**Professional Development Plan**

**Template with Guidance**

Instructions:

The purpose of this document is to provide guidance and a template for the 5-year Professional Development Plan required by Kansas Education regulations. It will take the place of the [*2022-2027 Professional Development Plan Checklist and Plan Review Process*](https://www.ksde.org/Portals/0/TLA/Prof.%20Development/2022-27%20PD%20Plan%20Checklist%20and%20Review%20Final%20080422.pdf?ver=2022-08-04-084753-163).

Much of this document is based on the PD Plan section of the Kansas Professional Development Program Guidelines from November 2008, which was the source of the content and graphics used in many of the plans KSDE is reviewing. With the removal of the regulations for the Quality Performance Accreditation (QPA) and the potential change of the current professional learning standards, much of the original Program Guidelines no longer applies. To streamline the PD Plan process, KSDE decided to concentrate on it alone and to leave discussions of professional learning standards and other components of the previous guidelines for later.

In addition to the template with the guidance interspersed, there is also the template on its own. The section headings include the graphics with the related regulations and are recommended to have accessible answers to the common questions asked by staff.

The parts of this document that are highlighted in green are in the separate template. In the template itself the green from this document is changed to black.

Use of the template is not required. However, the guidance contained in the template includes the content that is required in the PD Plan whether using the template or another format. If you use the template, the section order must stay the same. If using your own format, you can rearrange the sections but all sections in the template and the content showed in the guidance must be included in your format.

If documentation is dealt with similarly in more than one section, it can be described in one section and the other sections could refer to the main description of the process. Forms that are part of a process should be included in the plan, whether in a narrative or in an appendix.

If you have any questions, comments or concerns about this document, please email [professionallearning@ksde.org](mailto:professionallearning@ksde.org).

##### Introductory Material

* Title Page Components:

Title: Professional Development Plan

District/System Name

District/System Number

Date Plan Approved by State Board of Education:

Date of Plan Expiration: 7/31/\_\_

The information above can be on the front page as shown in the template or on the inside front page. Districts/Systems can adjust the title page format to meet the graphics used.

* Plan Updates Log-This will be part of the amendment process for updating the plan during the annual evaluation reviews or as needed between the 5-year KSDE reviews.
* Table of Contents (Any format is suitable)

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Professional Development Plan

District/System Name

District/System Number

Date Plan Approved by State Board of Education:

Date of Plan Expiration: 7/31/\_\_

Plan Updates

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| Description of Change to the Professional Development Plan | Date Approved by PDC |
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##### Section One

##### Professional Development Council (PDC)

Introduction

GUIDANCE:

Insert any descriptions about the district’s/system’s vision, mission, philosophy on professional development, etc. This could also include the local definition or summary of the purpose of the PDC and its activities.

Sample Introductory Material:

This is an important group. The PDC writes, coordinates, and administers this District Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

This group represents both certified teachers and leadership. Each member is selected by the group he/she represents. Teachers can outnumber leadership, but leadership cannot outnumber teachers. The PDC has [Number or range of numbers] members and follows the Operational Procedures below (or in Appendix \_\_).

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan [that is approved by the local school board of education and] that meets the criteria established by the Kansas State Board. These criteria are:

* 1. Establishment of a professional development council;
  2. An assessment of staff development needs;
  3. Identification of goals and objectives;
  4. Identification of activities;
  5. Evaluative criteria; and
  6. Procedures for awarding professional development points.

Members of the PDC also participate in **annual training** related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

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##### 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.

GUIDANCE:

Note: The regulations do not allow for ex-officio members. Using other people to advise the council is fine; however, they are not members and will not have a vote. The superintendent, as licensed personnel, can be a member of the PDC if selected by the leadership group. Assigning staff to the PDC is not part of the regulations. If your district is structured in such a way as to not allow PDC membership selection as per the regulations, please contact Ed Kalas at [ekalas@ksde.org](mailto:ekalas@ksde.org) to start a discussion.

If leader and teacher member numbers are based on building counts, include the number of buildings in the description so the ratio is obvious.

Possible options for selecting PDC members:

* Building or district level elections that include nominations, campaigning, and voting
* Only volunteer members are available (Examples only)
  + If there is a large number of volunteers from a large pool of potential members (hundreds) in the district and a limited number of membership openings, the PDC can select randomly using a random number generator. The district/system can also do this with the individual building levels.
  + With smaller numbers, the list of volunteers should be given to the group involved at a staff meeting or the PDC meeting. The meeting could be an opportunity for the group to discuss any concerns and get general agreement to make those who volunteered the group’s representative/s on the PDC.

Non-options for selecting PDC members:

* Assigning staff to the PDC.
* Adding members to the PDC who were not solely selected by the teacher or leadership group they represent.

You will need to describe how each group-leadership and teachers-will select their PDC representatives.

Documentation of this process is also important. Forms used should be included in the plan, whether that is in an appendix or in the body of the plan. If electronically documented, how staff are trained to use the system should be referenced in the plan.

QUESTIONS TO CONSIDER:

How do you ensure that there are more or as many teachers as leaders on the PDC?

Who is responsible for ensuring the ratio of teachers to administrators is correct, especially when filling vacancies? How is that documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

If using building-level representation on the district/system PDC and there is more than one leader or teacher in each building, how and when does each group have the opportunity to select its PDC representatives?

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##### 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.

GUIDANCE:

You can use the regulations above to describe the responsibilities or write them in you own words. You will elaborate on each in the sections below.

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##### Annual Training

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

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including

responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

GUIDANCE:

Each member of the PDC must receive training each year related to roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. The PDC can train one member and that member trains the rest of the PDC on that information or each member can be trained individually or as part of a class. Training can be internal or external to the PDC and there are no content or time requirements if the appropriate regulations are covered.

QUESTIONS TO CONSIDER:

Training each member?

Training a PDC member to train all the other members?

Who will provide the training to either the PDC member trainer or all the other members?

When is the training? At the beginning of the school year or at some other time?

How is the training documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

Who is responsible for ensuring every PDC member got training on schedule?

Where is the final documentation stored?

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##### 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.

GUIDANCE:

The options for how to run PDC meetings, approve individual plans and PD points is numerous and potentially unique. This section should describe those. The areas in the INQUIRY below are in no required order but should be the minimum activities included. However, feel free to add others.

QUESTIONS TO CONSIDER:

Meetings

When and where are the meetings? How often? Remember they must be often enough to ensure points are awarded as licenses need to be renewed.

Are they based on the calendar or academic year or some other timeframe?

Who may/should attend?

Voting

What is a quorum for voting? Consider that for membership there should be at least as many teachers as leaders.

Is the outcome decided by a simple majority of a quorum or something else? What if there is a tie?

Documentation

How and where is PDC documentation created, used and stored?

Who is responsible for documentation/records?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

Communication

What kind of notifications of meetings and other PDC activities are provided?

Who, if anyone, represents the PDC at the District Board of Education Meetings?

Are parents or the public involved in this process? If so, how?

Approvals

What is the process for approving the full PD plan? Is local board approval required?

Officers

Are there officers? How many? How are they selected?

What are the duties of the officers?

Vacancies

What is the process for filing vacancies?

Who is responsible for ensuring the ratio of teachers to administrators is correct, especially when filling vacancies?

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Section Two

The District/System Professional Development Plan

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the

governing bodies of any two or more educational agencies, with the advice of representatives of the

licensed personnel who will be affected.

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a

proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the

school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The

educational agency shall be notified of the decision by the state board within a semester of submission

of the plan.

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

regulation.

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

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

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

Diagram

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GUIDANCE.

Documentation of this process is important. Forms used should be included in the plan, whether that is in an appendix or in the body of the plan. If the plans are electronically documented, how staff are trained to use the system should be referenced in the plan.

There is nothing in the regulations that provides for an appeals process for not allowing an in-service activity to count for PD points. The only appeals process that is required is found under the individual professional development plan in Section Three when staff want to appeal the non-approval of an IPDP by the PDC. However, if a district/system would like to have such a process, the regulations don’t preclude it.

QUESTIONS TO CONSIDER:

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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##### Assessment of in-service needs

GUIDANCE:

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency. Staff development must meet the needs of an education community and be an efficient or effective use of resources.

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

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

The school improvement plan(s) will provide information about gaps between students’ actual performance and the desired goals or outcomes.

To identify strengths and needs, correlate district staff’s evaluation of professional development to identified gaps in students’ learning by answering the following questions:

##### • How well are all district students meeting the standards?

##### • Does instruction align with state and district curriculum content and standards?

##### • What is currently being done that is helping district students reach the curriculum standards?

##### • What is not being done?

##### • Who are the students or student groups that need particular attention?

QUESTIONS TO CONSIDER:

Is the PDC going to be deciding what district/system need will be the main concentration for in-service training needs or will it be a different group?

What is the process (surveys, meetings, focus groups, etc.)?

What groups/stakeholders provide input?

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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##### Identification of goals and objectives to achieve the in-service needs

GUIDANCE:

The needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills. Staff development goals and objectives should be 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 in number. They should be unambiguous, realistic, measurable, and achievable within a specified period. Doing a little research on writing “SMART” goals would be helpful at this point.

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

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

QUESTIONS TO CONSIDER:

What is the process (surveys, meetings, focus groups, etc.)?

What groups/stakeholders provide input?

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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

GUIDANCE:

Develop a process for selecting professional development content, strategies, and/or activities at each organization level: district, school, team, and individual staff. Criteria may include researching strategies for appropriateness of content.

The professional development council may also identify potential activities at each level.

QUESTIONS TO CONSIDER:

What is the process (surveys, meetings, focus groups, etc.)?

What groups/stakeholders provide input?

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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

GUIDANCE:

If the method of evaluation is decided during the goal and objective setting process, determining success will be straightforward as the data sets have already been chosen and the questions to ask are already known.

QUESTIONS TO CONSIDER:

What is the process (surveys, meetings, focus groups, etc.)?

What groups/stakeholders provide input?

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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##### Reporting results of evaluation of in-service needs

GUIDANCE:

This section is not part of the regulations but part of the historical guidance for what should be in the PD planning cycle. Stakeholder engagement may not be broad in any district/system, but it is vital. Reporting out to stakeholders solidifies that engagement.

QUESTIONS TO CONSIDER:

What is the process (newsletters, meetings, email, etc.)?

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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##### Amending the Professional Development Plan

GUIDANCE:

The PD Plan should be reviewed annually as part of the evaluation of its status of closing determined gaps and meeting goals and objectives. The PDC will need to determine what it will do if the evaluation results in a need to amend the PD Plan. It will need to describe the process and how it will approve the amended plan.

Part of the amendment procedure needs to include that any changes to the PD Plan that are made will be added to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Based on reviews of past policies and procedures, KSDE has not involved itself with PD Plan amendments except as part of its 5-year plan renewal review. That will continue. However, KSDE will be available to help with concerns that a PDC may have with any changes that the PDC is considering.

QUESTIONS TO CONSIDER:

What is the process (surveys, meetings, focus groups, etc.)?

What groups/stakeholders provide input?

How is the amendment finalized?

How is this process documented?

How is the documentation maintained?

What forms are used and from where are they available?

If data are entered into an electronic system, how and when is it entered and how are staff trained to use it?

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##### Section Three

##### Individual Professional Development Plans (IPDP)

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

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

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

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

(3) service to the profession.

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

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

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

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

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

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

GUIDANCE:

The Professional Development Plan is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on educators than their personal professional development.

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 it is signed, from getting to the PDC for an approval decision.

Documentation of this process is also important. Forms used should be in the plan, whether that is in an appendix or in the body of the plan. If the plans are electronically documented, how staff are trained to use the system should be referenced in the plan.

Diagram

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Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Suggested steps for completing an Individual Professional Development Plan:

**1. Collaborate with a designated supervisor**

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

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
3. **Assess your individual needs**

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

1. **Determine your individual professional development goals**

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

1. **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.

1. **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.

1. **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.

1. **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.

QUESTIONS TO CONSIDER:

##### Once a IPDP is signed, what steps must the individual take to get it approved by the PDC?

##### What documentation is used? Is there a standard IPDP form? PDC approval form? Others?

##### If yes, how are they included in the plan?

##### If documentation is electronically submitted, what is the process? Who enters the information? How are staff trained in the data entry system? If they are trained by someone outside of the PDC system, at orientation for example, that fact should be referenced. If the PDC system trains the staff, that process should be included in in this section or referenced to an appendix.

##### Is there a tool used for assessing individual needs? If so, include it in the plan.

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##### 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.

GUIDANCE:

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

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 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 designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IDPD and how professional development points may be awarded.

QUESTIONS TO CONSIDER:

##### Once a IPDP is signed, what steps must the individual take to get it approved by the PDC?

##### What documentation is used? Is there a standard IPDP form? PDC approval form? Others?

##### If yes, how are they included in the plan?

##### If documentation is electronically submitted, what is the process? Who enters the information? How are staff trained in the data entry system? If they are trained by someone outside of the PDC system, at orientation for example, that fact should be referenced. If the PDC system trains the staff, that process should be included in in this section or referenced to an appendix.

##### Is there a tool used for assessing individual needs? If so, include it in the plan.

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##### 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.

GUIDANCE:

You may use the following or similar wording:

If the district/system has local appeals:

After all local PDC appeals of a non-approval for an individual development plan are exhausted, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

If the district/system does not have local appeals:

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.

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##### 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.

GUIDANCE:

The regulations above describe the process basics well and are a good model to use for your own.

Districts/systems can put timelines for when PD points need to be claimed even when they are still valid during a current licensing period.

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

If the PDC has questions about how knowledge level (baseline) points are determined, they should request additional clarification from the individual. This may be accomplished with a form the PDC uses for such purposes and a copy of which should be included in the plan.

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

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| **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 |

The district PDC should have clearly written criteria for awarding professional development points. 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.

**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.

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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.

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

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

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

* Descriptions of the critical attributes of the staff development.
* Oral or written personal reflections.
* 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

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

Level II Application Indicators:

*What knowledge are you applying in the classroom or to policies that you*

*expect will improve student outcomes or behavior?*

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

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

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

Evidence such as:

* Lesson plans.
* Pre and post samples of students’ work.

Examination of participants’ journals, portfolios or other artifacts.

Level III – Impact

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

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor’s degree, 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**

**------------------------------------------------------------------------------**

**Questions about awarding PD points relative to renewal licensing**

(Teacher Licensure updated as of 9/28/22)

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

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

Exceptions:

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

* 1. **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)**

* 1. **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.

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

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

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

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

* 1. **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.

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

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

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

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

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

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

* + - the points are not counted as semester credit hours; AND
      * the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
      * the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession.

To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e., Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC’s should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

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

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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.

GUIDANCE:

KSDE does not get involved with districts/system employment or other local matters. However, any language in this plan that contradicts or causes confusion with the guidance probably deals with the above matters, and needs to be in this section.

If there is a separate policy and procedures guide or process for local matters, they could be referred to in this section and be added as an appendix.

QUESTIONS TO CONSIDER:

Do I mention limiting points in any of the narrative? If yes, that limitation would be included in this section if it needs to be included in this plan.

Upon internal review of this plan are there sections of this plan that contradict or cause confusion with or about other sections? If yes and the section deals with an employment of other local matter, it should be in this section. If not, that section should probably be excluded from the plan.

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Conclusion (Optional)

GUIDANCE:

This section is completely optional and is for those who would like to sum up or emphasize something about their plan.

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#### Appendix ?

**Title**

#### (Optional for easy access to the full text of PD statutes and regulations)

#### Appendix A

**Professional Development Regulations**

KAR 91-1-205. Licensure renewal requirements.

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

KAR 91-1-211. Licensure review committee

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

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

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

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

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

**KAR 91-1-205. Licensure renewal requirements.**

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for

renewal of the initial license by submitting an application for renewal of the initial license and the

licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license

was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial

license, or the applicant may verify either eight semester hours of recent credit related to one or

more endorsements on the initial license or one year of recent accredited experience or may meet

the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four

years of accredited experience under an initial teaching license shall not be issued an additional

initial teaching license, unless the person successfully completes the following retraining

requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,

earned through the verifying teacher education institution and addressing the deficiencies related

to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the

verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of ’’B‘‘ or higher.

(4) A person who does not successfully complete the school specialist or school leadership

performance assessment during four years of accredited experience shall not be issued an

additional initial school specialist or school leadership license, unless the person successfully

completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,

earned through the verifying teacher education institution and addressing the deficiencies related

to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the

verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of ’’B‘‘ or higher.

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

state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of

the following requirements:

(A) Has completed all components of the national board for professional teaching standards

assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual

development plan filed with a local professional development council if the applicant holds an

advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual

development plan filed with a local professional development council, including at least 80

points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an

approved program;

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

completed three years of recent accredited experience during the term of the most recent

license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has

completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the

following:

(A) Verification of achieving renewal of national board certification since the issuance of the most

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional

license by meeting the renewal requirement for a professional license specified in paragraph

(b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the

state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional

development points under an approved individual development plan filed with a local professional

development council;

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

(3) the licensure fee.

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

endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

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

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school

specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

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

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

(4) the licensure fee.

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

license by meeting the following requirements:

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

(2) provide verification of one of the following:

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

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

professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the

person shall be issued the license if verification of the recent experience is provided. The license

shall be valid through the remaining validity period of the out-of-state professional license or for five

years from the date of issuance, whichever is less. (Authorized by and implementing Article 6,

Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended

Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for

licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in

one or more of the following areas:

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

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

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district

shall be eligible to file a professional development plan with that district’s local professional

development council for licensure renewal purposes.

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

following conditions:

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

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

supervisor agrees with the plan.

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

**Section KAR 91-1-211 - Licensure review committee**

**(a)** A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

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

Kan. Admin. Regs. § KAR 91-1-211

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

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) “Educational agency” means a public school district, accredited nonpublic school, area professional

development center, institution of postsecondary education authorized to award academic degrees,

the Kansas state department of education, and any other organization that serves school districts.

(c) “In-service education” means professional development and staff development and shall include any

planned learning opportunities provided to licensed personnel employed by a school district or other

authorized educational agency for purposes of improving the performance of these personnel in

already held or assigned positions.

(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff

development, or both.

(e) “Noncontractual times” means periods of time during which an employee is not under a contractual

obligation to perform services.

(f) “Professional development” means continuous learning that is based on individual needs and meets

both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person’s access to practice,

builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) “Professional development council” and “PDC” mean a representative group of licensed personnel

from an educational agency that advises the governing body of the educational agency in matters

concerning the planning, development, implementation, and operation of the educational agency's

inservice education plan.

(h) “Professional development plan” means a written document describing the in-service education

activities to be completed during a specified period of time by the individual filing the plan.

(i) “Professional development point” means one clock-hour of in-service education. One semester hour

of college credit shall count as 20 professional development points.

(j) “Professional education standards” means those standards adopted by the state board that specify

the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) “Service to the profession” means any activity that assists others in acquiring proficiency in

instructional systems, pedagogy, or content, or that directly relates to licensure of professional

educators, accreditation processes, or professional organizations.

(l) “Staff development” means continuous learning offered to groups of professionals that develops the

skills of those professionals to meet common goals, or the goals of a school or school district.

(m) “State board” means the state board of education. This regulation shall be effective on and after July

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

July 1, 2003.)

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and

implemented by the board of education or other governing body of an educational agency, or the

governing bodies of any two or more educational agencies, with the advice of representatives of the

licensed personnel who will be affected.

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a

proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the

school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The

educational agency shall be notified of the decision by the state board within a semester of submission

of the plan.

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

regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall

provide the in-service education through a local school district, an accredited nonpublic school, an

institution of postsecondary education, or an educational agency that has a state-approved in-service

education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution;

effective July 1, 2003; amended Aug. 28, 2009.)

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

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

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

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

represent.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including

responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and

(3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article

6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) In awarding professional development points, each educational agency shall designate that one

professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional

development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person

has applied the skills or knowledge gained, the person shall be awarded two times the number of

professional development points that were earned for completion of the in-service activity. Evidence

of application of the knowledge gained through the in-service activity shall be presented to the

professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

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

(d) If a person who has earned points for application of knowledge or skills learned through in-service

activities verifies that the application of the knowledge or skills has had a positive impact on student

performance or the educational program of the school or school district, the person shall be awarded

three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be

presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

(e) A person shall be awarded professional development points for activities related to service to the

profession upon the basis of the number of clock-hours served. The person shall be awarded one

point for each clock-hour of service. The person shall submit verification of service to the

professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on

the number of professional development points that may be earned. However, a council may impose

limits on the number of professional development points that may be earned for purposes related to

employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article

6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

(1) Consultant fees and honorariums;

(2) travel expenses for consultants;

(3) cost of materials used in training;

(4) salaries of substitute teachers for certified staff who have filed an individual development plan,

but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state

and out of state, for certified individuals who have individual development plans on file;

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

secretarial wages for each certified employee having an approved individual development plan on

file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or

building-level training or other staff development activities.

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

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

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

the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A.

2000 Supp. 72-9603; effective July 1, 2003.)