**Professional Development Plan**

**Guidance with Template**

**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. The titles in green are part of the template, which can be found [here](https://www.ksde.org/LinkClick.aspx?fileticket=7vI8hfEyTAA%3d&tabid=1512&portalid=0&mid=6288) without the guidance.

The guidance includes the content that is required in the PD Plan whether using this or another format. If you use this format, the section order must stay the same. If using your own format, you can rearrange the sections, but content showed in the guidance must be included in your final product. Use of the format is not required but recommended.

1. Insert your narratives after the Guidance box.

*GUIDANCE: Remove this text box when you complete your narratives. 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.*

*Click* [*here*](https://www.ksde.org/Portals/0/TLA/Prof.%20Development/Website/PD%20Plans/Approved%20PD%20Plan%20Examples%2008022023.pdf?ver=2023-08-02-144659-493) *for plan examples.*

*GUIDANCE: If your district/system requires a local board of education signature, use the section below. Otherwise, remove it.*

Once you create your narratives, change the font to black, if needed, and remove the guidance text box.

1. Narratives in black ink need to go into your PD plan. They are included in the stand alone template.

…Members of the (Insert district/system name and/or number.) 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 (Insert PDC Chair or other title.) 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…

Please fill in any sections in red and change those to black.

1. Narratives in blue ink are model narratives or examples in the guidance. Whatever narrative you use must contain the content of those narratives. They are also included in the stand-alone template.

…Typically, the training occurs (Insert timeframe or mention specific times or meetings). The (Insert PDC Chair or other title) is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored (Insert location. If there is an electronic link, include it here.) PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period…

Please fill in any sections in golden rod in and once pasted out of the guidance box, change the narrative to black.

For additional guidance or ideas, you may want to look at a [list of some recently-approved plans on the KSDE website](https://www.ksde.org/Portals/0/TLA/Prof.%20Development/Website/PD%20Plans/Approved%20PD%20Plan%20Examples%2008022023.pdf?ver=2023-08-02-144659-493).

If you have any questions, comments, or concerns about this document, please email professionallearning@ksde.org.

Professional Development Plan

District/System Name

District/System Number

Date Plan Approved by State Board of Education: TBD

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

5-year Professional Development Plan

Approval

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

PDC Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Signature Date

*GUIDANCE: If your district/system requires a local board of education signature, use the section below. Otherwise, remove it.*

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

Board of Education President: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature

 \_\_\_\_\_\_\_\_\_\_

 Date

Plan Updates

|  |  |
| --- | --- |
| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
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**Add pages as needed**

##### Table of Contents (Any format is suitable)

##### Section One

##### Professional Development Council (PDC)

1.1 Introduction

*GUIDANCE: Remove this text box when you complete your narratives. 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.*

*Click* [*here*](https://www.ksde.org/Portals/0/TLA/Prof.%20Development/Website/PD%20Plans/Approved%20PD%20Plan%20Examples%2008022023.pdf?ver=2023-08-02-144659-493) *for plan examples.*

##### 1.2 Membership

 

*GUIDANCE: Remove this text box when you complete your narratives.*

*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.*

*Final Considerations for selecting PDC members:*

*• Do not assign staff unless there is no other option.*

*• Do not add members to the PDC who were not solely selected by the teacher or leadership group they represent.*

Members of the (Insert district/system name and/or number.) 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 (Insert PDC Chair or other title.) 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.

1.21 Licensed Teacher Groups Represented:

*GUIDANCE: Remove this text box when you complete your narratives.*

*Below are examples of different types of groups that teachers may use to represent themselves:*

*Building Name*

*District/System-wide*

*Grade Band*

*Other*

|  |  |
| --- | --- |
| Groups Represented |  Number |
| Example-Elementary Schools- | 6 |
| Example-Middle Schools | 2 |
| Example-High School | 2 |
| Total | 10 |

1.22 Licensed Teacher Group Selection Process:

*GUIDANCE: Remove this text box when you complete your narratives.*

*Describe when and how selection is done for each group:*

*Who is responsible for the process for the groups represented?*

*When does this process occur?*

*Do staff nominate and/or volunteer?*

*How are the names collected?*

*When do the names go out for selection?*

*What format is used to collect the selections?*

*Who tallies the selections?*

*Who reports the results to the PDC?*

*How is this process documented?*

**EXAMPLE:**

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

1.23 Licensed Leader Groups Represented:

*GUIDANCE: Remove this text box when you complete your narratives.*

*Below are examples of different types of groups that teachers may use to represent themselves:*

*Building Name*

*District/System-wide*

*Grade Band*

*Other*

|  |  |
| --- | --- |
| Groups Represented |  Number |
| Example-Elementary Schools | 1 |
| Example-Middle Schools | 1 |
| Example-High School | 1 |
| Example-District-wide | 2 |
| Total | 5 |

1.24 Licensed Leader Group Selection Process:

*GUIDANCE: Remove this text box when you complete your narratives.*

*Describe when and how selection is done for each group:*

*Who is responsible for the process for the groups represented?*

*When does this process occur?*

*Do staff nominate and/or volunteer?*

*How are the names collected?*

*When do the names go out for selection?*

*What format is used to collect the selections?*

*Who tallies the selections?*

*Who reports the results to the PDC?*

*How is this process documented?*

**EXAMPLE:**

Licensed Leader Members will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC secretary and those elected will be notified by the PDC secretary. The PDC secretary will maintain documentation in the PDC binder.

1.25 (Optional) Approved process for PDC member selection when no candidates:

*GUIDANCE: Remove this text box when you complete your narratives.*

*The narrative below offers an approved option for selecting PDC members if your district has trouble getting volunteers or nominations to do so. If you want to use it, just complete the section in parentheses and change the font to black.*

If there are no nominees or volunteers for a group/s, the (Insert the title of the person responsible) 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

 

##### 1.4 Annual Training

 

*GUIDANCE: Remove this text box when you complete your narratives. 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.*

*Note: New PDC members should be trained 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. he narrative below offers a model example and contains all the information needed for this section. If you want to use it, just complete the sections in parentheses and change the font to*

*black.*

(Insert district/system name and or number) 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. (If you have specific training activities, you could replace this paragraph with those or include them here.)

The (Insert PDC Chair or other title) is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored (Insert location. If there is an electronic link, include it here.) PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

##### 1.5 Operational Procedures



As the advisory council to our Board of Education (or other governing entity title), the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

* 1. Officers

*GUIDANCE:* *Remove this text box when you complete your narratives.*

*Describe the process for selecting and replacing PDC Officers:*

*Must have a leader, usually called the Chair. The PDC selects its own officers. Support staff assigned to the PDC from the district/system are not eligible to be officers or members unless selected using the process in Section 1.1. Add other officers as needed.*

*Officer Title:*

*Officer Duties*

*1. \**

*2. \**

*3. \**

* 1. Meetings

*GUIDANCE: Remove this text box when you complete your narratives.*

 *Describe the process for calling, conducting, and documenting PDC meetings:*

* Frequency: Need to ensure there are enough to meetings at which to approve PD Points, (Individual Professional Development Plans (IPDP’s) and the 5-year renewal plan*

* Timeline: What months will the PDC operate?*

* If no set schedule, how will a meeting be scheduled.*

* Besides the PDC, who is expected or allowed to attend?*

* Can meetings be online or electronically?*

* How are emergency meetings scheduled?*

1.52 Decision-making

*GUIDANCE: Remove this text box when you complete your narratives.*

 *Describe the process for calling, conducting, and documenting PDC voting:*

* Based on the total membership count, how many (# or %) members does it take to formalizes a vote/have a quorum?*

* Are votes approved by simple majority, consensus, etc.?*

*The narrative below offers a model example and contains all the information needed for this section. If you want to use it, just change out member numbers and other information as needed and change the font to black.*

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 9 members, with 4 or fewer of those being leaders, constitutes a quorum.

• Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.

• If consensus is not reached, a simple majority of a quorum present will pass a motion.

• If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

1.53 Documentation

*GUIDANCE: Remove this text box when you complete your narratives.*

*Descriptions of documentation for the above areas can be included in a general way here in Section 1.53 or in the individual sections in which they occur. If using an electronic documentation management system, such as Front Line or PDP Toolbox, please include how and when staff is trained to use the system. Copies of forms that are not part of one of the common electronic systems should be included in the plan.*

*The following questions for each section above should be answered.*

*Describe the process of documenting PDC activities:*

*• PD Plan*

*• PD Points*

*• IPDP*

*• Meetings*

*• Communications*

*• Decision-making*

*• Member selection*

*• Officer Selection*

*• Approvals*

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

*o Who is responsible for documentation/records?*

*o How is the documentation maintained?*

*o What forms are used and from where are they available?*

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

1.54 Communications

*GUIDANCE: Remove this text box when you complete your narratives.*

*Describe the process of how information about meetings and their results and other PDC activities are communicated and to whom. The PDC Chair should represent the Profession Development Council to the governing body regarding the business of the PDC.*

* 1. Approvals

*GUIDANCE: Remove this text box when you complete your narratives.*

*Describe the processes for approving each of the following:*

* PD Points,*

* Individual Professional Development Plans PDP,*

* and the 5-year plan renewal.*

*Descriptions of documentation for the above areas can be included in a general way here in Section 1.55 or in their pertinent sections.*

*The narrative below offers a model example and contains all the information needed for this section. If you want to use it, just adapt as needed, change the font to black, and copy and paste it below the guidance box.*

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.

Section Two

The District/System Professional Development Plan







2.0 Introduction

*Introductory material*

##### Assessment and prioritization of school improvement needs

*GUIDANCE: Remove this text box when you complete your narratives.*

*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.*

*The staff development needs assessment for the District Professional Development Plan in Section 2.2 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.*

*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. It should concentrate on the questions below:*

*• Describe process for determining if all district students are meeting standards.*

*• Describe process for assessing how instruction align with state and district curriculum content and standards.*

*• Describe current activities that are helping to ensure that district students reach the curriculum standards.*

*• Describe what is not being done and who the students or student groups are that need particular attention.*

*The PDC may be responsible for deciding the area/s, but each district may do it differently.*

*Section 2.2 introduces what the PDC needs for professional development to be able to meet the goal areas chosen in this section.*

*Documentation:*

*• Describe how this process is documented if not already described in Section 1.53 or 2.0.*

*• Provide forms used and from where they are available. If they are entered into an electronic*

*system such as Frontline or PDP Toolbox, describe how staff is trained to use the system.*

*• If there are processes you use in a different plan that you use for this, such as your school*

*improvement plan, please feel free to provide a link to or include that process in this section or in*

*an appendix.*

##### Identification of goals and objectives to achieve professional development needs

*GUIDANCE: Remove this text box when you complete your narratives.*

*This section is a gap analysis of what skills staff have now and what skills the staff will need to improve the area/s chosen in the Section 2.1.*

*Describe the process for creating PD goals and objectives that center around what PD is needed to meet the school improvement areas prioritized in Section 2.1.*

*It should describe what you do to analyze the training or knowledge gaps and to create the goals and objective around the PD requirements that would fill those gaps.*

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

*The Section 2.3 below will take the results of this section and break it down into activities and actions needed to meet the goals and objectives in this section.*

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

*GUIDANCE: Remove this text box when you complete your narratives.*

*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.*

*This section should describe the process you use for selecting professional development content, strategies, and/or activities to meet the goals and objectives you had in the previous section.*

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

*Describe the process for selecting professional development content, strategies, and/or activities at each organization level: district, school, team, and individual staff that meet the PD goals and objectives in Section 2.2.*

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

*GUIDANCE: Remove this text box when you complete your narratives.*

*The evaluative criteria in this section should correspond to the PD goals and objectives in Section 2.2.*

*It evaluates the level of success you had in meeting your stated PD goals and activities and may help evaluate total improvement in the school improvement area on which the PD activities were chosen.*

*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.*

*Describe the criteria you use to evaluate the level of success you had in meeting your stated PD goals and activities in Sections 2.2 and 2.3.*

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

*GUIDANCE: Remove this text box when you complete your narratives.*

*This section is not part of the regulations but part of the historical guidance for what must 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.*

*Document how report the results of the in-service needs evaluation to your stakeholders. Please elaborate on who you consider your stakeholders.*

##### Amending the Professional Development Plan

*GUIDANCE: Remove this text box when you complete your narratives.*

*The PD Plan should be reviewed annually as part of the evaluation of the plan’s effectiveness in 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.*

*The narrative below offers a model example and contains all the information needed for this section.* *If you want to use it, just complete the section in parentheses and change the font to black.*

This document may be amended in the following manner:

1. If the annual evaluation in (Insert approximate time or year or date range) 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 (or elaborate on the procedure if different from Section 1.5.) Once an amendment is approved, the (Insert Secretary, Recorder or other title.) 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.

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

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

#####

#####

##### Section Three

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



3.0 Introduction

The

*GUIDANCE: Remove this text box when you complete your narratives.*

*Documentation: Describe how this process is documented if not already described in Section 1.53.*

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 anapproval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. (Insert District/System Name and/or Number) 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.

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



*GUIDANCE: Remove this text box when you complete your narratives.*

*The narrative below offers a model example and contains all the information needed for this section.* *If you want to use it, choose the public option and complete the sections in parentheses or the private school option. Change the font to black if needed and remove the blue words.*

*Documentation: Describe how this process is documented if not already described in Section 1.53.*

##### For Public Schools:

##### Any licensed person who is not employed by but who works or resides within (Insert USD number and/or name) is eligible to create and file a professional development plan with the district’s local professional development council for licensure renewal purposes.

##### The (Insert PDC Chair or other title) is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees (may/may not/are/are not) be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison or (Insert title for possible option) at (Insert contact information).

##### 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.

##### Or

##### For Private Schools:

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

##### As a private accredited school in Kansas, (Insert system name and or number) does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

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

*GUIDANCE: Remove this text box when you complete your narratives.*

 *Remove this text box when you complete your narratives.*

*If a district/system wants to have an internal process, the only entities to be part of it will be the PDC and the local board of education, to whom the PDC reports. Final decisions from these entities should be made by the complete council or board, not by individual officers. 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*

*The narrative below offers a model example and contains all the information needed for this section.* *If you want to use it, choose and describe the local appeal process or choose no appeal. Once done, remove the blue words.*

*Documentation: Describe how this process is documented if not already described in Section 1.53.*

##### (If the district/system has local appeals)

#####

##### Describe your local appeals process.

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

##### Or

##### (If the district/system has no 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.

Section Four

Awarding Professional Development Points for Re-licensure



 4.0 Introduction

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

 **or**

**Service to the Profession**

4.3 Awarding Points in Three Levels

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

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

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

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

**Awarding Points in Three Levels**

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

Level I – Knowledge

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

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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.

---------------------------------------------------------------------------------------------------------------------------------

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



*GUIDANCE: Remove this text box when you complete your narratives.*

*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 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, please describe in this section or add it in an appendix.*

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

* 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?**

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.

* 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). 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)**

* 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.

#### Appendix (Appendices)

**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 in-service 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.)