requests have been reviewed by the Teacher Licensure staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0105	Rawlins County	Rhonda	Higley	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Matthew	Martin	High Incidence Special Education	Approved**	MATHEMATICS (5-8); PHYSICAL EDUCATION (PRK-12)
D0202	Turner-Kansas City	Jonnie	Wright	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Kelly	Huerter	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Wayne	Snyder	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	Christian	Doss	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Elizabeth	Lyle	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	Kyler	True	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Emile	Ottesen	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); LOW-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0233	Olathe	Edie	Rierson	Functional Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0233	Olathe	Keith	Galindo	Adaptive Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Edie	Rierson	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Brian	Pommier	High Incidence Special Education - extension on number of days under an esub.	Approved	ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12)
D0234	Fort Scott	Billi	Shoemaker	High Incidence Special Education - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER PRK-12
D0234	Fort Scott	Christina	Ellis	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Kassie	Fugate-Cate	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Shanna	Staton	Low Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0234	Fort Scott	Tabitha	Hardesty	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Elizabeth	Johnston	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0260	Derby	Adam	Stout	Gifted	Approved	CHINESE (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0260	Derby	Paige	Newsted	Deaf or Hard of Hearing	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0260	Derby	Madison	Cotton	Gifted	Approved	ELEMENTARY EDUCATION (PRK-6)
D0260	Derby	Elizabeth	Landeros-Silva	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0290	Ottawa	Megan	Dickinson	Gifted	Approved*	INSTRUMENTAL MUSIC (PRK-12); VOCAL MUSIC (PRK-12)
D0290	Ottawa	Kirstie	Altic	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0290	Ottawa	Darius	Johnson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0333	Concordia	Christina	Henderson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0333	Concordia	Amber	Farha	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0337	Royal Valley	Connie	Overstreet	Early Childhood Special Education	Approved	ELEMENTARY (K-9); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0383	Manhattan-Ogden	Bella	Stark	Gifted	Approved	ART (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0402	Augusta	Garret	Belknap	Family and Consumer Science - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0402	Augusta	Madison	Coleman	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0411	Goessel	Luke	Freeman	Science - Middle Level - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0413	Chanute Public Schools	Whitney	Martinez	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0431	Hoisington	Ashley	Holman	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0431	Hoisington	Bailey	Streit	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0431	Hoisington	Wyatt	Pedigo	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0431	Hoisington	Kaycee	Mooney	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0431	Hoisington	Jonathan	Ross	Math - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0431	Hoisington	Mason	Haxton	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0450	Shawnee Heights	Matthew	Dunkin	Low Incidence Special Education	Approved**	PHYSICAL EDUCATION (PRK-12)
D0450	Shawnee Heights	Olivia	O'Donnell	Adaptive Special Education	Approved	BUSINESS (6-12)
D0450	Shawnee Heights	Ziwaun	White	Adaptive Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0469	Lansing	Adam	Bremer	Science - Middle Level - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0469	Lansing	Stephanie	Edwards	Low Incidence Special Education - extension on number of days under an esub.	Approved*	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Katrin	Holden	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Craig	Wind	High Incidence Special Education	Approved	AMERICAN HISTORY (7-12); ENGLISH (7-9); POLITICAL SCIENCE/GOVERNMENT (7-12); SOCIOLOGY (7-12); WORLD HISTORY (7-12)
D0475	Geary County Schools	Kallie	Lewis	Early Childhood Special Education	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0489	Hays	Lauren	Gleason	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	Heather	Mauricio	American History - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Braxton	McCarty	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Timothy	Huffman	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0501	Topeka Public Schools	Mary	Wollin	Early Childhood/Pre-School	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0503	Parsons	Pierce	Thomas	World History - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0503	Parsons	Raheeme	Dumas	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0603	ANW Special Education Cooperative	Alexandria	Hesse	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Nathaniel	Dyer	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Sarah	Kieffer	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Nisha	O'Neal	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Shari	Firuccia	Gifted - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Allison	Hayes	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0608	Northeast KS Education Serv Cntr	Rebecca	Crotts	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0609	Southeast KS Education Serv Center	Alison	Locke	Gifted	Approved*	ELEMENTARY EDUCATION (K-6)
D0609	Southeast KS Education Serv Center	Janet	McAfee	Gifted	Approved**	BEHAVIOR DISORDERS (K-9); ELEMENTARY (K-9)
D0609	Southeast KS Education Serv Center	Georgette	Searan	Low Incidence Special Education	Approved	ADVANCED MATHEMATICS (6-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Emily	Gerard	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0613	Southwest Kansas Area Cooperative	Vance	Shewey	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0614	East Central KS Coop in Educ	Anna	DeWitt	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Dane	Whalen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Angelica	Wheat	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0638	Butler Co Special Education Interlocal	Erica	Grunder	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12); JOURNALISM (6-12); LIBRARY MEDIA (PRK-12); READING SPECIALIST (PRK-12)
D0704	Learning Cooperative of North Central Kansas	Rebecca	Gibson	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0704	Learning Cooperative of North Central Kansas	Amy	Florea	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0708	Hays West Central KS Special Ed. Coop.	Abigail	Myers	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0708	Hays West Central KS Special Ed. Coop.	Aryssa	Peterson-Shea	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6)
D0712	Tri-County Sp. Services Coop.	Dakota	Turnbough	Adaptive Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0724	Special Services Cooperative of Wamego	Gerae	Cragg	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0724	Special Services Cooperative of Wamego	Jodi	Hecht	High Incidence Special Education	Approved*	DEAF OR HARD OF HEARING (PRK-12)

D0725	Cowley County Special Services Cooperative	Julie	Carey	Deaf or Hard of Hearing	Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); GENERAL SCIENCE (5-9); MATHEMATICS (5-8); READING SPECIALIST (PRK-12)
D0725	Cowley County Special Services Cooperative	Jennifer	Rhoads	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12); HEALTH (PRK-12); SCIENCE (5-8)
D0728	Goddard Special Education Cooperative	Avery	White	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION			Agenda Number:	3 d.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**3/10/2026**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee

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

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 # 9086

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth – grade 3). 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 Galloway and approved unanimously.

Case # 9087

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 Galloway and approved unanimously.

Case # 9088

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 Galloway and approved unanimously.

Case # 9089

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 Galloway and approved unanimously.

Case # 9090

Applicant requests initial Kansas licensure in Special Education High Incidence (PreK-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 Galloway and approved unanimously.

Case # 9091

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 Galloway and approved unanimously.

Case # 9092

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 Galloway and approved unanimously.

Case # 9093

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 Galloway and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/10/2026
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on New Appointments to the Professional Standards Board

Recommended Motion:

It is moved that the Kansas State Board of Education act on the following recommended new appointment to the Professional Standards Board, effective upon appointment through June 30, 2028:

Judith M.R. Price to her first partial term representing a member of the board of education of a school district.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

The nomination to fill the member of the board of education of a school district is submitted on behalf of the Kansas Association of School Boards. The previous representative had to vacate the position as she accepted a role to serve as the President of the Kansas Association of School Boards.

Recommended nominee to fill the category vacancy is:

• Judith M.R. Price Leavenworth USD 453 board member (SBOE District 1).

This recommendation is submitted as a consent agenda item because the Kansas Association of School Boards nominates only one candidate to fill the position. The nomination form, candidate’s resume and the PSB roster are attached.

1. PSB nomination of:

Judith M.R. Price

2. Which organization nominated you?

KASB

3. The board you would like to serve on:

Professional Standards Board

4. Do you represent a public or private institution?

Public

5. Please state your position at your institution:

KASB Region 1 VP; Leavenworth USD 453 BOE

6. Select the school district or post-secondary institution size you represent:

2,501-5,000

7. Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.

Currently serving member of Leavenworth USD 453 Board of Education; Professional Engineer, Retired Army Engineer, KU adjunct faculty.

8. Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.

KASB representative

- Professional Engineer (civil engineering), Oregon #64561PE
- Retired Army Engineer, lieutenant colonel
- Current Secret clearance; previous TS-SCI clearance

PROFESSIONAL CIVILIAN EXPERIENCE

EDITOR/DOCTRINE DEVELOPER January 2011–present
U.S. Army Center for Army Leadership (CAL) Ft Leavenworth, KS

- Responsible for the content, development, and editing of multiple doctrinal publications and forms associated with leadership and leader development.
- Selected by the Honorable Christine Wormuth, Secretary of the Army, as the Army's 2024 Editor of the Year.

ADJUNCT FACULTY August 2016–January 2023
University of Kansas Leavenworth KS

Teach graduate-level courses for KU Project Management Graduate Program, Leavenworth campus: Fundamentals of Project Management I-IV (PMGT 816, 817, 818, 819), Case Studies in Project Management (PMGT 830), and Project Management Capstone (PMGT 835).

PUBLICATIONS

EDITOR—CIVILIAN

General Lesley J. McNair: Unsung Architect of the U. S. Army. Mark Calhoun (University Press of Kansas, 2015).

Origins of the North Korean Garrison State: The People's Army and the Korean War. Youngjun Kim (Routledge, 2018).

EDITOR—MILITARY

Army Techniques Publication (ATP) 6-22.1, *Providing Feedback: Counseling–Coaching–Mentoring* (2024)

Field Manual (FM) 6-22, *Developing Leaders* (2022)

Army Doctrinal Publication (ADP) 6-22, *Army Leadership and the Profession* (2019)

Training Circular (TC) 6-22.6, *Employee Engagement* (2017)

Field Manual (FM) 6-22, *Leader Development* (2015)

Army Techniques Publication (ATP) 6-22.1, *The Counseling Process* (2014)

Army Doctrinal Publication (ADP) 6-22, *Army Leadership* (2012)

Army Doctrinal Reference Publication (ADRP) 6-22, *Army Leadership* (2012)

EDUCATION

MASTER OF SCIENCE–ENGINEERING MANAGEMENT
University of Kansas–Edwards Campus, Overland Park, KS

MASTER OF MILITARY ARTS AND SCIENCES–STRATEGIC AND OPERATIONAL STUDIES
School of Advanced Military Studies, U.S. Army Command and General Staff College, Fort Leavenworth, KS

BACHELOR OF SCIENCE–CIVIL ENGINEERING
United States Military Academy, West Point, NY

Additional education:

University of Foreign Military and Cultural Studies, Ft Leavenworth, KS
Red Team Leader Course

U.S. Army Command and General Staff Course, Ft Leavenworth, KS
Operational and Tactical Planning, History, Military Theory

Colorado State University, Fort Collins, CO
Civil Engineering (Water Resources/Environmental Law (16 credit hours))

University of Maryland University College Asia, Camp Zama, Japan
Japanese (12 credit hours)

PROFESSIONAL ASSOCIATIONS—BOARD & COMMUNITY SERVICE

Society of American Military Engineers (life member), Army Engineer Association (life member)

Leavenworth USD 453 Board of Education (elected): January 2020–present; president July 2021-July 2023; vice president July 2024–present

Kansas Association of School Boards (KASB): Region 1 vice president January 2025–present

Kansas Board of Regents Blueprint for Literacy Advisory Committee: June 2024–present

Kansas Public Radio Advisory Board: 2021–present

League of Women Voters–Leavenworth County: member 2019–present; Board of Directors: July 2021–June 2023

Leavenworth Lions Club: member 2019–present, 3rd vice president, July 2025–present

Leavenworth Education Foundation: Board of Directors 2018–present

Daughters of the American Revolution, 2013–present

First Judicial District CASA Association: Board of Directors 2009-2016, president 2010-2015

Leavenworth High School PTA: Treasurer 2020-2023

Richard Warren Middle School PIE (Parents In Education): Treasurer 2019-2020, member 2017-2020

Boy Scouts of America, Troop 167 Treasurer May 2018-present; Pack 3174 Cubmaster August 2013-May 2018

Earl M. Lawson Elementary PTO: Treasurer 2014-2016, Secretary 2012-2013

CIVILIAN SERVICE AWARDS

Commander's Award for Civilian Service

Secretary of the Army, Army Editor of the Year 2024

PROFESSIONAL MILITARY EXPERIENCE

Chief of Plans, U.S. Army Combined Arms Center, Ft Leavenworth, KS

Project Officer/COR, U.S. Army Center for Army Leadership, Ft Leavenworth, KS

Operations Officer (S3), 588th Engineer Battalion/2nd Special Troops Battalion, 4th Infantry Division, Ft Hood, TX

Maneuver Planner (G3 Plans), HQ, 4th Infantry Division, Tikrit, Iraq

Training Officer, 416th Engineer Command, Darien, IL

Program Manager, Camp Zama, U.S. Army Corps of Engineers–Japan Engineer District

Project Engineer, Kanagawa Resident Office, Camp Zama, U.S. Army Corps of Engineers–Japan Engineer District

Commander, 814th Engineer Company (Assault Float Bridge), Ft Polk, LA

Battalion Adjutant, 46th Engineer Battalion, Fort Polk, LA

Brigade Assistant S3 (Operations and Plans), 194th Separate Armor Brigade, Ft Knox, KY

Executive Officer, 13th Engineer Company (Construction Support), Ft Knox, KY

Platoon Leader, 13th Engineer Company (Construction Support), Ft Knox, KY

MILITARY AWARDS AND DECORATIONS

Legion of Merit

Bronze Star Medal

Meritorious Service Medal (w/4 oak leaf clusters)

Army Commendation Medal (w/4 oak leaf clusters)

Army Achievement Medal

Presidential Unit Award

Professional Standards Board

KSBE Liaison

Cathy Hopkins
KSBE District 5
2026

Higher Ed (1 KBOR, 1 Private)

Amy Hogan
Ottawa U.
2027
KSBE District 4

Paul Adams
FHSU
2028
KSBE District 5

Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)

John Wyrick
USD 506
2028
KSBE District 9
Admin-District

Stacey Green
USD 271
2027
KSBE District 5
Admin-Middle

Michelle Smotherman
USD 232
2027
KSBE District 4
Admin-SPED

Kristin Schmitz
Wichita Catholic Diocese
2027
KSBE District 7,8,9,10
Admin-Private

Kelly Whittaker
USD 290
2027
KSBE District 9
Admin-HS

Vacant
USD ###
20##
KSBE District #
Admin-CTE

Vacant
USD ###
20## (1)
KSBE District #
Admin-Elem

KS PTA Member (1)

Patty Jurich
2026

Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)

Karen Wilson
USD 489
2026
KSBE District 5
Teacher

Libby Devin
USD 437
2028
KSBE District 6
Elementary

Leona Engelcke
USD 422
2028
KSBE District 7
Middle

Kim Raeazin
USD 101
2026
KSBE District 9
Teacher

Michael Reed
USD 361
2027
KSBE District 7,10
CTE

Phillip Wrigley
USD 501
2026
KSBE District 1,4,6
Secondary

Roy Freeman
USD 308
2028
KSBE District 7
Middle

Sara McCarter
USD 320
2028
KSBE District 1,6
SPED

Vacant
USD ###
20##
KSBE District #
Teacher-Private

Vacant
USD ###
20## (1)
KSBE District #
Teacher

Board of Education of a School District

Vacant
USD
20##
KSBE District #
School Board

KANSAS STATE DEPARTMENT OF EDUCATION

Individuals second term is up or they are stepping down after June 2026

Individuals first term is up and will start second term July 2026

Individuals that have 2026 as an end date are finishing their partial term and start first full term July 2026

As of 2/19/2026

REQUEST AND RECOMMENDATION FOR BOARD ACTION			Agenda Number:	3 f.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**3/10/2026**
Julie Ewing	Beth Fultz	Randy Watson		

Item Title:

Approve Programs to be added to the List of State At-Risk Evidence-Based Programs for Approval SY2026-27

Recommended Motion:

Approve the following programs to be added to the list of State At-Risk Evidence-Based Programs for the school year 2026-2027.

Explanation of Situation Requiring Action:

The following programs submitted by vendors were reviewed and met state criteria to be placed on the list of state at-risk evidence-based programs upon the State Board of Education's approval.

Reading Program
Grades

Company

Third Party Review

Amplify CKLA

K-5

Amplify Education, Inc.

https://psycnet.apa.org/fulltext/2025-46446-001.pdf

Blast Foundations

1-5

Really Great Reading

ESSA II Certified! | Really Great Reading

Countdown

K-5

Really Great Reading

ESSA II Certified! | Really Great Reading

HD Word

2-12

Really Great Reading

ESSA II Certified! | Really Great Reading

WordFlight

2-8

Foundations in Learning

WordFlight - Evidence for ESSA

Math Programs

Grades

Company

Third Party Review

HMH Math 180

3-12

HMH Education Company

Math 180 - Evidence for ESSA

House Bill No. 2033 effective July 1, 2025 states any program that is accredited with the International Dyslexia Association or the international multisensory structured language education council is approved for the at-risk list without meeting any other state criteria requirements.

International Dyslexia Association (IDA) Accredited Program

Reading by Design ® Structured Literacy Dyslexia Certification Program

Agenda

CONSENT **3/10/2026**

Meeting Date:

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: **Notification** of the intention of one scholarship granting organization (Word of Life Ministries and Schools, Inc. of Wichita) to participate in the Tax Credit for Low Income Student Scholarship Progra

From: Sherry Root

This is information only. By statute, these entities must give notice to the State Board of their intent to participate in the Tax Credit for Low Income Student Scholarship.

Agenda Number: 4

Meeting Date: 3/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Comprehensive Literacy Plan

From: Randy Watson

Dr. Laurie Curtis will present a State Wide Comprehensive Literacy Plan.

Attached is a DRAFT document presenting the Literacy Plan.

Kansas Comprehensive Literacy Plan (DRAFT)

Executive Summary

The Kansas State Board of Education places a high priority on student literacy. Reflecting this commitment, Kansas has made remarkable gains over the past six years creating alignment to the science of reading, specifically structured literacy, across all areas of education. Since 2018, Kansas education has implemented nearly all recommendations contained within the Legislative Task Force on Dyslexia's final report and Kansas schools are actively transitioning to the use of structured literacy methodology for literacy instruction for students. Over the past three years, Kansas has seen a modest, slow improvement in student success in reading.

Kansas has built a strong, research-aligned foundation for literacy, particularly in the areas of Science of Reading (SoR), dyslexia screening, educator preparation, and professional learning. The state's challenge is no longer what to do, but how to activate coherence, consistency, and instructional quality at scale while honoring Kansas's tradition of local control. As Kansas determines next steps in strengthening literacy initiatives moving forward, it is important to note the guiding principles that guide our work.

Guiding Principles

1. Science of Reading is non-negotiable; implementation quality is the work.
2. Early identification + strong core instruction prevents most reading failure.
3. Local control with state guardrails produces sustainable improvement.
4. Transparency must lead to action, not just awareness.
5. Outcomes matter more than effort.

Literacy is Fundamental to School Improvement

To understand Kansas' literacy initiatives, it is important to first understand that Kansas does not see literacy as something apart from a high-quality educational experience- it is essential to give students access to a high-quality education. The model of school improvement in Kansas is grounded in coherence of fundamental elements of teaching and learning, and it is

evident that to meet the needs of students, educators and our communities all the fundamentals listed below must be intentionally addressed and supported. The tenets of high-quality literacy instruction are clearly evident in each of the four fundamentals. In the context of the Kansas School Improvement Model, the four fundamentals are:

- **Structured Literacy:** Aligning literacy instruction in pre-K-12 to the science of reading and assuring teachers and administration are well-trained and knowledgeable in the elements and implementation of structured literacy and the science of reading.

- **Standards Alignment:** Aligning lessons, instruction, and materials to Kansas standards and clearly identifying what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

- **A Balanced Assessment System**: Assessing students for risk and standards in pre-K-12 and using data to adjust instruction. Understanding the purpose of each assessment and how to use the data to raise achievement.

- **Quality Instruction:** Holding high expectations in our classrooms and providing each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

The Kansas State Department of Education (KSDE) has developed a coherent model for the implementation of these fundamentals, which is reflected in its new school improvement framework, and is providing direct support to ensure the success of each district. When practiced with consistency and fidelity, these fundamentals provide the base on which all student achievement is built.

More information can be found here: Kansas School Improvement Model

Statement from the Kansas State Board of Education

The Kansas State Board of Education is dedicated to making literacy a priority and has demonstrated that commitment over the past several years. The board continues to highlight literacy efforts across the state and has clarified their high expectations with the statement below:

"The Kansas State Board of Education requires all accredited schools in Kansas to use evidence-based methodology fully aligned with the science of reading, specifically Structured

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Literacy, to provide literacy instruction for students. The Kansas State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition. In addition, the State Board recommends literacy specific universal screening measures, and diagnostic, formative and summative assessments to be utilized by accredited schools and school districts." (February 2024)

Priority Recommendations

The recommendations provided below are based on the review of multiple organizations that provide guidance to state agencies and other stakeholders related to high leverage actions that can be prioritized to increase positive literacy outcomes for all students. National best practices have been reviewed from CCSSO, ExcellinEd, IDA, NCTQ, and State of Dyslexia. These recommendations inform ways Kansas can strengthen literacy initiatives and move with intention to benefit all students, educators and communities.

Strengthen Licensure: Strengthen licensure: Adopt strong reading licensure tests for all elementary teachers (including special ed).

Curriculum/ High Quality Instructional Materials: Require quality curriculum: Mandate districts use high-quality, science of reading aligned reading curricula.

Professional Learning: Provide professional learning to increase the knowledge, skills and dispositions to deliver structured literacy instruction and evaluate the effectiveness of classroom practice.

Universal Screening: Provide a clear and comprehensive universal screening protocol to identify students at risk for reading difficulty to provide appropriate intervention at first sign of risk.

Coaching: Fund Literacy Coaches utilizing comprehensive tools for evaluating and supporting practice aligned with the science of reading

Individual Reading Plans & Parent Communication: Provide individual reading plans for students who are at-risk for reading difficulty and communicate clearly with parents regarding reading risk, intervention and how progress will be monitored and reported.

Educator Preparation Standards: Mandate specific, detailed standards for teacher preparation programs that prioritize the science of reading.

Review Educator Preparation Programs: Review programs to ensure educator prepration programs teach evidence-based reading methods.

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Kansas Comprehensive Plan Based on Priority Recommendations

Strengthen Licensure:
The Kansas State Board of Education has reviewed and changed the approved assessment used for initial licensure of elementary teachers to strengthen the assessment and align it with the science of reading.

The Kansas State Board of Education has initiated the Kansas State Seal of Literacy to assure that those providing reading instruction have verified training in structured literacy aligned with the science of reading. To set a high standard for the professional learning that would allow educators to receive the Kansas Seal of Literacy, the Kansas State Board of Education approves training and assessments that meet the standard required for the Seal of Literacy. Elementary educators who provide reading instruction for children, as well as those who make decisions related to reading intervention and assessment (Elementary Administrators, SPED educators, School Psychologists, Reading Specialists) are required to demonstrate that they meet the standard and receive the Kansas Seal of Literacy to renew their license starting July 1, 2028.

More information can be found at: **Kansas Seal of Literacy**

Next Steps:

- Monitor and review data of those who have completed the Kansas Seal of Literacy.

Curriculum/ High Quality Instructional Materials:
The Kansas State Department of Education (KSDE) has created clear visions for exemplary literacy instruction aligned with the science of reading. Those vision statements guide the expectation that systems have for using High-Quality Instructional Materials (HQIM) to guide implementation of grade-level standards-based instruction. To assist in this, the KSDE has created multiple tools to assist systems in selecting and implementing high quality literacy instructional (Tier 1) materials aligned with the science of reading, to include both skill and knowledge building components. The KSDE is engaged in supporting HQIM implementation through establishing implementation networks to assist systems in implementing materials with integrity and use of meaningful data. The KSDE also provides guidance for supplemental/ intervention materials aligned with At-Risk funding that is coherent with Tier 1 grade level instruction.

Kansas retains respect for local adoption authority but has strengthened the state's role to signal the quality and alignment of curriculum to the science of reading. Kansas does not require districts to select from a state-approved list of curricula. This works for Kansas as it preserves local control, improves instructional quality without mandates, creates coherence across the system's curriculum, professional learning and outcomes. However, KSDE has

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contracted the building of a statewide visualization dashboard identifying the instructional materials used by districts and guidance on the level of standard that core curriculum (Tier 1) meets for being high quality aligned with the science of reading (SoR). This positions the KSDE for important next steps.

Next Steps:

- Continue to provide High Quality Instructional Materials Implementation Networks to support systems moving to new materials.
- Create a KSDE Instructional Materials Data Visualization network to guide system support for selecting and implementing HQIM aligned with standards and SoR.
- Create a Curriculum-Outcomes Feedback Loop, to analyze literacy outcomes in relation to materials to refine guidance and support over time.
- Offer state support based on alignment status through grants, intensive coaching and KSDE-sponsored professional learning.
- Display alignment status to allow systems, families and local boards to see instructional quality while maintaining system choice, helping inform decision making at the local level.
- Continue to provide guidance related to supplemental materials aligned with At-Risk Funding expectations.

More information can be found at:
K-2 Vision; 3-12 Vision
HQIM selection and implementation guidance

Professional Learning:
The Kansas State Department of Education requires all new teachers, and teachers new to teaching in Kansas, who hold specific licenses to take state-developed modules to provide information regarding Kansas literacy initiative requirements, information specific to dyslexia, how the brain learns to read, structured literacy and using assessments to make instructional decisions. The KSDE receives verification that this training was provided to those teachers who are required to receive it based on licensure. In addition, the KSDE requires annual training in dyslexia and/ or structured literacy based on educator license which can be determined by educator and system need.

Educators are also provided professional learning that is done through the agency and in collaboration with regional service centers related to the principles and elements of structured literacy, to include assessments and data analysis. The KSDE provides additional guidance on the KSDE website, to include structured literacy instructional guidelines and useful resources for families and caregivers.

The KSDE established and supports a state-wide PLC for reading specialists to provide an opportunity for them to continue their professional learning while networking with others

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across the state.

Next Steps:

- Creation of a resource HUB of professional learning opportunities.
- Collaborative professional learning opportunities and regional PLCs with education service centers.
- Provision of professional learning determined by level of support system needs based on data.
- Completion of a Structured Literacy Toolkit

More information can be found at:
Current KSDE Dyslexia Webpage
Kansas Initial Dyslexia Modules
Kansas Required Annual Training
K-8 Flowchart and Secondary Flowchart

Dyslexia Guidance and Universal Screening:
Kansas provides all educators with the Kansas Dyslexia Handbook that clarifies the purpose of using a structured literacy approach to reading instruction, the need and purpose for universal screening, assessment guidance and additional support for educators and families. This guidance is reviewed each year to make sure it is aligned with the most current information regarding literacy instruction and assessment to support students who struggle to acquire literacy skills.

The KSDE provides a list of approved screeners that include the specific subskills that the Kansas State Board approved upon recommendation of the Legislative Dyslexia Taskforce. The KSDE provides a clear and comprehensive universal screening protocol to assess reading risk for students K-fall of 9th grade (3 times per year) in order to provide appropriate intervention at first sign of risk and to continue to look for reading risk as texts become more complex. Schools are required to maintain screener data as a measure of Tier 1 and intervention effectiveness and to be used, along with other formative and diagnostic assessments, to guide intervention and instructional decisions and provide specific data to the KSDE as required for system accreditation. The KSDE requires systems to provide spring screening data for K,1,2,3,and 8th grade and to provide information in accordance with the Every Child Can Read Act and to communicate with parents as required by that legislation.

Next Steps:

- Screening and progress monitoring data used to identify systemic gaps (not just student risk).
- Strengthen system capacity to interpret data for determining appropriate interventions and guide instructional decisions.
- Strengthen strong parent-facing communication and guidance for students who

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struggle in literacy acquisition.

More information can be found at:
Kansas Dyslexia Handbook
(Screening Protocol)
(EOYA Protocol)
(Grade 3 Every Child Can Read)

Coaching and Kansas Literacy Leadership Cadre:
The Kansas State Department of Education recognizes the value of literacy coaches who can help educators in implementation of high-quality instructional materials and associated practices closely aligned with the science of reading. The KSDE has funded extensive training of over 300 educators allowing them to be trained as LETRS Local Licensed Course Facilitators (LCFs). This training enables them to train other educators in their systems in the Early Childhood and 3rd Edition of LETRS for Educators. The facilitators go through multiple days of training to facilitate this professional learning at a high level and are required to receive additional professional learning modules to maintain their licenses as facilitators. The facilitators were selected by leadership in their systems for their knowledge in the science of reading and in their ability to work in a leadership and instructional role with fellow educators. Those trained as LCFs are then considered members of the Kansas Literacy Leadership Cadre and provided additional monthly support through a virtual network of facilitators throughout the state.

Those who attend the Cadre meetings receive additional professional learning regarding how to coach other educators to implement what was learned in the LETRS coursework with their system's HQIM. The KSDE is currently developing a state-wide regional coaching network of these facilitators to provide them with continuing professional learning to equip them with skills to support fellow educators for implementation of what was learned in LETRS. This allows educators to be coached by a trained colleague who has both strong knowledge of the principles and elements of structured literacy as well as the system's curriculum, resources and assessments to bring coherence and support throughout the system. To assist in coaching conversations, observation/ coaching conversation tools have been developed which include "look fors" for both teachers and students when high quality instructional practices occur in the classrooms. There are tools developed for K-2 Foundational Skill Lessons, K-2 Knowledge-Building Lessons, and 3-12 ELA lessons.

The KSDE facilitates a state-wide Professional Learning Community for any reading specialist in the state. Meetings are held once a month, virtually, and participants can bring forward new research on practices, problems in practice, or information for discussion that supports their role in working with children and families, leading data analysis, working with educators and providing literacy support for their building/ system. The KSDE recognizes the critical importance of every system having access to a reading specialist to provide support for at-risk

DRAFT

students and the literacy initiatives within each system.

The KSDE has started an annual Kansas Literacy Summit to bring together the Kansas Literacy Leadership Cadre with other literacy leaders in the state to discuss new research in the science of reading and continue to develop coaching expertise.

Next Steps:

- Develop coaching handbook to systematize expectations for literacy student-based coaching
- Systematize a regional coaching network with regional partners, to assure a standard of expectation and the flexibility necessary for small and rural systems
- Use coaching data to monitor implementation fidelity
- Explore a funding avenue to support systems in increasing the use of reading specialists and coaches
- Continue and expand comprehensive support for reading specialists through state-wide PLC

Strong Tiered System of Support/ Parent Communication

The KSDE is developing guidance and a state model for the creation of individual reading plans for early grade students who are at high risk for reading difficulty and communicate clearly with parents regarding student difficulty, intervention and how progress will be monitored and reported.

The KSDE will explore protocols to inform after school programming and the use of summer high dose tutoring/programming to benefit student literacy outcomes.

Next Steps:

- Provide a state model for individual reading plans (IRPs) for students who are at high risk for reading difficulty.
- Pilot effective summer school programs and high dose tutoring starting this summer. (Pilot for summer intervention is occurring June, 2026 with USD 259, WSU/KBOR and KSDE.)
- Assure assessment system aligns between screening, intervention, and progress monitoring.
- Improve data collection on effectiveness of interventions.
- The KSDE will utilize Every Child Can Read (ECCR) data to provide targeted support.
- The KSDE will utilize At-Risk Accountability Plans to inform the level of support for systems.
- Clarify expectations for frequency and format of parent communication regarding reading difficulty as soon as risk is determined, plans for provision of intervention and how progress will be monitored and reported. (Expanding upon the Every Child Can Read Act).

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HIGHER EDUCATION

The KSDE has required assurance forms from all institutions of higher education that prepare teachers to verify that they were addressing the science of reading in their teacher preparation courses. In addition, the KSDE is in the process of reviewing and revising the standards to assure that they are developed using the IDA Knowledge and practice standards and institutions are identifying at the standard level the basic tenets of structured literacy, assessment and intervention aligned with the science of reading.

Next Steps:

- The KSDE uses an accelerated schedule to review and revise all education program preparation standards for alignment with SoR/ Structured Literacy.
- KBOR, in partnership with KSDE, develop and implement a Structured Literacy Educator Preparation continuous Improvement Framework to strengthen educator preparation program (EPP) alignment with the science of reading and structured literacy to include:
    - Establish clear accountability metrics and benchmarks aligned to evidence-based literacy competencies (e.g., content knowledge, instructional practice, and clinical experiences).
    - Incorporate third-party technical assistance in review (e.g., external experts, national organizations, or peer-state models) to support implementation fidelity and objectivity
    - Use data-informed continuous improvement cycles (review, reflect, refine) to guide program adjustments and monitor progress over time
    - Ensure cross-sector collaboration among higher education faculty, PK-12 partners, state agencies, and community organizations.
    - Ongoing professional learning to deepen faculty expertise, strengthen clinical experiences, and ensure course content reflects current research
    - Align the framework with state accreditation, approval, and reporting processes to reduce duplication and support sustainability.
- Literacy Specific Clinical Experience
    - The KSDE and KBOR recommend a minimum of three credit hours of literacy-specific practicum experience in which teacher candidates apply structured literacy practices in authentic school settings, under the supervision of a mentor teacher and/ or faculty that hold the Seal of Literacy.

DRAFT

    - Recommend development and implementation of a common performance assessment to evaluate authentic application of structured literacy post practicum in undergraduate educator preparation programs
- Higher Education Program Development to Provide Professional Leadership within Kansas
    - The KSDE , in partnership with KBOR, will develop and implement recognition/ grant for educator preparation programs to pursue IDA Accreditation
    - The KBOR, in partnership with KSDE, will develop and implement a request for proposals for advanced degree programs in literacy instruction and research (e.g. ED.D. and Ph.D. opportunities)
        - Advanced degree programs to include a robust action and applied research focus that advances understanding of literacy instruction within the Kansas context and supports dissemination of findings to inform and strengthen literacy practices across Kansas education systems.

*Kansas should avoid a rigid retention mandate while strengthening early intervention and acceleration. By emphasizing prevention and acceleration through grade 3 and clearly defining intensive supports that are required as needed, students, educators and families can make data-based decisions and receive critical support.

DRAFT

Agenda Number: 6

Meeting Date: 3/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation on Cursive Writing

From: Deborah Bremer

Mary Lonker, English Language Arts Consultant, will give a presentation on cursive writing. She will explain the current standards (attached) and share why learning about and writing in cursive is part of learning to read and write at a high level.

Kansas Handwriting Curricular Standards

KANSAS
STATE DEPARTMENT OF
EDUCATION

Kansas leads the world in the success of each student.

JANUARY 2020

For more information, contact:

English Language Arts Consultant
(785) 296-2144

https://community.ksde.org/Default.aspx?tabid=5280

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THE KANSAS HANDWRITING STANDARDS FOR BIRTH TO 5 YEARS OLD 5

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ANCHOR STANDARDS FOR HANDWRITING: KINDERGARTEN TO SIXTH GRADE 8

Standards for Grades Kindergarten to Sixth Grade 9

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KANSAS HANDWRITING CURRICULAR STANDARDS

Acknowledgements

The 2019 Kansas Handwriting Standards Committee members were carefully chosen to represent various student populations across various geographical regions of Kansas. Committee members' expertise ranged from urban to rural, public to private, early childhood through higher education. Moreover, there was a representation of specialists of English Language Learners (ELL), special education, Career and Technical Education (CTE), occupational therapists and reading specialists.

Kansas Handwriting Curricular Standards Committee - 2019

Members

- Margrette Atwood, ELL Coordinator, Shawnee Heights USD 450
- Stephanie Barnhill, coordinator of special services, Early Childhood, Spring Hill USD 230
- Holly Brecheisen, occupational therapist, Geary County Schools USD 475
- Amber Cunningham, instructional coach, Dodge City USD 443
- Elizabeth Dobler, professor of Reading and Language Arts, Emporia State University
- Sara Greene, fourth-grade teacher, Wamego USD 320
- Cynthia Hadicke, education program consultant, Kansas State Department of Education (KSDE)
- Nichole Kuhn, reading interventionist, Topeka USD 501
- April Leavitt, instructional coach, Spring Hill USD 230
- Dr. Gayla Lohfink, consultant, Southwest Plains Regional Service Center
- Kristy Oborny, librarian and fourth- and fifth-grade English Language Arts (ELA), Hays USD 489
- Joan Pauly, kindergarten teacher, Renwick USD 267
- Sheryl Plattner, fifth-grade teacher and reading specialist, Sabetha School USD 113
- Faith Rucker, kindergarten teacher, Eureka Public Schools USD 389
- Rachel Slusser, second-grade teacher and English Learner (EL) support, Shawnee Heights USD 450
- Joshua Snyder, director of curriculum and instruction, Wellsville USD 289
- Staci Straub, third-grade teacher, Hays USD 489
- Sharla Testorff, kindergarten teacher, Ottawa USD 290

Facilitators

- Joann McRell, education program consultant, KSDE
- Sarah Perryman, redesign coordinator, KSDE

Introduction: The Need for Handwriting

Handwriting instruction facilitates effective written composition and communication, which is the ultimate goal.

(Center on Enhancing Early Learning Outcomes, 2013)

Handwriting instruction impacts success for children not only in school, but also later in the world of college and work.

Handwriting and writing compositions are two different processes. While handwriting can facilitate the physical act of writing, it doesn't determine the effectiveness of the writer's ability to formulate and express ideas and information through written communication. In other words, handwriting becomes a tool to be used by the writer to communicate.

Handwriting is a foundational skill crucial for literacy success. It teaches letter formation and supports reading and language acquisition. Additionally, through visual perception and motor skills practice, handwriting advances neurological development and augments writing automaticity.

Learning to write the manuscript letters of the alphabet leads directly to reading acquisition. According to the National Reading Panel, letter knowledge and phonemic awareness are the two best predictors of reading proficiency. Moreover, writing letters by hand has been proven to help children recognize and remember letters more easily and to activate parts of their young brains that become critical for reading (James, 2011, 2012; Longcamp et al., 2005; Berninger et al., 2002, 2006; NICHD, 2000).

Writing by hand engages the brain in learning. Through modern brain-imaging techniques, researchers have found that neural activity was far more advanced in children who practiced manuscript by hand than in children who just looked, traced or copied letters. Handwriting, based on empirical evidence from neuroscience, seems to play a large role in the visual recognition and learning of letters (James and Atwood, 2009; James and Gauthier, 2006; James, Wong, and Jobard, 2010; Longcamp et al., 2008).

Students write most assignments and tests by hand. A 2008 study showed that older students produce at least half of their writing for school by hand. Younger students handwrite nearly 90% of their schoolwork. Standardized essay scores are influenced by handwriting. More troubling, solid research finds that handwritten tests are graded differently based on the legibility of the handwriting (Graham and Harris, 2002; Conti, 2012; Vander Hart et al., 2010). Poor handwriting can drop a paper from the 50th percentile to the 10th or 22nd percentile (Graham, Harris, and Herbert, 2011) due to legibility issues impacting the reader's ability tomaintain comprehension. Essay graders of handwritten standardized tests read more than 100 essays an hour, making legibility even more important (ACT, 2011).

Handwriting instruction supports automaticity, speed and production. When students develop the fine motor skills that accompany learning to write by hand, their speed and output increase (Graham and Harris, 2005; Graham and Weintraub, 1996). Additionally, with consistent handwriting practice, the processes involved become less demanding and more automatic, enabling students to devote a higher amount of neurological resources to critical thinking and thought organization (Peverly, 2012).

Handwriting fluency continues to develop past the early grades as studies show handwriting instruction improves legibility and fluency through ninth grade. In addition, the overall quality of writing and the length of writing passages increase through ninth grade with handwriting instruction (Graham and Santangelo, 2012).

Why do these standards not include keyboarding?

The Kansas Board of Education recognized a need to focus on handwriting. This isn't to diminish the importance of students learning keyboarding skills but to strike a balance of instruction for both handwriting and keyboarding.

Kansas provides standards for keyboarding in the Kansas Computer Science Model Standards (https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Computer-Science) adopted April 16, 2019. These standards are in the Input/Output subconcept (located under the Computing Systems concept) and begin in pre-K and continue through high school. However, specific references to keyboarding skills end in eighth grade.

Likewise, the *Kansas Standards for English Language Arts,* adopted in November 2017, also support the use of technology in the writing process and offer guidance in the amount of writing a student should produce in a single sitting. The *Kansas English Language Arts and Literacy College and Career Ready Standards* are also available on the Kansas State Department of Education's website at the following URL: https://community.ksde.org/Default.aspx?tabid=5559

The Kansas Handwriting Standards for Birth to 5 Years Old

Crayons to Handwriting: At the Beginning

Young children see the adults in their lives writing to connect with others and to share information and thoughts. Handwriting has its foundations in small muscle development and coordination, as well as eye-hand coordination. The basic ability to hold a writing tool to make a mark on paper is a beginning - leading toward meaningful communication. In order for written communication to make sense, children need to have alphabetic knowledge, print knowledge and some literacy knowledge. Therefore, the handwriting standards are built from the Kansas Early Learning Standards (https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf) in the fine motor area (physical health domain) and writing area (communication and literacy domain), highlighting the connection of physical development and literacy learning. It also is critical to use the developmental continuum of learning and to consider age appropriate abilities as the skill of handwriting is taught. Children are eager to learn and eager to share their understanding of their world. Writing can help this happen, beginning with emergent writing and resulting in meaningful communication with peers and adults.

Physical development, with a special focus on fine motor skills, is a developmental domain that includes necessary precursors to handwriting such as:

- Small muscle development and coordination.
- Eye-hand coordination.
- The ability to hold writing tools properly.
- The ability to form basic strokes.

These skills are critical: holding writing utensils, gaining strength to make marks on paper or other materials, and finally, controlling the writing device so that the marks are intentional and meaningful.

Communication and literacy, domains critical to the development of handwriting skills, include skills that help make a meaningful message or intentionality of letters. Examples are letter recognition and the understanding of printed language.

Furthermore, it is important to note that print concepts are developed prior to and in conjunction with handwriting skills. The coordination of using physical development/fine motor skills combined with understanding and using literacy skills results in intentional written communication.

Birth to Age 5 Handwriting

Fine motor skills

Young infant: "i" *(By 8 months)*	**Mobile infant: "mi"** *(By 18 months)*	**Toddler: "t"** *(By 36 months)*	**Pre 3: "p3"** *(By 48 months)*	**Pre 4: "p4"** *(By 60 months)*
PHD.i.4: Transfers object from one hand to the other. PHD.i.5: Grasps and releases object using entire hand.	PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks (drinks from a bottle or cup by self, holds a spoon). PHD.mi.5: Coordinates eye-hand movements, such as putting things in a box.	PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).

Communication and Literacy: Writing

Text types and purposes

Young infant: "i" *(By 8 months)*	**Mobile infant: "mi"** *(By 18 months)*	**Toddler: "t"** *(By 36 months)*	**Pre 3: "p3"** *(By 48 months)*	**Pre 4: "p4"** *(By 60 months)*
CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again). **CL.W.i.2:** Grasps objects using entire hand.	**CL.W.mi.1:** Picks up objects between thumb and finger (i.e., pincer grasp). **CL.W.mi.2:** Uses a full-hand grasp to hold a writing tool to make scribbles.	**CL.W.mi.1:** Picks up objects between thumb and finger (i.e., pincer grasp). **CL.W.mi.2:** Uses a full-hand grasp to hold a writing tool to make scribbles.	**CL.W.p3.1:** Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas	**CL.W.p4.1:** Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. **CL.W.p4.2:** Recognizably writes a majority of the letters in their name.

Production and Distribution of Writing

Young infant: "i" *(By 8 months)*	**Mobile infant: "mi"** *(By 18 months)*	**Toddler: "t"** *(By 36 months)*	**Pre 3: "p3"** *(By 48 months)*	**Pre 4: "p4"** *(By 60 months)*
N/A	N/A	N/A	**CL.W.p3.2:** Uses consistent marks to represent name when writing. **CL.W.p3.3:** With guidance and support, imitates shapes and strokes. **CL.W.p3.4:** With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book "My Favorite Animals").	**CL.W.p4.2:** Recognizably writes a majority of the letters in their name. **CL.W.p4.3:** With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. **CL.W.p4.4:** With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).

KANSAS HANDWRITING CURRICULAR STANDARDS

Anchor Standards for Handwriting: Kindergarten to Sixth Grade

The K–6 standards on the following pages define what students should understand and do by the end of each grade level. The anchor and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity. Together, these define the skills and understandings that all students should demonstrate when producing handwritten text.

Anchor Standards for Handwriting

Form and Production

1. Demonstrate an understanding of the organization and basic features of manuscript writing.
2. Demonstrate an understanding of organization and basic features of cursive writing.

Automaticity

3. Write with sufficient flow, ease and pace to support automaticity.

Handwriting Application

4. Develop a handwriting style to facilitate learning in all content areas.

KANSAS HANDWRITING CURRICULAR STANDARDS

Standards for Grades Kindergarten to Sixth Grade

Anchor Standard: Form and Production

1. Demonstrate an understanding of the organization and basic features of manuscript writing.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a functional pencil grasp that facilitates legible writing. b. Form[1] manuscript lines (line, slant, curve, circle, cross). c. Form[2] from a model upper and lowercase letters with left-to-right and top-to-bottom progression, with proportion, spacing and some reversals. d. Form many upper and lowercase letters with line awareness.	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a functional pencil grasp that facilitates legible writing. b. Previously addressed in kindergarten. c. Form[2] and/or produce[3] all upper and lowercase letters with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. d. Form and/or produce all upper and lowercase	1. Demonstrate an understanding of the organization and basic features of manuscript writing. a. Use a functional pencil grasp that facilitates legible writing. b. Previously addressed in kindergarten. c. Produce[3] all uppercase and lowercase manuscript letters with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. d. Produce all uppercase and	1. Maintain legible production of words, sentences and numbers with proportion and spacing using manuscript writing.	1. Maintain legible production of manuscript writing with proportion and spacing.	1. Maintain legible production of manuscript writing with proportion and spacing.	Addressed in K-5.

[1] to construct the written character shape and structure with models
[2] to construct the written character shape and structure with models
[3] to construct the written character's shape and structure from memory

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
e. Form from a model numbers with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **f.** With prompting and support, form words and numbers with appropriate spacing.	letters with line awareness. **e.** Form and/or produce numbers with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **f.** Form and/or produce words, sentences and numbers with appropriate spacing.	lowercase letters with line awareness. **e.** Produce numbers with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **f.** Produce words, sentences and numbers with appropriate spacing.				

Anchor Standard: Form and Production

2. Demonstrate an understanding of the organization and basic features of cursive writing.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Begins in third grade.	Begins in third grade.	Begins in third grade.	**2.** Demonstrate an understanding of the organization and basic features of cursive writing. **a.** Form[4] basic cursive lines (e.g. undercurve, downcurve, overcurve, slant). **b.** Form[4] joinings to connect letters, maintaining proportion of letters to joinings. **c.** Form uppercase and lowercase cursive letters with proportion. **d.** Form letters in cursive using consistent slant. **e.** Form many upper and lowercase letters with line awareness. **f.** Form cursive words with appropriate spacing between letters, and form sentences with appropriate spacing between words.	**2.** Form[4] and/or produce words and sentences with proportion and spacing using cursive writing.	**2.** Produce[5] legible cursive writing with proportion and spacing.	Addressed K-5.

[4] to construct the written character shape and structure with models

[5] to construct the written character's shape and structure from memory

Anchor Standard: Automaticity

3. Write with sufficient flow[6], ease[7], and pace[8] to support automaticity[9] .

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
3. Write with sufficient flow and ease to support automaticity. *Manuscript	**3.** Write with sufficient flow, ease and pace to support automaticity. *Manuscript	**3.** Write with sufficient flow, ease and pace to support automaticity. *Manuscript	**3.** Write with sufficient flow, ease and pace to support automaticity. *Cursive	**3.** Write with sufficient flow, ease and pace to support automaticity. *Cursive	**3.** Write with sufficient flow, ease and pace to support automaticity. *Cursive	**3.** Write with sufficient flow, ease and pace to support automaticity *Hybrid

Anchor Standard: Handwriting Application

4. Develop a handwriting style to facilitate learning in all content areas.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Begins in sixth grade.	Begins in sixth grade.	Begins in sixth grade.	Begins in sixth grade.	Begins in sixth grade.	Begins in sixth grade.	**4.** Adopt a legible style with proper proportion and spacing.

[6] the process of the pencil moving across the page in smooth and fluid motions
[7] the ability to access and retrieve written characters effortlessly
[8] the rate of production
[9] the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit

KANSAS HANDWRITING CURRICULAR STANDARDS

Standards for Grades Kindergarten to Second Grade

Anchor Standard: Form and Production

1. Demonstrate an understanding of the organization and basic features of manuscript writing.

Kindergarten	First Grade	Second Grade
1. Demonstrate an understanding of the organization and basic features of manuscript writing. **a.** Use a pencil grasp that facilitates legible writing **b.** Form basic manuscript lines (line, slant, curve, circle). **c.** Form from a model upper and lowercase letters with left-to-right and top-to-bottom progression, with proportion, spacing and some reversals. **d.** Form many upper and lowercase letters with line awareness. **e.** Form from a model numbers with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **f.** With prompting and support, form words and numbers with appropriate spacing.	**1.** Demonstrate an understanding of the organization and basic features of manuscript writing. **a.** Use a pencil grasp that facilitates legible writing. **b.** Previously addressed in kindergarten. **c.** Form and/or produce all uppercase and lowercase letters with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **d.** Form and/or produce all uppercase and lowercase letters with line awareness. **e.** Form and/or produce numbers with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **f.** Form and/or produce words, sentences and numbers with appropriate spacing.	**1.** Demonstrate an understanding of the organization and basic features of manuscript writing. **a.** Use a pencil grasp that facilitates legible writing. **b.** Previously addressed in kindergarten. **c.** Produce all uppercase and lowercase manuscript letters with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **d.** Produce all uppercase and lowercase letters with line awareness. **e.** Produce numbers with left-to-right and top-to-bottom progression, with proportion, spacing and minimal reversals. **f.** Produce words, sentences and numbers with appropriate spacing.

2. Demonstrate an understanding of the organization and basic features of cursive writing.

Kindergarten	First Grade	Second Grade
Begins in third grade.	Begins in third grade.	Begins in third grade.

Anchor Standard: Automaticity

3. Write with sufficient flow, ease, and pace to support automaticity.

Kindergarten	First Grade	Second Grade
3. Write with sufficient flow and ease to support automaticity. *Manuscript	3. Write with sufficient flow and ease to support automaticity. *Manuscript	3. Write with sufficient flow and ease to support automaticity. *Manuscript

Anchor Standard: Handwriting Application

4. Develop a handwriting style to facilitate learning in all content areas.

Kindergarten	First Grade	Second Grade
Begins in sixth grade.	Begins in sixth grade.	Begins in sixth grade.

Standards for Third Grade to Sixth Grade

Anchor Standard: Form and Production

1. Demonstrate an understanding of the organization and basic features of manuscript writing.

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
1. Maintain legible production of words, sentences and numbers with proportion and spacing using manuscript writing.	**1.** Maintain legible production of manuscript writing with proportion and spacing.	**1.** Maintain legible production of manuscript writing with proportion and spacing.	Addressed in K-5.

2. Demonstrate an understanding of the organization and basic features of cursive writing.

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
2. Demonstrate an understanding of the organization and basic features of cursive writing. **a.** Form basic cursive lines (e.g. undercurve, downcurve, overcurve, slant). **b.** Form joinings to connect letters, maintaining proportion of letters to joinings. **c.** Form uppercase and lowercase cursive letters with proportion. **d.** Form letters in cursive using consistent slant. **e.** Form many uppercase and lowercase letters with line awareness. **f.** Form cursive words with appropriate spacing between letters. **g.** Form sentences with appropriate spacing between words and paragraphs.	**2.** Form words and sentences with proportion and spacing using cursive writing.	**2.** Produce legible cursive writing with proportion and spacing.	Addressed in K-5.

Anchor Standard: Form and Production

3. Write with sufficient flow, ease, and pace to support automaticity.

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
3. Write with sufficient flow and ease to support automaticity. *Cursive	**3.** Write with sufficient flow and ease to support automaticity. *Cursive	**3.** Write with sufficient flow and ease to support automaticity. *Cursive	**3.** Write with sufficient flow, ease and pace to support automaticity. *Hybrid

Anchor Standard: Handwriting Application

4. Develop a handwriting style to facilitate learning in all content areas.

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Begins in sixth grade.	Begins in sixth grade.	Begins in sixth grade.	**4.** Adopt a legible handwriting style with proper proportion and spacing.

Appendix

A: Glossary

Automaticity: The ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit.

Cursive: (Handwriting) in flowing strokes with the letters joined together.

Demonstrate: To clearly show and display knowledge of handwriting.

Ease: The ability to access and retrieve written characters effortlessly.

Flow: The process of the pencil moving across the page in smooth and fluid motions.

Form: To construct the written character shape and structure with models.

Handwriting: Writing done by hand.

Manuscript: Letters that are written that aren't joined together to form words as opposed to cursive letters, which are joined together to create words.

Pace: The rate of production.

Print: Use a pencil or pen to place letters on paper to form words that aren't joined.

Produce: To construct the written character's shape and structure from memory.

Proportion: The equal distribution of the width, height and spacing of written characters on a variety of materials.

Scaffolding: Used by teachers to move students beyond their current developmental stage or skill set and into progressively more difficult tasks.

B: Shifts in 2019 Handwriting Standards

Working memory and production

Humans have had a spoken language for thousands of years. Putting that language into print has been a more recent endeavor. When tasked with not only producing the written word, but also reading it, McCutchen (1988) states cognitive overload in young children is likely due to the slow, laborious handwriting skills of beginning writers. Knowing how to produce letters automatically allows for writing to be quick, smooth and effortless. A lack of automaticity results in students focusing on the recall of letter production, rather than the process of conveying ideas (Bourdin and Fayol, 1994; Berninger, Vaughan, Graham, Abbott, Abbott and Rogan, 1997).

Forming versus producing letters

Research confirms that writing a letter from memory and the self-regulation to produce that letter cements letter recognition for reading. Moreover, comparing and contrasting how similar letters are formed impact letter recognition and enhance automaticity in reading and writing. Self-regulation in writing allows children to gain an understanding of which perceptual properties are crucial for identity and which aren't. James and Engelhardt (2012) contend different instances of the same letter produced by a child have distinct variances. However, the children can still accurately recognize these as intended letters which may be a crucial component of emerging letter recognition and understanding. The experience of producing accurate copies of letters by tracing or typing doesn't contribute to the child's knowledge of letters like the experience of printing less accurate copies of letters does. Children evaluating their own writing to determine best formed letters and teachers providing explicit feedback are imperative to legibility and automaticity in writing. Therefore, the 2019 Kansas Handwriting committee wanted to focus instruction through the progression of forming letters from copying to producing letters and allowing self-regulation since text transcription skills require considerable cognitive effort for young children (Graham and Harris, 2005; McCutchen, 1988).

The Hybrid: Combining Manuscript and Cursive

As students become acquainted with both manuscript and cursive handwriting, they are better able to determine their preference for the handwriting style (manuscript, cursive or manuscript-cursive hybrid) that best serves them in taking notes, handwriting in-class assignments, and performing on high-stakes tests. The combination of manuscript and cursive results in greater handwriting fluency and students' legibility was equal to, or superior to, a manuscript-only or cursive-only style. Once students develop a personal handwriting style, their style remains consistent 92% of the time; and the application of their handwriting development assists them in producing texts with greater speed (up to three times greater), automaticity, and most importantly, legibility (Graham, Weintraub, and Berninger, 1998).

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D: History of 2013 Handwriting Standards Committee

In 2010 with the release of the Common Core Standards, the Kansas State Board of Education researched handwriting and facilitated discussions about instructional practices. In 2012, after reviewing a state-wide survey about handwriting instruction and research from the National Association of State Boards the Education, the State Board of Education commissioned a set of Kansas Handwriting Standards be written to provide direction for Kansas educators. By 2013, the first standards in handwriting encompassing manuscript and cursive writing were approved. The State Board of Education believed that cursive handwriting had an important place in the instructional practice of every school's curriculum. Research supports the role that handwriting instruction plays in the cognitive development of children, and this activity is even more important in an increasingly digital environment. The Board strongly encourages educators to ensure that all students can write legibly in cursive and comprehend text written in this manner as it remains an important student skill.

The 2013 Kansas Handwriting Standards Committee assembled the first set of handwriting standards for the children of Kansas. The committee was supported by the Kansas State Department of Education (KSDE), Central Comprehensive Center (C3) and Center on Enhancing Early Learning Outcomes (CEELO). This committee was honored to receive guidance from Dr. Dorothy Strickland, the Samuel DeWitt Proctor Professor of Education at Rutgers University.

The 2013 committee incorporated work from the Handwriting for 21st Century Educational Summit in Washington, D.C., on Jan. 23, 2012. This summit further crystallized the need to give handwriting and keyboarding a set of benchmarked, developmentally appropriate handwriting standards that provide all students with equal access to this foundational skill. The Kansas Handwriting Standards Committee used the national standards for written-language production as a starting point to develop the Kansas Handwriting Standards as they offered developmentally appropriate, research-based indicators to integrate handwriting into the curriculum.[10] (More information about the summit and the research presented there is available online at www.hw21summit.com.)

The Keyboarding standards have been housed within the Library Information and Technology standards since 2013, but they have since moved to the Computer Science standards in 2019.

[10] Much of the content of this document is borrowed, with permission, from Zaner-Bloser's *Written-Language Production Standards for Handwriting and Keyboarding* (2012).

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MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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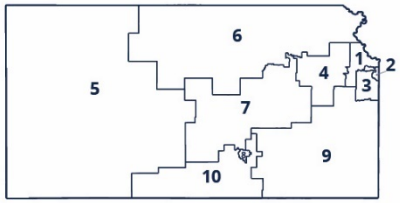


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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	8

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/10/2026
Sherry Root		Randy Watson		

Item Title:

Act on a request to approve USD 266 Maize and St. Francis Xavier School in Junction City to be awarded the designation as a Kansas Purple Star School.

Recommended Motion:

It is moved that the Kansas State Board of Education act on a request to approve USD 266 Maize and St. Francis Xavier School in Junction City as a Kansas Purple Star School, recognizing schools that have met specific criteria and demonstrated a major commitment to serving the needs of military-connected students and families.

Explanation of Situation Requiring Action:

School representatives will provide a brief testimony to the State Board to demonstrate ways they serve military-connected students and families. Group photos with board members will follow their presentation.

USD 266 Maize and Z0030 St. Francis Xavier School (Junction City) submitted applications to be awarded the designation of Kansas Purple Star School. Members of the Kansas Military Children Education Council (KMCEC) Purple Star committee met on February 18, 2026, to determine each school met specific criteria and demonstrate a strong commitment to serving military-connected families and students. They are recommended for approval to be designated as a Kansas Purple Star School starting in the 2026-2027 school year.

The State Board of Education at the March 10 meeting will act on a request to approve USD 266 Maize and 12 attendance centers, and Z0030 St. Francis Xavier School in Junction City to be awarded the designation as a Kansas Purple Star School.

See attached list of school attendance centers that are approved.

PURPLE STAR SCHOOL DESIGNATION 2026-27, 2027-28, 2028-29

USD 266 Maize and Z0030 St. Francis Xavier School (Junction City) submitted applications to be awarded the designation of Kansas Purple Star School. Members of the Kansas Military Children Education Council (KMCEC) Purple Star committee met on February 18, 2026, to determine each school met specific criteria and demonstrate a strong commitment to serving military-connected families and students. They are recommended for approval to be designated as a Kansas Purple Star School starting in the 2026-2027 school year.

The State Board of Education at the March 10 meeting will act on a request to approve USD 266 Maize and 12 attendance centers, and Z0030 St. Francis Xavier School in Junction City to be awarded the designation as a Kansas Purple Star School.

Recommended Motion:
It is moved that the Kansas State Board of Education act on a request to approve USD 266 Maize and St. Francis Xavier School in Junction City as a Kansas Purple Star School, recognizing schools that have met specific criteria and demonstrated a major commitment to serving the needs of military-connected students and families.

School representatives will provide a brief testimony to the State Board to demonstrate ways they serve military-connected students and families. Group photos with board members will follow their presentation.

School buildings designated as a Kansas Purple Star School are listed below:

Unified School District 266 Maize — Contact: Dr. Lindsay King

Dr. Raquel Greer, Superintendent

USD 266 Maize (District)
Maize High School
Maize South High School
Maize Middle School
Maize South Middle School
Maize Intermediate School
Maize South Intermediate School
Maize Elementary School
Maize Central Elementary School
Maize South Elementary School
Pray-Woodman Elementary School
Vermillion Elementary School
Maize Early Childhood Center

Website: Military Families - Maize Unified School District 266

St. Francis Xavier School (Junction City) — Contract: Mr. Shawn Augustine, Principal

Catholic Diocese of Salina — Geoff Andrews, Superintendent of Schools

Website: Military Families

Agenda Number: 9

Meeting Date: 3/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Reading Corner: Teacher Highlight

From: Deborah Bremer

This month's Reading Corner will focus on a 5th grade history teacher in Olathe, Rachel Swearengin. She will share what she has learned about integrating reading into the area of history for elementary school students.

Agenda Number: 10

Meeting Date: 3/10/2026

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Item Title: Recognition of the 2025 National ESEA Distinguished Schools

From: Roxanne Zillinger

The Distinguished Schools Program, a project of the National Association of ESEA State Program Administrators (NAESPA), recognizes federally-funded schools from each state for their outstanding achievements in education. Each year, only two schools per state are chosen as National ESEA Distinguished Schools, underscoring the prestigious nature of this honor. (ESEA - Elementary and Secondary Education Act)

In order for a school to qualify for the Distinguished Schools award, it must meet the following criteria:

A poverty rate of at least 35% for the selected year.
Demonstrated high academic achievement.
Met or exceeded state-determined accountability criteria.
Must be federally founded by one or more ESEA programs.
Selected schools can be designated in any of the listed categories, with a limit of two schools per state annually.

Category 1 - Exceptional student performance and academic growth, as determined by each state.
Category 2 - Closing the achievement gap between student groups, as determined by each state.
Category 3 - Excellence in serving special populations of students (e.g., homeless, migrant, English learners, etc.).
The Kansas State Board of Education will have the opportunity to hear from the two 2025 ESEA Distinguished Kansas Schools. These schools were honored in February at a ceremony in Denver, Colorado during the National ESEA Conference.

2025 ESEA Distinguished Schools:

Lakeside Elementary, USD 272 Waconda, **Principal** Kayla Corpstein

Norwich Elementary School, USD 331 Kingman - Norwich, **Principal** Kevin Hedrick

Representatives from the above-named schools will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising and/or maintaining student achievement at their schools and their experience at the national ESEA Conference. They will be available to respond to questions from Board members.

Agenda Number: 11

Meeting Date: 3/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Recognition of 2025 Milken Educators

From: Denise Kahler

Recognition of 2026 Milken Educator

At its March meeting, the Kansas State Board of Education will have the opportunity to hear from the 2025 Milken Educator

- Lexcee Oddo, Turner Elementary School, Turner USD 202, Principal Tara Hudson

Ms. Oddo will share some of the innovative programs and strategies she uses to foster student achievement in her school. She will be available to respond to questions from the Board following her presentation.

Agenda Number:

Meeting Date: 1/1/0001

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Item Title: Update on the Registered Teacher Apprenticeship Program

From: Shane Carter

The Teacher Licensure team will provide an update on the status of the Registered Teacher Apprenticeship Program. As part of this update, we will also recognize the program's first fully licensed completer.

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.

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: 1

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/11/2026
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Licensure Regulations/Rules Review

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended changes to licensure regulations.

Explanation of Situation Requiring Action:

Over the past three years, 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 process applications more efficiently and effectively.
The Licensure Team will present:

A summary of regulation changes previously approved by the Board, and
Newly proposed changes requiring Board consideration.
Regulations Impacted

91-1200 – Definitions
91-1201 – Types of Licensure
91-1202 – Endorsements
91-1203 – Licensure Requirements
91-1204 – Licensure of Out-of-State and Foreign Applicants
91-1205 – Licensure Renewal Requirements
91-1209 – Additional Endorsements
Previously Approved Licensure Changes

Creation of a "Legacy License." A 20-year license for retired educators, permitting service as a full-time teacher of record or substitute teacher.
Addition of a third pathway for Emergency Substitute Licensure, requiring:
Completion of State Board-approved substitute training modules, and
Verification of hire.
Removal of the Principles of Learning and Teaching (PLT) test. The test was determined to be duplicative, as candidates already complete a performance-based work sample in all state-approved teacher preparation programs.
Creation of a Computer Science endorsement.

New Items for Board Consideration

1. Add a New Renewal Pathway Aligned With the School Improvement Model. Allow educators to renew their licenses by completing designated State Board-approved training programs during the term of the license. Examples include:

LETRS:

LETRS for Early Childhood Educators
LETRS for Elementary Educators
LETRS for Administrators
Keys to Literacy
Keys to Beginning Reading
AIM Pathways
Pathways to Proficient Reading
Pathways to Proficient Reading Secondary
Pathways to Literacy Leadership
Kansas Board of Regents
Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles.
R.E.A.D. Redefined
Literacy Redefined
R.E.A.D Redefined.
Phillips Fundamental Learning Center
Structured Literacy Intervention Specialist – Alphabetic Phonics (Cox) – Introduction.
United School Administrators of Kansas
Elevate Leadership.
This pathway streamlines renewal and emphasizes professional learning aligned with statewide literacy and instructional priorities.

2. Adjust License Durations to Improve Alignment, Efficiency, and Cost-Effectiveness

Proposed changes are intended to better align with mentoring requirements, reduce educator costs, simplify tracking, and support applicants who complete teacher preparation programs in the fall semester.

License Type

Proposed Change

Emergency Substitute License

Convert all to a two-calendar-year duration

Initial Teaching License

Extend to a four-year license

Temporary Nonrenewable License

Convert to a one-calendar-year license

Transitional License

Convert to a one-calendar-year license

3. Remove "Recency" as a Requirement for Licensure. Currently, recency is defined as one of the following within the past six years:

One year of accredited teaching experience, or
Eight semester credit hours of coursework.
Educators who do not meet recency must currently obtain a temporary license and then complete the requirement through coursework or experience.

Recommendation: Remove the recency requirement entirely, reducing unnecessary barriers and streamlining access to licensure.

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
Enhance the quality and relevance of professional learning opportunities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	2

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/11/2026
Payton Lynn	Payton Lynn	Randy Watson		

Item Title:

Innovative Assessment Pilot

Recommended Motion:

It is moved that the Kansas State Board of Education request the Kansas State Department of Education submit an Innovative Assessment Demonstration Authority application to the U.S. Department of Education for the purposes of piloting a through-year curriculum-directed assessment system and to allow participating districts determined by KSDE to use this assessment to fulfill Kansas state assessment requirements for the purposes of state accountability.

Explanation of Situation Requiring Action:

End-of-year summative assessments play an important role in accountability, but by design they provide information after instruction has concluded, limiting their usefulness for improving learning while it is happening. Educators receive results too late to adjust instruction for the students who generated the data, making the assessment primarily a reporting tool rather than a learning tool.

In practice, teachers may attempt to anticipate the demands of a single end-of-year measure rather than focus fully on the depth, rigor, and coherence of high-quality instructional materials and standards. While well-intentioned, this dynamic can pull attention away from Tier 1 instruction and toward test preparation, reducing opportunities for timely intervention.
To address this challenge, the Kansas State Department of Education, in partnership with Olathe Public Schools, is exploring an approach that better connects teaching and learning to assessment.
The Innovative Assessment Demonstration Authority (IADA) is a federal authority that allows state educational agencies to design, pilot, evaluate, and scale innovative assessment systems for use in statewide accountability. The IADA provides a federally approved pathway for Kansas to explore a new assessment model while fully maintaining federal and state accountability requirements.

The IADA provides Kansas with:

- Federal authority to design, test, validate, and scale an innovative assessment system.
- The ability to pilot an assessment model.
- A pathway to ensure technical quality, validity, and comparability.
- Flexibility to align assessment more closely with instructional practice without abandoning accountability expectations.

Through an IADA pilot, KSDE proposes to develop and scale a through-year, curriculum-embedded assessment system aligned with Kansas academic standards.

The goal is to create a comprehensive assessment system that begins and ends at the student's desk, meaning:
Assessment is integrated directly into teaching and learning.
Accountability information produced by assessments is instructionally relevant and timely.
Educators receive actionable data that can be used to adjust instruction while learning is happening, not after the fact.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/11/2026
Sherry Root		Randy Watson		

Item Title:

Act on request to approve a contract with Logicalis (Ryan Kurtenbach, IT Director, Kelly Chanay, CNW Director)

Recommended Motion:

Motion: It is moved that the Kansas State Board of Education authorizes the Commissioner of Education to negotiate and enter a contract for $129,000 to purchase services from Logicalis to implement Microsoft Power BI.

Explanation of Situation Requiring Action:

Presented to the board in February. The services from Logicalis will implement the Microsoft Power BI (business intelligence) data analytics platform and provide training for KSDE IT staff to enable the team to manage and expand the Power BI environment independently. One of the initiatives is to give us the ability to create real-time maps with locations which are serving food as part of the summer food programs, dashboards which can be easily changed, and give real-time data back to the districts and public rather than having to wait for manual refreshes of the dashboards. Logicalis will assist with setting up of Power BI to attach to the appropriate data elements, build roles for securing the data, and building the initial dashboards and maps while training KSDE staff.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	3/11/2026
Catherine Chmidling	Shane Carter	Randy Watson		

Item Title:

Act on educator preparation provider standards for Business Education 6-12

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Business Education 6-12.

Explanation of Situation Requiring Action:

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are reviewed by the Professional Standards Board (PSB) and posted to receive public comments via the KSDE website. Each standards work group reviews any input from the PSB and public comment and a final draft is developed. The final draft standards are then sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Business Education 6-12 and a crosswalk showing changes from the 2001 Business Education preparation standards. Staff will be present to answer questions. These revisions were presented to the February 2026 State Board agenda as a Receive item.

DRAFT
BUSINESS EDUCATION
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher candidate of business demonstrates proficiency in digital literacy, data analytics, emerging technologies and careers in the business field.

Knowledge

1.1. The candidate understands the standard features and operation of typical business, information processing, and productivity software.
1.2. The candidate is proficient with interactive digital communication tools.
1.3. The candidate is familiar with current computer platforms and operating systems commonly used.
1.4. The candidate understands methods for collecting, organizing, and analyzing data to inform business decisions and instruction.
1.5. The candidate maintains current knowledge in trends about career opportunities in the field of business.

Performance

1.6. The candidate evaluates, selects, and uses computers, software, and related technology to support the instructional and learning process.
1.7. The candidate demonstrates proper use of typical business, information processing, and productivity software to solve application problems.
1.8. The candidate accesses information from a variety of sources.
1.9. The candidate is able to inspect, clean, transform, and model raw data to discover useful information, find patterns, and draw conclusions to support informed decision-making.

Standard #2 The teacher candidate of business demonstrates knowledge of curriculum development based on state competencies and pathway development that encourages development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving).

Knowledge

2.1. The candidate understands the principles of problem-solving and critical thinking.
2.2. The candidate understands the curriculum development, funding, and pathway program approval processes.
2.3. The candidate is aware of professional organizations in business fields.

Performance

2.4. The candidate models appropriate problem-analysis and problem-solving techniques.

2.5. The candidate creates curriculum based on state competencies and pathway development.

Standard #3 The teacher candidate of business understands and applies knowledge of engaging in meaningful professional learning and self-renewal through continuous learning, self-reflection, and collaboration.

Knowledge

3.1. The candidate understands the resources for professional development and continuing education.
3.2. The candidate is familiar with employability and workforce readiness skills necessary to successfully transition from school to work.

Performance

3.3. The candidate presents career information as an integral part of the instructional process.
3.4. The candidate models and teaches skills and attitudes desired in the world of work.
3.5. The candidate demonstrates ethical professional practices.

Standard #4 The teacher candidate of business plans and designs real-world, competency-based instruction, develops valid and reliable assessments, and implements multiple, diverse instructional strategies in classroom, lab, and simulated workplace settings.

Knowledge

4.1. The candidate of business utilizes local, state, and national business education standards for planning.
4.2. The candidate of business understands and uses a variety of appropriate instructional strategies and resources.
4.3. The candidate of business knows the techniques for creating student-centered learning and laboratory experiences related to business education, careers, and community.
4.4. The candidate of business understands how academic standards are embedded and reinforced within a business education curriculum to promote student success.
4.5. The candidate of business understands multiple forms of traditional and authentic assessments appropriate to the content and the needs of the individual learner.
4.6. The candidate of business understands how to engage students in assessing themselves.
4.7. The candidate of business understands how data can be used to make informed curricular decisions.
4.8. The candidate of business understands how technology assists in managing student assessment.

Performance

4.9. The candidate of business integrates current academic and employability and workplace standards into the business education curriculum.
4.10. The candidate of business develops instructional plans sensitive to all learners.
4.11. The candidate of business plans course curriculum units and sequence for an approved business education program.
4.12. The candidate of business uses teaching strategies that are appropriate to the business education content and learner.
4.13. The candidate of business constructs and implements multiple forms of valid and reliable assessments appropriate to business education content and the learner.

Standard #5 The teacher candidate of business demonstrates content knowledge of: Accounting, Business Law, Business Ethics, Data Analytics, Economics, Entrepreneurship, Finance, Information Technology, International Business, Management, and Marketing.

Knowledge

5.1. The candidate understands basic accounting concepts, theories, and terminology.
5.2. The candidate is aware of the purpose, characteristics, and classifications of business, labor, and consumer laws.
5.3. The candidate understands the importance of financial planning for individuals.
5.4. The candidate understands basic business principles and various forms of business ownership.
5.5. The candidate understands economic trends and the impact of the economic systems around the world.
5.6. The candidate understands the functions of marketing, marketing techniques, and terminology.

Performance

5.7. The candidate identifies and analyzes various management principles and types of business ownership.
5.8. The candidate develops a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.
5.9. The candidate demonstrates the ability to teach the seven marketing functions and entrepreneurial concepts.
5.10. The candidate demonstrates an understanding of general business operations.
5.11. The candidate of business demonstrates an understanding of international business environments.
5.12. The candidate uses accounting methods to analyze and solve financial problems.
5.13. The candidate describes labor, consumer, and business law.
5.14. The candidate identifies ethical business practices.

5.15. The candidate describes consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance, tax forms, and retirement planning.

Standard #6 The teacher candidate of business demonstrates the knowledge and skills to engage in appropriate collaboration and communication with colleagues, students and families.

Knowledge

6.1. The candidate identifies how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with colleagues, students and families.
6.2. The candidate understands effective verbal & non-verbal communication skills.

Performance

6.3. The candidate creates a culture of open collaboration through various appropriate methods.
6.4. The candidate uses effective communications skills in the workplace.
6.5. The candidate understands and demonstrates leadership and teamwork skills.

DRAFT Crosswalk: 2001 versus 2026 Business Standards

General Information about this Revision: » Updated language » Reorganized standards elements		
Standard 1		
2001 PREVIOUS STANDARD	2026 NEW STANDARD	WHAT CHANGED?
Standard #1 The teacher of business demonstrates content knowledge of and skills in the use of computers.	Standard #1 The teacher candidate of business demonstrates proficiency in digital literacy, data analytics, emerging technologies and careers in the business field.	• Updated language • Expanded reference to proficiency in digital literacy, data analytics as well as emerging technologies and careers in the business field. • Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 2		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #2 The teacher of business uses instructional strategies that encourage development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving) with regard to business and technological issues and problems.	Standard #2 The teacher candidate of business demonstrates knowledge of curriculum development based on state competencies and pathway development that encourages development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving).	• Updated language • Increased emphasis on pedagogy. • Expanded to Include reference to state competencies and pathway development. • Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 3		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard #3 The teacher of business demonstrates knowledge of current curricula, curricular issues, and trends related to computer and business education.	Standard #3 The teacher candidate of business understands and applies knowledge of engaging in meaningful professional learning and self-renewal through continuous learning, self-reflection, and collaboration.	• Updated language • Updated to meet current discipline needs. • Expanded to include the importance of self-reflection, lifelong learning & collaboration • Combined content into one standard (Standard 5).
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #4 The teacher of business demonstrates knowledge of future educational opportunities and careers in business and computer fields based on exploratory or working experiences in business.	Standard #4 The teacher candidate of business plans and designs real-world, competency-based instruction, develops valid and reliable assessments, and implements multiple, diverse instructional strategies in classroom, lab, and simulated workplace settings.	• Updated language • Increased emphasis on pedagogy. • Updated to meet current discipline needs. • Combined content into one standard (new Standard 5).
Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #5 The teacher of business demonstrates an understanding of general business operations, marketing functions, and international business environments.	Standard #5 The teacher candidate of business demonstrates content knowledge of: Accounting, Business Law, Business Ethics, Data Analytics, Economics, Entrepreneurship, Finance, Information Technology, International Business, Management, and Marketing.	• Updated language • Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #6 The teacher of business understands	Standard #6 The teacher candidate of business	• Updated language

the role of accounting in the workforce.	demonstrates the knowledge and skills to engage in appropriate collaboration and communication with colleagues, students and families.	• Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 7		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #7 The teacher of business understands the role of leadership, teamwork, and communication in the workforce.	None	• Combined content into one standard (Standard 5) and moved these items to new Standard 6.
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #8 The teacher of business understands business law, ethics, and financial planning.	none	• Combined content into one standard (Standard 5)

Agenda Number: 3 b.

Meeting Date: 3/11/2026

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Receive: ERC recommendations for higher education accreditation and program approvals

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding 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.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and have been revised and updated regularly as-needed.

The educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations and assessment instruments.

Following the institutional application and receipt of accreditation materials or program reports, review teams of trained evaluators were appointed to review the educator preparation provider or programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee which reviews each educator preparation provider's unit accreditation, license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or program.

Each initial recommendation was submitted to the educator preparation institution, and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will present the recommendations and be available to answer any questions. These recommendations are planned to be presented in April as an Action item.

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January 27, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Bethel College

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Bethel College Teacher Education Department.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2033.

Standards R1-R5, Initial
Areas for Improvement
None

Standard R1-R5, Initial
Stipulations
None

Standards	Initial
R1: Content and Pedagogical Knowledge	Met
R2: Clinical Partnerships and Practice	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met
R4: Program Impact	Met
R5: Provider Quality Assurance and Continuous Improvement	Met

Next Accreditation Review: Spring 2032

Previous Areas for Improvement (AFI)
Initial: December 10, 2019

Standards 1-5, Initial
Areas for Improvement
None

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January 27, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for MidAmerica Nazarene University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for MidAmerica Nazarene University School of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence for accreditation.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2033.

Standards R1-R5, AR1-AR5
Areas for Improvement
None

Standard R1-R5, AR1-AR5
Stipulations
None

Standards	Initial	Advanced
R1: Content and Pedagogical Knowledge	Met	Met
R2: Clinical Partnerships and Practice	Met	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4: Program Impact	Met	Met
R5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Accreditation Review: Spring 2032

Previous Areas for Improvement (AFI)
Initial: January 16, 2019
Advanced: August 30, 2021

Areas for Improvement:
Standards 1-5, A1-A5
None

Stipulations:
Standards 1-5, A1-A5
None

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February 10, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Washburn University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation Washburn University Department of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence for accreditation.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2033.

Standards R1, R4, Initial
Areas for Improvement
None

Standards AR1-AR2, AR4, Advanced
Areas for Improvement
None

AFI R2.3 - The EPP provided limited evidence that partners designed and implemented clinical experiences, utilizing various modalities, of sufficient depth, breadth, coherence, and duration to ensure candidates demonstrated their developing effectiveness and positive impact on all P-12 students' learning and development.

Rationale: Limited opportunities were provided to prepare candidates in varied experiences, which were not consistently required or monitored.

AFI R3.1 - The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and all populations that aligned with their mission.

Rationale: The EPP provided evidence for specific programs but did not provide overall evidence of the success of its recruitment efforts. The EPP described processes they followed to collect information from stakeholders about areas of need but provided limited evidence as to what feedback was received and how they used it.

AFI R5.1 - The EPP provided limited evidence of a functioning Quality Assurance System.

Rationale: The EPP provided some information regarding data collection, analysis, and sharing, but it was unclear how all data were amalgamated to document operational effectiveness, data-informed decisions, and continuous improvement.

AFI - R5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes.

Rationale: The EPP provided a description of the data sources and a limited amount of data relative to the processes it used for continuous review; however, the evidence did not substantiate a systematic approach.

AFI RA3.1 - The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and all populations that aligned with their mission.

Rationale: The EPP provided limited disaggregated data or its use. Due to the changes being made in the advanced programs, the recruitment process was in transition and the data collection methodology for programs was being redeveloped.

AFI RA5.1 - The EPP provided limited evidence of a functioning Quality Assurance System.

Rationale: The EPP provided some information regarding data collection, analysis, and sharing, but it was unclear how all data were amalgamated to document operational effectiveness, data-informed decisions, and continuous improvement.

AFI RA5.2 - The EPP provided limited evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data were valid and consistent.

Rationale: The EPP provided incomplete validity and reliability evidence for the identified EPP-created assessments required within the advanced programs, and processes to migrate to proprietary instruments to replace some EPP-created assessments were not completed.

AFI RA5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes.

Rationale: The EPP explained the data sources and processes used for ongoing review and identified future steps; however, the data examples to support the process and results were limited.

Standard R1-R5, AR1-AR5

Stipulations

None

Standards	Initial	Advanced
R1: Content and Pedagogical Knowledge	Met	Met
R2: Clinical Partnerships and Practice	Met	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met	Met

R4: Program Impact	Met	Met
R5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Accreditation Review: Spring 2032

Previous Areas for Improvement (AFI)

Initial: January 16, 2019
Advanced: January 28, 2022

Areas for Improvement:
Standards 1-5, A1-A5
None

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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January 27, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Program Approval for MidAmerica Nazarene University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation program approval for MidAmerica Nazarene University School of Education.

Documents that were received and considered include the program progress report for program approval.

PROGRAM RECOMMENDATION

Recommend Removing the following new-program stipulation and Extending Approved status through December 31, 2030:

Innovative Elementary Education Unified, I, K-6 Plus, new program progress report
Areas for Improvement:
Standards 1-11, Science of Reading
None

Next continuing programs' review: Fall 2030

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January 28, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Pittsburg State University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed an application for program approval for Pittsburg State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University program through December 31, 2030:

Reading Specialist PreK-12, A
Areas for Improvement
Standards 1-7, Science of Reading
None

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January 28, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed applications for program approval for Wichita State University.

Documents that were received and considered include a new program progress report, Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2029:

Innovative Low Incidence LRL, I, K-6, 6-12
Areas for Improvement:
Standards 1-7
None

Next continuing programs' review: Fall 2029

Recommend "new-program approved-with-stipulation" status for the following programs through June 30, 2028:

Innovative Mathematics, I, 5-8 TAP new program
Areas for Improvement:
Standards 1-7
None

Innovative Science, I, 5-8 TAP new program
Areas for Improvement:
Standards 1-10
None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

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January 27, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Bethel College

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Bethel College Teacher Education Department.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2033.

Standards R1-R5, Initial
Areas for Improvement
None

Standard R1-R5, Initial
Stipulations
None

Standards	Initial
R1: Content and Pedagogical Knowledge	Met
R2: Clinical Partnerships and Practice	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met
R4: Program Impact	Met
R5: Provider Quality Assurance and Continuous Improvement	Met

Next Accreditation Review: Spring 2032

Previous Areas for Improvement (AFI)
Initial: December 10, 2019

Standards 1-5, Initial
Areas for Improvement
None

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January 27, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for MidAmerica Nazarene University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for MidAmerica Nazarene University School of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence for accreditation.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2033.

Standards R1-R5, AR1-AR5
Areas for Improvement
None

Standard R1-R5, AR1-AR5
Stipulations
None

Standards	Initial	Advanced
R1: Content and Pedagogical Knowledge	Met	Met
R2: Clinical Partnerships and Practice	Met	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4: Program Impact	Met	Met
R5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Accreditation Review: Spring 2032

Previous Areas for Improvement (AFI)
Initial: January 16, 2019
Advanced: August 30, 2021

Areas for Improvement:
Standards 1-5, A1-A5
None

Stipulations:
Standards 1-5, A1-A5
None

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February 10, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Washburn University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation Washburn University Department of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence for accreditation.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2033.

Standards R1, R4, Initial
Areas for Improvement
None

Standards AR1-AR2, AR4, Advanced
Areas for Improvement
None

AFI R2.3 - The EPP provided limited evidence that partners designed and implemented clinical experiences, utilizing various modalities, of sufficient depth, breadth, coherence, and duration to ensure candidates demonstrated their developing effectiveness and positive impact on all P-12 students' learning and development.

Rationale: Limited opportunities were provided to prepare candidates in varied experiences, which were not consistently required or monitored.

AFI R3.1 - The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and all populations that aligned with their mission.

Rationale: The EPP provided evidence for specific programs but did not provide overall evidence of the success of its recruitment efforts. The EPP described processes they followed to collect information from stakeholders about areas of need but provided limited evidence as to what feedback was received and how they used it.

AFI R5.1 - The EPP provided limited evidence of a functioning Quality Assurance System.

Rationale: The EPP provided some information regarding data collection, analysis, and sharing, but it was unclear how all data were amalgamated to document operational effectiveness, data-informed decisions, and continuous improvement.

AFI - R5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes.

Rationale: The EPP provided a description of the data sources and a limited amount of data relative to the processes it used for continuous review; however, the evidence did not substantiate a systematic approach.

AFI RA3.1 - The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and all populations that aligned with their mission.

Rationale: The EPP provided limited disaggregated data or its use. Due to the changes being made in the advanced programs, the recruitment process was in transition and the data collection methodology for programs was being redeveloped.

AFI RA5.1 - The EPP provided limited evidence of a functioning Quality Assurance System.

Rationale: The EPP provided some information regarding data collection, analysis, and sharing, but it was unclear how all data were amalgamated to document operational effectiveness, data-informed decisions, and continuous improvement.

AFI RA5.2 - The EPP provided limited evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data were valid and consistent.

Rationale: The EPP provided incomplete validity and reliability evidence for the identified EPP-created assessments required within the advanced programs, and processes to migrate to proprietary instruments to replace some EPP-created assessments were not completed.

AFI RA5.4 - The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes.

Rationale: The EPP explained the data sources and processes used for ongoing review and identified future steps; however, the data examples to support the process and results were limited.

Standard R1-R5, AR1-AR5

Stipulations

None

Standards	Initial	Advanced
R1: Content and Pedagogical Knowledge	Met	Met
R2: Clinical Partnerships and Practice	Met	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met	Met

R4: Program Impact	Met	Met
R5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Accreditation Review: Spring 2032

Previous Areas for Improvement (AFI)

Initial: January 16, 2019
Advanced: January 28, 2022

Areas for Improvement:
Standards 1-5, A1-A5
None

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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January 27, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Program Approval for MidAmerica Nazarene University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed the application for educator preparation program approval for MidAmerica Nazarene University School of Education.

Documents that were received and considered include the program progress report for program approval.

PROGRAM RECOMMENDATION

Recommend Removing the following new-program stipulation and Extending Approved status through December 31, 2030:

Innovative Elementary Education Unified, I, K-6 Plus, new program progress report
Areas for Improvement:
Standards 1-11, Science of Reading
None

Next continuing programs' review: Fall 2030

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January 28, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Pittsburg State University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed an application for program approval for Pittsburg State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University program through December 31, 2030:

Reading Specialist PreK-12, A
Areas for Improvement
Standards 1-7, Science of Reading
None

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January 28, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On January 26, 2026, the Evaluation Review Committee reviewed applications for program approval for Wichita State University.

Documents that were received and considered include a new program progress report, Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2029:

Innovative Low Incidence LRL, I, K-6, 6-12
Areas for Improvement:
Standards 1-7
None

Next continuing programs' review: Fall 2029

Recommend "new-program approved-with-stipulation" status for the following programs through June 30, 2028:

Innovative Mathematics, I, 5-8 TAP new program
Areas for Improvement:
Standards 1-7
None

Innovative Science, I, 5-8 TAP new program
Areas for Improvement:
Standards 1-10
None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

Agenda Number

WED 5

Meeting Date: 3/11/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Legislative Report – Dr. Frank Harwood

From: Sherry Root

KSDE staff will provide a status report on bills that may impact PreK-12 education as well as give other updates on legislative matters.