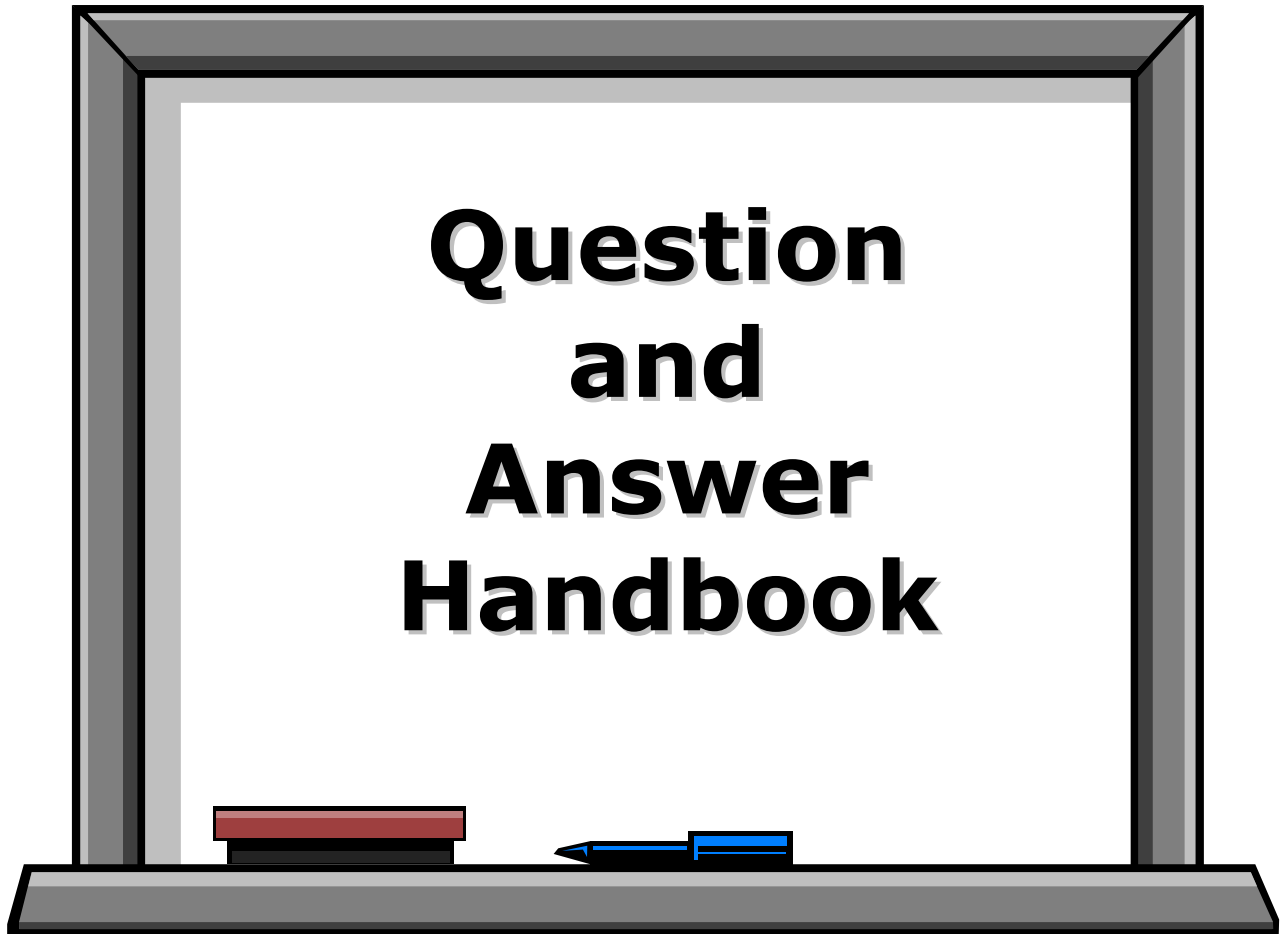


**USD 475  
Professional Development  
2022 - 2023**



Geary County Unified Schools  
District No. 475  
123 North Eisenhower  
Junction City, KS 66441  
785.717.4000  
[www.usd475.org](http://www.usd475.org)

***PROFESSIONAL DEVELOPMENT PLAN***

***2018-2023***

***JULY 1, 2022***

***GEARY COUNTY UNIFIED SCHOOLS  
DISTRICT NO. 475  
123 NORTH EISENHOWER  
JUNCTION CITY, KANSAS 66441***

***785.717.4000***

***[www.usd475.org](http://www.usd475.org)***

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**Courtney Eichhorn**, Teaching & Learning Rep

**Dixie Coleman**, Supervisor

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**Kirstin Adams**, Ware Elementary, '23

**Ashtyn Wiese**, Washington Elementary, '21

**Kristin Oleen**, Westwood Elementary, '23

**Amanda Conrade**, Ft. Riley Middle, '23

**Kylie Walker**, Ft. Riley Middle, '23

**Erik Russell**, Junction City Middle, '23

**LaLani Brown**, Junction City Middle, '23

**Danita Gordon** (SEH), Junction City High, '22

**Dana Wiegand**, (FAHS), Junction City High School, '23

**Mark Moneypenny** (FSA), Junction City High, '23

**Sara Devine** (BPSH), Junction City High, '24

**Jean Rafalko**, HD Karns, '23

**Heather J Boland** (Spring Valley Elem), Nurses, '23

**Miranda Russell**, Early Childhood/Infant-Toddler, '24

**Dixie Coleman**, Elementary Principal, Sheridan Elementary, '23

**Gennifer Booth**, Secondary Principal, Junction City High, '24

**Jeremy Fajen**, Secondary Principal, '24

**Dr. Reginald Eggleston**, Superintendent, Devin Center

# TABLE OF CONTENTS

	<b>District/Building Professional Learning Dates</b> -----	6
	<b>PDC Meeting &amp; Deadline Dates</b> -----	7
<b>I.</b>	<b>Professional Development Purpose</b> -----	8
	➤ Overview-----	8
	➤ Essential Elements-----	8
<b>II.</b>	<b>Organizational Structure for Professional Development</b> -----	8-9
	➤ District Level-----	8-9
	➤ Building Level -----	9
<b>III.</b>	<b>Operation of the Professional Development Council</b> -----	10-11
	➤ Council Membership -----	10
	➤ Desirable Qualifications, Selection, and Replacement -----	10
	➤ Offices and Member Functions-----	10-11
	➤ Council Management -----	11
<b>IV.</b>	<b>Using Professional Development Points for Relicensure</b> -----	12-13
	➤ Definitions -----	12
	➤ Movement on the Salary Schedule -----	12
	➤ Transcripts -----	12
	➤ License Renewal Requirements-----	12
	• Bachelor’s Degree -----	12
	• Master’s or Advanced Degree -----	12-13
<b>V.</b>	<b>Professional Development Plans</b> -----	13-15
	➤ Writing and Submitting an Original Individual Professional Development Plan (PDP) -----	14
	➤ Professional Development Plan Approval -----	14
	➤ Professional Development Plans for License Renewal -----	14
	➤ Avoiding a Lapse in Eligibility and License Expiration -----	14-15
	➤ Changing a Name on a Professional Development Plan -----	15
	➤ Sample Professional Development Plan-----	15
<b>VI.</b>	<b>Activity Plans and Travel Requests</b> -----	16-18
	➤ Writing and Submitting an Activity Plan -----	16
	➤ Activity Plan Approval -----	16
	➤ College/University Coursework Activity Plan Approval -----	16
	➤ Travel Request -----	17
	➤ Sample Activity Plan-----	18
<b>VII.</b>	<b>Professional Development Evaluation and Validation</b> -----	19-20
	➤ Evaluation -----	20
	➤ Verifications/Validations -----	20
<b>VIII.</b>	<b>Appeal Procedure</b> -----	21
<b>IX.</b>	<b>Classification of Acceptable Activities</b> -----	21-23
<b>X.</b>	<b>Evaluation of the Local Professional Development Plan</b> -----	24

<b>XI.</b>	<b>Record Keeping and Maintenance of the Professional Development Plan--</b>	24
<b>XII.</b>	<b>District Professional Development Goals and Objectives -----</b>	25-26
	➤ Synopsis -----	25-26
<b>XIII.</b>	<b>Forms-----</b>	28-31
	➤ Criteria for Writing/Approving an Individual Professional Development Plan-	29
	➤ Criteria for Writing/Approving Activity Plan-----	30
	➤ Video/Still Photo Analysis Form-----	31
<b>XIV.</b>	<b>Addendums-----</b>	31
	➤ Coaching Policy-----	31
<b>XV.</b>	<b>Professional Development Statutes/Regulations-----</b>	32-40
	➤ Professional Development State Statutes-----	32-34
	➤ Professional Development State Regulations-----	35-38
	➤ Professional Development Plan Checklist and Plan Review Process-----	39-40

## DISTRICT/BUILDING PROFESSIONAL LEARNING DATES FOR 2022-2023

**Locations:** Will vary  
**Dates:** The district and/or building will conduct professional development activities on the following dates:

**August 10 (District)**

**District** ECC-12 (6.00 Hours)  
A.M. General Session/P.M. K12 Curriculum, SPED, ELL, Music, and P.E. separate meetings

**August 11 (Building)**

**Building** ECC-12-Agenda due July 23<sup>rd</sup>  
(6.0 Hours)-actual dates TBD by Buildings

**September 2**

**District PD** ECC-12 (6.00 Hours)

**October 10 (Building)**

**Building** PD ECC-12 (6.0 Hours)

**November 21 (FLEX)**

**January 5 (Building)**

**Building** PD ECC-12 (6.0 Hours)

**February 13 (District)**

**District** PD ECC-12 (6.0 Hours)

**April 10 (Building)**

**Building** PD ECC-12 (6.0 Hours)

**Building and District In-services are processed through registration in the District Catalog on [Frontlineeducation.com](https://www.frontlineeducation.com). Sign in sheets will be used as verification of attendance for district admin in order to mark these particular activities complete and finalize the approval process. Failure to sign in, or to sign legibly, will result in a denial of points.**

**Per Negotiated Agreement, Flexible In-service is a logged activity, and seven (7) hours should be logged on the Flexible In-service log form located on the left-hand margin of your [Frontlineeducation.com](https://www.frontlineeducation.com) homepage. Flex hours are 6 hours of flex time directed by the administrator and 1 hour of self-directed time. In order to receive full credit, you must explain what related professional development activity was completed during the 1 hour of self-directed time. The self-directed activity time must be explained in the comment section of the Flex log form.**

## PDC MEETING & DEADLINE DATES 2022-2023

### Professional Development Council (PDC) Year – August 1, 2022 to July 31, 2023

**August 9, 2022**                      PDC Mandatory Training and Meeting – Devin Center Board Room

**September 15, 2022**            PDC Meeting – Kansas Room @ DC

**Teachers NEW to the District** – October 4<sup>th</sup> is the final date to submit your Professional Development Plan (PDP) in Frontlineeducation.com, if you want to receive credit for activities prior to this date.

**A Professional Development Plan (PDP) can be submitted throughout the entire year; however, an individual will not receive professional development credit if there is not an active PDP.**

**November 10, 2022**            PDC Meeting - Kansas Room @ DC

**February 23, 2023**            PDC Meeting - Kansas Room @ DC

**May 18, 2023**                      Final PDC meeting for the year - Kansas Room @ DC

**\*Last day of School May 25, 2023. All Professional Development Log Forms are due by June 25, 2023.**

**\*Summer work is from May 26 – July 31. All summer activities should be submitted within 30 days of the end date of the activity to meet the approval deadline. Summer work should not be submitted together with logged items from the 2022-2023 school year to avoid risking a loss of points due to the June 25<sup>th</sup> deadline for school year items.**

**NOTE:** *Returning teachers may submit a PDP anytime during the school year. However, participants will not receive credit for activities engaged in prior to an approved PDP except as noted for teachers new to the district during New Teacher Orientation.*

**NOTE:** *Teachers hired after the first teacher duty day will be allowed credits for points earned prior to submission of a PDP, if the PDP is submitted within 60 days of the date of employment.*

# I. PROFESSIONAL DEVELOPMENT PURPOSE

## Overview

Professional development is a process of planned growth and change, through which individuals within the organization and the organization itself work toward identified professional development goals in support of better learning for students. A needs assessment, based on evidence gathered systematically in classrooms and on district and state assessments, provides the baseline knowledge about student performance data. After analysis has yielded specific information about student learning, district and building targets for professional development are determined. The results-based staff development (RSBD) plan requires that professional development be designed to provide educators with the skills (content and pedagogical knowledge), opportunity, and resources necessary to reach the goals identified in the school improvement plan. To that end, the following define professional development in the Geary County Schools.

## Essential Elements

1. The Professional Development Plan for USD 475 will be operated in accordance with State requirements governing professional development programs and Kansas Education Systems Accreditation (KESA).
2. The identified results for USD 475 students are defined in the district Mission Statement, Vision Statement, and Exit Outcomes.
3. Professional development in USD 475 must be aligned with the district Mission Statement, Vision Statement, and student Exit Outcomes.
4. Professional development may be initiated at the district level, the building level, or by the individual.
  - A. Professional development originated at the district level will be designed to:
    - support needs identified as a district effort or
    - support goals
  - B. Professional development originated at the building level will be designed to:
    - support needs identified in the building school improvement plan or
    - support the professional growth of an individual as identified in the Professional Development Plan
  - C. Professional development originated by the individual will be designed to:
    - support interests and needs identified in the Professional Development Plan based on the school improvement plan or
    - support efforts identified at the district level
5. **Professional development generally anticipates a change in the participant, the organization itself, or students. As such, professional development must include a plan for measuring the impact of the experience (evaluation). Evaluation will generally fall within one or more of the following levels – participant learning, participant use of new knowledge and skills, product(s), student learning outcomes, and/or refined or new organizational structure.**
6. The Teaching and Learning Division will assist principals and school improvement teams in the design, delivery, and evaluation of effective professional development.



## **II. ORGANIZATIONAL STRUCTURE FOR PROFESSIONAL DEVELOPMENT**

### **District Level**

#### 1. Teaching and Learning

In coordination with the Superintendent of Schools, Teaching and Learning will:

- A. Develop and manage the district improvement plan to include a district professional development plan with the following components:
  - student exit outcomes, program outcomes, and course/grade level outcomes
  - improvement goals, district professional development priorities, and expected outcomes
  - criteria for writing and approving building results-based staff development plans and individual professional development plans (PDPs)
  - criteria for writing and approving activity plans and travel plans
  - criteria for the evaluation and validation of professional development activities
  - alignment with KESA and Title I requirements
- B. Provide training in support of district goals
- C. Approve all professional development that results in an individual becoming a district trainer
- D. Assist buildings in identifying consultants and trainers
- E. Provide technical assistance to buildings in the design, implementation, and evaluation of professional development
- F. Collect and compile credits to produce official in-service transcripts
- G. Communicate procedural and regulation changes for the Kansas State Department of Education
- H. Coordinate and manage the operation of the Professional Development Council

#### 2. Professional Development Council

The Professional Development Council is established to advise the Superintendent and the Board of Education regarding development, implementation, and evaluation of the Professional Development Plan. Composed of individual representatives from each of the buildings, the Associate Superintendent, a Teaching and Learning Rep. and the PDC Supervisor, the Council will:

- A. Develop guidelines and procedures for its own operation
- B. Advise Teaching and Learning regarding the development of guidelines and criteria for:
  - building results-based staff development plans
  - individual professional development plans
  - the evaluation of professional development
  - the validation of professional development for relicensure of staff
- C. Assist in the establishment of district professional development goals and priorities
- D. Assist with the evaluation and reporting of data as required by the State
- E. Monitor the connection between building results-based staff development plans and building school improvement plans
- F. Review and approve activity plans
- G. Review and approve validations
- H. Review and approve Professional Development Plans
- I. Hear appeals regarding disapproval of Professional Development Plans and Activity Plans
- J. Monitor and evaluate the overall district professional development process

### **Building Level**

#### 1. Building Principal

Serving as the key member of the building School Improvement Team, the principal will:

- A. Oversee the development of the School Improvement Plan and the supporting results-based professional development plan
- B. Work with Teaching and Learning in the selection, implementation, and evaluation of the building professional development activities
- C. Involve the School Improvement Team in planning, managing, and evaluating the results-based staff development plan and resulting activities

D. Review and approve Professional Development Plans to be forwarded to the Professional Development Council

2. School Improvement Team

The School Improvement Team is charged with managing the school improvement process at the building level including the development of the building results-based staff development plan. The team will assist the principal with selection and design of appropriate professional development activities.

### III. OPERATION OF THE PROFESSIONAL DEVELOPMENT COUNCIL

#### **Council Membership**

The Professional Development Council will consist of one representative from each building. Buildings with 40 or more certified full-time equivalent staff members will have an additional representative. Junction City High School will have a representative from each Academy. **All buildings, however, should have an alternate in the event the PDC representative cannot attend the scheduled meeting.** The Associate Superintendent, the Professional Development Council Supervisor, two Elementary Principals, and two Secondary Principals will serve on the Council.

Representation will be as follows (building = # of representatives):

Lincoln Elementary = 1	Sheridan Elementary = 1	Heim Early Childhood = 1
Eisenhower Elementary = 1	Spring Valley Elementary = 1	Infant Toddler Program = 1
Ft. Riley Elementary = 1	Ware Elementary = 2	Karns = 1
Grandview Elementary = 1	Washington Elementary = 1	Elementary Principals = 2
Milford Elementary = 1	Ft. Riley Middle = 2	Secondary Principals = 2
Morris Hill Elementary = 1	Junction City Middle = 2	Central Office = 2
Seitz=2	Junction City High = 4	

#### **Desirable Qualifications, Selection, and Replacement**

1. Desirable Qualifications include:

- A. Commitment to spending considerable time in Council activities
- B. Experience in curriculum work, professional development, planning/presenting, or school improvement
- C. Member of the building School Improvement Team

2. Selection

Nominations within each building or group will include either peer or self-nomination. For terms that expire, election by peers shall be completed annually by the end of the second week in May.

3. Replacement of Members

Vacancies shall be filled by the appropriate constituency. A vacancy shall be declared when:

- A. Member resigns
- B. Member transfers
- C. Term of office expires

#### **Offices and Member Functions**

1. Chairperson: Term of office = 2 years

- A. Helps with preparation of the agenda
- B. Conducts meetings of the council
- C. Provides overall leadership for the council

- D. Assists Central Office representatives in preparing regular progress reports to the Superintendent, local Board of Education, and Kansas State Department of Education
  - E. Serves as ex-officio member of any subcommittees of the Council including the PDC Revision Subcommittee
  - F. Assists the PDC Supervisor in recommending the replacement of an individual (refer to Replacement of Members in the section above)
2. Vice Chairperson: Term of office = 2 years
- A. Serves in the absence of the chairperson
  - B. Works with the Chairperson in making recommendations for the replacement of an individual
  - C. Serves on the PDC Revision Subcommittee
3. Council Member: Term of office = 3 years
- A. Serves as liaison between Council and constituency:
    - reports and keeps the building faculty informed of Council business
    - maintains copies of meeting minutes
    - maintains and distributes up-to-date forms and literature
    - serves as a resource to individuals, principals, and school improvement teams
    - facilitates the attendance records, evaluation and validation summaries for building and district in-services
    - posts Activity Plan log, PDP active list, and PDC minutes
  - B. Attends Council meetings and informs PDC secretary of planned absences
  - C. Serves on subcommittees and task forces as needed
  - D. Participates in annual training by PDC Supervisor at the beginning of each year

### **Council Management**

1. Meetings
- A. The Council will hold one regularly scheduled meeting each month, if necessary, as dictated by an agenda or necessary business.
  - B. The Council will meet the second Thursday of the scheduled month at 4:00 p.m., unless another meeting date is needed /necessary.
2. Records
- A. A staff member in the Central Office is responsible for recording attendance and recording and distributing minutes of all meetings. Distribution of minutes shall be to all PDC members and the Administrative Council.
  - B. Maintenance of minutes in the scheduled building is the responsibility of the Council member.
  - C. Records of meetings and activities of the Professional Development Council shall be managed and maintained in the Teaching and Learning offices at the Central Office.
3. Decision Making
- A. A quorum is defined as a majority of the Council membership. The decisions of the Council shall be made by a majority vote.
  - B. The Chairperson may also recognize decisions by consensus or unanimous consent when a simple majority is present and no member requests a formal vote.
  - C. Voting on appeals cases shall be by secret ballot.
  - D. Executive officers will have the authority to conduct official Council business when school is not in session.
4. PDC Annual Training
- A. The PDC Supervisor will provided training in August of each year.

## IV. USING PROFESSIONAL DEVELOPMENT POINTS FOR RELICENSURE

### **Definitions (Kansas Professional Development Program Regulation 91-1-215) (See Regs page 38)**

1. **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/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.
2. **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.
3. **Building Results-based Staff Development Plan** means a plan designed by the school improvement team in support of specifics included in the building KESA and/or Title I school improvement plan.

The professional development process makes available to the individual the opportunity to apply professional development credits toward re-licensure. This **requires** the individual to formally enter the professional development process by completing a plan for professional growth.

### **Movement on the Salary Schedule**

Professional development credits validated through participation in an approved Professional Development Plan (PDP) shall apply toward advancement from one column to the next on the district salary schedule, *within degree categories only*. Such salary enhancement will be based upon the equivalency of twenty (20) professional learning credits = one (1) college/university credit toward re-licensure and movement on the salary schedule. **Please note: All points awarded through the PDC for salary movement may not be accepted for re-licensure by the state. It is the individual teacher's responsibility to verify potential college coursework with the state to ensure acceptance and re-licensure.**

### **Transcripts**

A record of the participating individual's **validated** professional development credits will be kept at Frontlineeducation.com on a *Professional Education Transcript*. An official district transcript will be provided, as needed, for re-licensure. In order for final approval to be given for college courses and appear on the official Frontlineeducation.com transcript, College/University transcripts must be submitted to Personnel Services for verification.

### **License Renewal Requirements (Kansas Professional Development Program Regulation 91-1-206) (See Regs page 37)**

#### • **Bachelor's Degree**

Individuals holding a bachelor's degree must submit 160 professional development points earned under an approved professional development plan to renew their 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.

#### • **Master's or Advanced Degree**

Individuals holding a masters or advanced degree must submit 120 professional development points earned under an approved professional development plan to renew their professional license. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities. The PDC will determine the appropriateness of college credit prior to awarding points.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of license must be earned in **at least one of three areas**:

**Content Endorsement Standards** – Those standards adopted by the Kansas State Board of Education that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

**Professional Education Standards** – Those standards adopted by the Kansas State Board of Education that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

**Service to the Profession** – An 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.

Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds OR to new endorsements/licenses the individual may be working towards. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR 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. Remember, one semester hour of college credit shall count as 20 professional development points.

**Regulations 91-1-215(f) and 91-1-206(a) (See Regs pages 37-38)**

## V. PROFESSIONAL DEVELOPMENT PLANS

### **Writing and Submitting an Original Professional Development Plan (PDP)**

1. **All licensed individuals employed by USD 475 and any other licensed professionals wishing to participate in the local professional development plan must have an active Individual Professional Development Plan.**
2. While the PDP will reflect anticipated professional growth activities up to the expiration date of the individual's license, it is strongly recommended that plans be reviewed and amended each August in order for licensed staff to meet the specificity requirements of the new regulations. If your assignment changes, you must amend your PDP to reflect the change(s).
3. **The plan shall be written for a period that coincides with the period of licensure.**
4. The plan shall include the goal(s)/objective(s) and activities the individual intends to pursue during current licensure, which must align with the school improvement plan and current assignment.
5. The plan must be as specific as available information will allow. Plans may be amended to reflect new opportunities that may not have been available when the plan was originally submitted. Plans should be amended if your assignment changes (for example, if you change buildings). It is not necessary to submit an amended plan listing specific courses taken. An approved activity plan is all that is needed.
6. All plans must be submitted using Frontlineeducation.com



2. The individual submitting the PDP is responsible for planning with and securing the approval of the principal.
3. A Professional Development Plan may be submitted anytime during the school year; however, the participant will not receive credit for activities engaged in prior to submission of the PDP except as follows:
  - Teachers new to the district will be allowed until October 4<sup>th</sup> of their first year of employment to submit their first PDP. Credits for participation in activities following employment with the district and prior to October 4<sup>th</sup> will be allowed in this instance.
  - Teachers hired after the first teacher duty day will be allowed credits for points earned prior to submission of a PDP, if the PDP is submitted within 60 days of the date of employment.

**NOTE: Your Professional Development Plan should be entered such that it expires the same date as your license.**

### **Professional Development Plan Approval**

Once a Professional Development Plan is submitted to the Professional Development Council:

1. The Council will use the *Criteria for Evaluating a Professional Development Plan* form (see page 29), as the initial basis for screening/evaluating the plan. Further evaluation will be based upon the compatibility of projected goals and activities to district and building goals. Thus, a Professional Development Plan must be aligned with district or building goals.
2. Individuals desiring notification of action should set their preferences for email notification on Frontlineeducation.com or check their online portfolio. The individual will be notified within ten (10) days after the Council meeting of the approval or disapproval of their plan.
  - If a plan is disapproved, comments will be written regarding the disapproval and recommended revisions will be supplied.
  - Individuals may revise and re-submit the plan or they may appeal (See Section VIII, Appeal Procedure).
  - A revised plan must be resubmitted in time for consideration at the next regularly scheduled meeting, or the effective date will be changed and the person submitting the plan may lose credit for activities. The PDC representative will be notified of all returned/denied plans.

### **Professional Development Plans for License Renewal 91-1-206 (See Regs page 37)**

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in 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
  - (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.)

**Avoiding a Lapse in Eligibility and License Expiration**

1. When an individual’s license expires, a new PDP is required.
  - If an individual’s relicensure date falls within a school year, and the participant does not want to experience a lapse in his/her eligibility to receive credits for activities occurring during the remained of the year, **a new five-year PDP must be submitted on Frontlineeducation.com one month prior to the relicensure date.**
  - If an individual’s relicensure date falls during the summer (that time when school is not in session), the individual should submit a new plan in time for consideration at the May meeting to avoid a potential lapse in eligibility.
  - ***It is the individual’s responsibility to monitor the status of his/her own PDP and the Professional Development Council is not liable for any lapse in an individual’s coverage.***
2. All professional development credits to be used for renewal of license must have been completed within the scope of an *Individual Professional Development Plan*.

**Changing a Name on a Professional Development Plan**

If an individual changes his/her name, The Office of Personnel and the PDC Secretary should be notified.

**Sample Professional Development Plan**

Individual Professional Development Plan	
Personal/IDP Information	
Name	Mrs. Wonderful Teacher
Teaching Assignment	3rd grade
Degree Information	BACHELORS
Original/Amendment	ORIGINAL PLAN
School Year for which the IPDP Applies	
Start Date	31 09/01/2018
End Date	31 09/01/2023
Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.	
<b>Goal #1 [REQUIRED]</b>	
<b>Personal Goal #1</b>	<input type="text"/>
	Characters left 2048
<b>Knowledge</b>	<input type="text"/>

**You must include**

- full name
- grade level or subject taught
- choose Bachelors, Masters, or Advanced Degree
- always choose Original Plan unless you are making an amendment to the original plan
- start and end dates must align with your licensure dates
- A quality goal should demonstrate a plan to gain new knowledge or skills; should address your current assignment
- and building goals; and may reflect plan to gain new endorsement
- The knowledge area is where you list how you plan to achieve the goal: In and out of district workshops, professional learning days, college coursework, etc.

**Be sure to check the box for Meeting Building/District Prof. Dev. Goals**

**Click Submit**

## VI. ACTIVITY PLANS AND TRAVEL REQUESTS

An Activity Plan is an outline of activities designed to meet specific professional development objectives. The Professional Development Council will annually pre-approve a number of Activity Plans designed to meet the professional development needs of the district as defined under the district professional development goals. These activities may be specified in an individual's Professional Development Plan. In addition to these pre-approved activities, an individual, a group of individuals, or an entire building may request approval of other activities using My Learning Plan. *An Activity Plan must be approved by the Professional Development Council before professional development credits can be earned for the activity.*

### **Writing and Submitting an Activity Plan**

1. Request for approval of a professional development activity, including university/college courses, must be submitted on Frontlineeducation.com. Individual Activity Plans must be filed for university/college coursework to meet State requirements.
2. All Activity Plans must be submitted to the Professional Development Council for approval.
3. **Activity Plans submitted 30 calendar days beyond completion of the activity will not be awarded professional development credits.**



### **Activity Plan Approval**

1. Approval or disapproval of the proposed Activity Plan will be based upon the criteria in the form *Criteria for Evaluating/Approving an Activity Plan* (see page 30).
2. Approval of an Activity Plan for professional development credits does not insure approval of a Travel Request or coverage of any other expenses by the building or district. Conversely, approval of a Travel Request does not insure approval of the activity for professional development credits.
3. Following review of the proposed plan by the Professional Development Council, the individual submitting the plan will be notified of the approval status of the proposed plan available on Frontlineeducation.com.
4. Information about newly approved activities will be distributed throughout the district following each Professional Development Council meeting.
5. Approval of activities will be effective for one year only (August 1 – July 31) and must be resubmitted and approved each year to be eligible for professional development credits.

### **College/University Coursework and Webinar Activity Plan Approval**

1. Individual Activity plans for college coursework must be approved prior to enrollment in the class or within 30 days of completion of class and must follow Kansas Professional Development Program Regulation 91-1-206(a). **Official course title and number must be on the plan.**



2. Webinars related to current assignment, one point per hour of sitting time. Certificate of verification of attendance must be copied, pasted, and submitted in the comment box upon completion for approval process. If this is not an option, email the verification to the PDC Secretary.
- 1.
3. After the plan has been approved, the course name will be added to the individual's District Transcript and noted as college/university coursework.
  4. In order for final approval to be given for college courses and appear on the official Frontlineeducation.com transcript, official College/University transcripts must be submitted to Personnel Services for verification.
  5. Horizontal salary tier classification adjustments will be made in September of each year, with the horizontal tier salary classification position for each teacher to be determined by the Personnel Office based upon the information that has been submitted to the Personnel Office by September 1st. Horizontal tier salary classification advancements will be based upon the following, to-wit: (1) notification of intent to move, submitted by date determined by the district; (2) official transcripts of college hours from the college or university issuing the college hours; or (3) state approved professional development hours/plan, with the stipulation that if college hours are a component of the professional development plan/hours, then an official transcript from the college or university issuing the college hours must be submitted to the personnel office by September 1 of each year.
  6. When submitting relicensure paperwork to the Kansas State Department of Education, an official college transcript and the official district PDC transcript will both need to be sent.
    - **Credit Hour Requirements For Renewal:**  
**All credit hours applicable to renewing a license must be semester credit hours earned through a regionally accredited college or university. This criteria applies whether the course is offered as an on-campus course or as an online course. The credit hours required for an emergency substitute license must also be earned through a regionally accredited institution.**

S.B.R. 91-1-200 (kk) defines valid credit as a semester credit earned or validated by a college or university that is on the accredited list maintained by the state board. Therefore, we accept only credit hours taken from the institutions that have been accredited by associations whose standards offer an acceptable assurance of quality. **The following accrediting associations are the recognized accrediting agencies: New England Association of Schools and Colleges; Middle States Association of Colleges and Schools; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; Western Association of Colleges and Schools; Accrediting Association of Bible Colleges.**
    - **Please note, all points awarded through the PDC for salary movement may not be accepted for relicensure by the state. It is the individual teacher's responsibility to verify potential college coursework with the state to ensure acceptance and relicensure. For KSDE licensure information call: 785-296-2289**
    - KSDE Coaching Policy for relicensure can be found on pg. 32

### **Travel Request**

1. All professional development activities that require travel outside of the district must be preceded by an approved Travel Request.
2. The building principal, the Associate Superintendent, and the Chief Financial Officer must approve a Travel Request for professional development purposes.

## Sample Activity Plan

Activity Title	<input type="text"/>
Complete Description	<input type="text"/> <small>Please submit link to proof of accreditation if this is an online course.</small>
Website for Description	<input type="text"/>
Location	<input type="text"/>
Activity Type	<input type="text" value="--- Click To Select ---"/>
Points Category	<input type="text" value="--- Click To Select ---"/>
<b>Dates</b>	
StartDate (mm/dd/yy)	<input type="text"/>
End Date (mm/dd/yy)	<input type="text"/>
Meeting Dates/Times	<input type="text"/>
<b>Provider</b>	
Provider	<input type="text" value="--- Click To Select ---"/>
If NOT On List Enter Here	<input type="text"/>
<b>For College Coursework, state the Endorsement that the course applies towards.</b>	
Endorsement	<input type="text"/>
<b>State how participation in the activity will benefit individual's professional growth.</b>	
Rationale	<input type="text"/>
<b>Instructor</b>	
Instructor Name	<input type="text"/>
<b>Points/Credits</b>	
Enter the number of PDC Points OR the number of College Credits you are seeking for this activity	
PDC Points	<input type="text"/>
College Credits	<input type="text"/>
<b>Goal(s) and Objective(s)</b>	
Select At Least One District Objective	<input type="checkbox"/> <b>Goal : District/Building Staff Development</b> <input type="checkbox"/> Meeting Building/District Professional Development Goals
	<input type="checkbox"/> <b>Goal : Technology Integration</b> <input type="checkbox"/> Technology Integration
<b>Purpose(s)</b>	
Select a Purpose(s)	<input type="checkbox"/> Relicensure Points <input type="checkbox"/> College Credit
<b>Comments</b>	
Comments	<input type="text"/>

### You Must:

Include the correct title of activity and the course number for college courses

Include a description of the activity

Include a website for college coursework-if it is not an online course, simply enter- www.edu.com so the computer will accept the form

Include location, activity type, and points category

List the correct start and end dates

Include SPECIFIC meeting times.

Choose the provider

If you are taking classes for an endorsement, list the endorsement

If this is not for an approved college program (masters in admin, curriculum, etc.) you will need to provide a rationale statement

Include instructor's name

If the activity is a workshop, then just list the points you are requesting (one point per hour of sit and get time).For college courses list the credit hours and the leave the point equivalent at zero. It will automatically calculate on your official PDC transcript after verification, **but will show zero in your Portfolio.** Select at least one District Objective

**Always choose relicensure points.**

Choose college credit also IF this is a college course for college credit.

**Click Submit**

## VII. PROFESSIONAL DEVELOPMENT EVALUATION AND VALIDATION

### 14

#### Evaluation

**All professional growth activities must be evaluated and marked complete.** The methods of evaluation and the data collected may vary according to the type of activity and the kind of information required from the evaluation.

1. It is the responsibility of the individual to accurately complete the proper form on Frontlineeducation.com and meet all deadlines required of the individual.

2. General Parameters

Professional development anticipates a change in the participant, organization, or student outcomes; that is, professional development implies results, and the following parameters must be addressed when identifying the type of evaluation to be used for a given activity.

- A. Will the chosen evaluation produce information regarding:
  - participant learning
  - participant application of new knowledge and/or skills
  - completion of a product, and/or
  - improved student outcomes
- B. Will the evaluation produce information useful in meeting the annual reporting requirements of Kansas System/Educational Agency Professional Development Plan?

3. Point Categories 91-1-215 (See Regs page 38)

- A. **Knowledge Level**-provides the baseline for the points that may eventually be earned at the Application and Impact levels. Knowledge level points are awarded at a rate of one point, for receiving knowledge in a participatory setting, for one clock hour of the professional learning activity. Knowledge level points are awarded for activities that:
  - 1) increase the knowledge and/or skills related to specific content endorsements (Content Standards) or
  - 2) increase the knowledge and/or skills related to assigned job and role responsibilities (Professional Education Standards)
  - 3) assist others in acquiring proficiency in instructional programs, pedagogy or content, or directly related to licensure of educators, accreditation processes or professional organizations (Service to the Profession)

**Evidence**-Staff members must obtain pre-approval and provide documentation of the activity in the form of a reflection, agenda, certificate of completion, and/or sign in sheet. The Professional Development Council retains the right to request additional documentation for any activity.

- B. **Application Level**-When a staff member applies professional learning to an authentic situation, he/she can apply to earn Application-level points. Application-level points are awarded at a rate of **up to** two points per Knowledge level point of the original activity and must relate to Content Standards or Professional Education Standards. Points will be awarded based upon documentation and evidence of application. The staff member **must be able to demonstrate a change in practice**. Application points **must be applied for within 30 days of Knowledge points being awarded** AND can only be earned for content or professional education activities and documentation **must be completed within six months** of the original Knowledge Level Activity.

**Evidence**-Staff member must submit THREE acceptable forms of evidence from the following list during the Application period: (The Professional Development Council retains the right to request additional documentation for any activity)

- Minimum of eighteen lessons verifiably taught with reflections recorded on each
- Administrator or Building Leadership Team Rep Observations-minimum of four observations within the six- month period
- Student Work Samples-Show a pre-strategy example compared to strategy examples from five students of various ability levels
- Portfolios-show reflection of **three** students' performance over time

- Videotape with analysis- form in found in the Frontlineeducation.com files
- Still photography with analysis- form found in the Frontlineeducation.com files

C. **Impact Level**-When a staff member applies professional learning to an authentic situation and it positively impacts student learning or the educational program of the school/district, he/she can apply to earn Impact level points. Impact level points are awarded at a rate of **up to** three points of the same Knowledge level activity for which Application Points were awarded relating to Content Standards or Professional Education Standards. Points will be awarded based upon documentation and evidence of application and impact. The staff member **must be able to directly demonstrate the achievement of positive impact** related to the same Knowledge level activity from which Application points were previously earned. Impact points **must be applied for within 30 days of Application points being awarded**, AND can only be earned for content or professional education activities and documentation **must be completed within one year** of the original Knowledge Level Activity.

**Evidence**-Staff member must submit two forms of evidence during the Impact period. One form of pre/post assessment is required. The supervising administrator must approve the pre/post assessment. The Professional Development Council retains the right to request additional documentation for any activity.

- Standardized Achievement Assessment
- Performance Assessment
- Teacher Developed Assessment
- Group/Task Activity and Results
- Portfolio/collection of student work- show positive results of **three** students' performance over time.
- Questionnaire/Interview
- Pre/Post Test

### **Verifications/Validations**

1. Participants must complete the Knowledge evaluation on Frontlineeducation.com before the Professional Development Council can consider approval of the in-service education credits.
2. Activities must be marked complete and evaluation forms must be submitted to Frontlineeducation.com immediately following any activity you attend.
3. Knowledge Evaluations must be submitted **no more than 30 days following the completion of the activity** being evaluated. **Evaluations received after the 30-day limit will NOT be awarded professional development credits.** \*\*\*There are some activities that do not require Knowledge Evaluations, but if one is attached to the activity, it MUST be completed and submitted before the 30-day deadline.
4. In order for final approval to be given for college courses and appear on the official PDC transcript, the activity must be marked complete in Frontlineeducation.com, and College/University transcripts must be submitted to Personnel Services for verification.

**NOTE: Once an activity is complete (based on the end date on the plan) Knowledge Evaluation and Mark Complete buttons will become available. Knowledge Evaluations must be completed and activities must be Marked Complete by the participant in order to begin the final approval process. Once the Knowledge Evaluation and Mark Complete have been submitted, the final approval process can take place. Always click on the activity and check to see if a Knowledge Evaluation link is still active. If so, make sure to submit the Knowledge Evaluation in a timely fashion. This must be submitted in order to complete the approval process. Knowledge Evaluations are not required for college coursework. The Mark Complete and Knowledge Evaluation must be done within thirty days of the end date of the activity in order to receive credit.**

## VIII. APPEAL PROCEDURE

An appeal procedure to the Professional Development Council is available to individuals whose Professional Development Plan or Activity Plan has not been approved.

1. At least five (5) days prior to the next Council meeting, the individual must notify the Chairperson of the Council, in writing, of intent to appeal.
2. The actual appeal may be made either in writing prior to the next meeting, or orally before the Council at the meeting, or both.
3. The Council Chairperson will notify the individual of the Council's decision within seven (9) days following the appeal.
4. Following notification of the Council's decision, a second appeal may be made to the Associate Superintendent in writing, using the same time frame as in #1 above.
5. The decision of the second appeal will be reported to the Professional Development Council at the next meeting.

### **Appeal Process (Kansas Professional Development Program Regulation 91-1-206(d))**

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

## IX. CLASSIFICATION OF ACCEPTABLE ACTIVITIES

*Professional development* means professional development and staff development and includes 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 such personnel in already held or assigned positions.

Appropriate professional development activities will be determined in collaboration with a designated supervisor. The following general types of activities may be acceptable for professional development credit under the USD 475 Professional Development Plan.

### 1. **College Coursework**

Verified College coursework will be recorded on the District Transcript. Such coursework should be related to the endorsements/licenses the individual holds or to new endorsements/licenses that the individual may be working towards. In order for final approval to be given for college courses and appear on the official MLP transcript, College/University transcripts must be submitted to Personnel Services for verification.

### 2. **USD 475 Sponsored Activities**

This includes the activities listed on page 6. It also includes activities sponsored by the district and approved during the current school year.

- 1 Clock Hour = 1 Professional Development Credit
- Unlimited professional development credits can be accumulated in this area
- **Staff/Faculty meetings do not qualify for professional development credits**, unless they have an instructional component, and an approved Activity Plan is on file.
- Webinars related to current assignment-one point per hour. Certificate of verification of attendance must be copied, pasted, and submitted in the comment box upon completion for approval process. If this is not an option, email the verification to the PDC Secretary.

### 3. Non-District Activities

This includes state, regional, and national conferences; conventions; seminars; and workshops (Content Endorsement Standards); and higher education (Professional Education Standards). For holders of a baccalaureate degree, four semester hours are required for relicensure. An approved Activity Plan and complete documentation is required to receive credits.

- 1 Clock Hour = 1 Professional Development Credit (Content Endorsement Standards)
- 20 Professional Development Credits = 1 Semester Hour (Professional Education Standards)
- Unlimited professional development credits can be accumulated in this area.
- Webinars related to current assignment-one point per hour. Certificate of verification of attendance must be copied, pasted, and submitted in the comment box upon completion for approval process. If this is not an option, email the verification to the PDC Secretary.

### 4. District Level Taskforces/Councils/Committees/Support Groups and Building Level Committees

- A. Activities in this area are related to curriculum development and instruction and are identified as Service to the Profession. These are logged items. Points may be earned for time served outside of the contract day, or plan time (**IF- it is REQUIRED BY AN ADMIN AND above and beyond the expectations of the negotiated agreement, and if it is not an expected plan time activity or part of the job description**). See the left- hand column on Frontlineeducation.com homepage. These will not appear in the District Catalog. Please note: Individual Activity Plans will not be accepted for these activities. All logged activities must include SPECIFIC times and dates in order to be approved.

Logged activities can be submitted when the activity is finished for the school year, but ALL logged activities **MUST be submitted within thirty days of the last day of school.** You may fill out a log form for each Meeting and let the computer add your hours for you (easier all around), or you may submit one log form for Each category with all the dates and times listed in the comment box adding up to the hours you request.

#### **Eligible activities include:**

#### **Dyslexia Log Form (6 hours for initial training or up to 3 hours for follow-up training)**

There are circumstances to consider when recording hours for the Dyslexia Training:

- a. Some people will do all of their training on their own, outside of the duty day, and should **claim all six hours on the Dyslexia Log Form.**
- b. Some people may have had a combination of hours on their own, along with some acquired during a building meeting or in-service day. If it is partially completed during Building Inservice or a building meeting, then the attendee should only log the hours outside of the Building Inservice or building meeting (because points are already awarded for that time, if protocol was followed), and put a statement in the comment box explaining how the missing hours from the log form were earned. For example: The number **three is placed in the PDC point total on the Dyslexia Log Form**, and then in the comment box a statement may read...." I completed two hours of Dyslexia Training during the Building Inservice on \_\_\_\_ (date/s). I completed one hour of Dyslexia Training during a Focus Meeting on \_\_\_\_ (date/s). Total hours earned for Dyslexia Training is six."
- c. If ALL hours were earned through in-services and/or meetings, the submitter should **place a zero in the point total on the Dyslexia Log Form** and then explain, in the comment box, where and when the six hours of Dyslexia Training were acquired. For example: ...." I completed three hours of Dyslexia Training during the Building Inservice \_\_\_\_ (date/s). I completed three hours of Dyslexia Training during Focus \_\_\_\_ (date/s) Total hours earned for Dyslexia Training is six."

#### **Flexible Inservice Log Form (7 hours only)**

The activity hours claimed on this form must match the activities documented in the Flex Inservice Plan submitted by the building administrator. Make up activities must also be approved by the building administrator. Submit additional hours served under Learning/Service to the Profession log form if over 7 hours. Flex hours are 6 hours of flex time for Geary County Safe Schools Vector/Alice Training videos and 1 hour of self-directed PD time. In order to receive full credit, you must explain what related professional development activity was completed during the 1 hour of self-directed time. The self-directed activity time must be explained in the comment section of the Flex log form.

- Geary County Safe Schools/ALICE Online Required Trainings + one hour of self-directed time.

#### **Learning/Service To The Profession Log Form**

- Assistive Technology Team
- Building Safety Committee

- Building School Improvement Team/Effective Schools/KESA/Collegial Groups/District Support Groups-  
**note: Faculty and Staff Meetings are not point eligible and should not be submitted for approval**
- Curriculum Review/Trade Book/Literature/Adoption/Scoring State Assessments
- Grade Level/Content Area/ELL Academy Meetings/Focus Groups/ Library Media
- KSU Partnership-to be used to log hours working with KSU students:
  - Aides (direct instruction, record-keeping, planning, feedback) 4-6 hours total (Name of aide)
  - Block One (co-planning, formal observation, evaluation... 4-8 hours total) (Name of team)
  - Block Two Methods (co-planning, formal observation, evaluation... 1 hour per week, 8 hours.) (Names of students)
  - Block B: Science/K-2 Literacy (8 lessons, co-planning, observation, evaluation, feedback conferences... 6-10 hours total) (Names of students)
  - Block C: 3-6 Literacy/Soc. Studies/Math (10-12 lessons, co-planning, observation, evaluation, feedback conferences ...10-20 hours total) (Names of students)
  - Student Teaching (direct instruction (first days), co-planning, peer-coaching, conferencing, observation, evaluation... 4-7 hours/week) (Most put 70-80 hours) (Name of student teacher)
- Professional Development Council
- Report Card Committee
- Site Council
- Special Education Task Forces
- Test Revision Committee

**Mentor Program 1<sup>ST</sup> Year Log Form**-Mentors and Mentees log first year program work

**Mentor Program 2<sup>ND</sup> Year Log Form**- Mentors and Mentees log second year program work

**Mentor Program For Principals Only Log Form**-Principal Mentors and Principal Mentees log program work

**New Teacher Orientation Log Form**-New Teachers to the district log their orientation week hours that fall outside of the contract date

**Summer Log Forms**- Summer work activities beginning the day after the last day of the school year and running through July 31

- B. Committees listed are pre-approved for credits. Committees not listed will not be considered for credits unless an Activity Plan has been submitted and approved. The Chairperson or his/her designee must file the plan to the Professional Development Council.
- 1 Clock Hour = 1 Professional Development Credit (Service to the Profession)
  - Unlimited professional development credits can be accumulated in this area
  - A log verifying specific hours of participation must be included within the log form
- C. All summer activities/log should be submitted within thirty days of the end date of the activity in order to meet the approval deadline. Summer work is from May 26-July 31.

#### 5. **Observations/Visitations**

Observations/visitations can be in-district or to another district but must be in support of approved professional growth goals.

- 1 Clock Hour = 1 Professional Development Credit
- A log verifying the hours must be attached to the evaluation form

#### 6. **Trainer of Trainers**

This area includes any training intended to equip and empower the participants to then train others. All trainer of trainer requests must be approved by the Central Office and the Professional Development Council.

- 1 Clock Hour = 1 Professional Development Credit--Unlimited professional development credits can be accumulated in this area

## 7. **Presentations and District Professional Development Trainers**

This area includes presentations at educational workshops, conferences, and seminars.

- 1 Clock Hour = 1 Professional Development Credit (2 Professional Development credits for presenters per clock hour of instruction)
- Unlimited professional development credits can be accumulated in this area

# **X. EVALUATION OF THE LOCAL PROFESSIONAL DEVELOPMENT PLAN**

The professional development plan will be evaluated from three perspectives.

### 1. Building Professional Development Activity

A. Each building will be responsible for the evaluation of professional development activities conducted by the building, including those occurring on professional learning days. The format of the evaluation for specific activities may vary, but must meet with district guidelines for evaluation including the intention to:

- measure for results and
- gather information useful in providing sustained support for change

B. Each building will provide the Teaching and Learning Division and the Professional Development Council with summaries of building evaluations.

C. Each building will annually complete the results-based staff development report as found in the KESA School Improvement Plan.

### 2. District Professional Development Activity

A. The district will be responsible for the evaluation of all professional development activities not conducted by or evaluated at the building level.

B. The district will annually compile the KESA Annual Report data from each building to provide a district-wide evaluation.

### 3. Professional Development Plan Implementation and Operation

On a yearly basis, the Professional Development Council will be responsible for discussing the effectiveness of the Professional Development Plan and suggesting appropriate revisions.



## **XI. RECORDKEEPING AND MAINTENANCE OF THE PROFESSIONAL DEVELOPMENT PLAN**

Appropriate records regarding the local professional development plan will be maintained at the Central Office and on Frontlineeducation.com. Files will be maintained for all components of the plan including each of the following:

1. Records of the Professional Development Council
  - Council meetings, attendance, and decisions, including minutes of meetings
2. Needs Assessment procedures and results
3. Professional Development Plans, amendments, and updates for each participating member
4. Activity Plans
5. Travel Requests
6. Evaluation forms for completed activities
7. Professional Education Transcripts for each participating member
8. Evaluations of the operation and administration of the overall district professional development plan

## **XII. DISTRICT PROFESSIONAL DEVELOPMENT GOALS AND OBJECTIVES**

The district vision statement serves as the umbrella under which district professional development goals and objectives are aligned. Specific programs and activities are a result of needs identified in building school improvement plans; district needs assessments, and district improvement goals. Building improvement plans and district improvement goals are updated annually. Individual professional development activities are then added and adjusted accordingly.

### **Synopsis of Goals and Objectives**

Under each goal and its objectives, two classifications of professional development offerings are identified:

1. Those offered in-district and conducted by district trainers or personnel. They are all specific activities programs. To enroll for offerings in this classification, complete the proper district registration form or call the Teaching and Learning Division.
2. Those which occur out-of-district or are conducted by personnel from out-of-district.

It is important to note that the offerings in this second classification are not intended as common or unrestricted offerings.

**GOAL 1:** USD 475 equitably address the academic learning among students in all demographic categories to include low income, disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, students in foster care, and all genders to increase the graduation rate to 95% by 2025.

- 1.1 Implement Systemic Reform in the Geary County School District grounded in the Research base for High Performing School Systems
- 1.2 Each student enters kindergarten school ready
- 1.3 Each student will meet or exceed established standards
- 1.4 Each student will experience challenging and engaging learning that builds on their strengths, passions, and interests
- 1.5 Every student will graduate high school prepared for post-secondary education, career success, and productive community life

- 1.6 Provide a continuum of services to meet the needs of all students
- 1.7 All students will demonstrate technology literacy and digital citizenship
- 1.8 Provide a collaborative environment that increases achievement of all students
- 1.9 Provide supports to meet the unique needs of the military child

In-District, pre-approved offerings in support of Goal 1:

Content professional development in reading, mathematics, STEAM, and social studies. Safe and Civil Schools Training, New Teacher Orientation, LETRS Training, Student Improvement Team Training, ASQ Training, Local, State and National Conferences.

Examples of out-of-district activities that may support Goal 1:

Kansas State Department of Education Conferences, Kansas Staff Development Conference, National Staff Development Conference, Association for Supervision and Curriculum Development Conference National Council of Teachers of Mathematics, National Council of Teachers of English, NSTA Conferences, NCST State and national conferences. Local, state, regional, or national conferences in MTSS, Social Emotional Character development, reading, mathematics, STEAM, and writing. Local, State and National Conferences.

**GOAL 2:** USD 475 will equitably address the social and emotional needs of students. These needs will include but not be limited to attendance, discipline, mental, emotional, and parental involvement concerns to allow our students maximum potential for success.

- 2.1 Create an engaging and welcoming school district culture where our diverse students, staff, parents, and community members feel valued, respected and included
- 2.2 Provide secure, safe, well-maintained facilities and environment appropriate to support the core mission of the district
- 2.3 Coordinate programs that support student social, emotional, academic, and health needs promoting positive student relationships
- 2.3 Promote and practice shared responsibility among stakeholders for achieving district goals
- 2.4 Strengthen and increase both community and business partnerships that promote student achievement
- 2.5 Maintain our partnership with Fort Riley to strengthen the position with the Department of the Army and meet the needs of our military families

In-District, pre-approved offerings in support of Goal 2:

Safe and Civil Schools Training, New Teacher Orientation, Student Improvement Team Training, MTSS Training, ASQ Training, Local, State and National Conferences. Social Emotional Character Development workshops/trainings, Wellness activities, Training in ALICE, FERPA, Sexual Harassment, Discrimination, ESI, 504, and Blood Borne Pathogens

Examples of out-of-district activities that may support Goal 2:

Kansas State Department of Education Conferences, Kansas Staff Development Conference, National Staff Development Conference, Association for Supervision and Curriculum Development Conference, Title Conferences, State and National conferences. Local, state, regional, or national conferences in MTSS, Trauma Informed Schools, Social Emotional Character Development.

**GOAL 3:** USD 475 will create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.

- 3.1 Create an engaging and welcoming school district culture where our diverse students, staff, parents, and community members feel valued, respected and included
- 3.2 Provide secure, safe, well-maintained facilities and environment appropriate to support the core mission of the district
- 3.3 Coordinate programs that support student social, emotional, academic, and health needs promoting positive student relationships
- 3.4 Promote and practice shared responsibility among stakeholders for achieving district goals
- 3.5 Strengthen and increase both community and business partnerships that promote student achievement
- 3.6 Maintain our partnership with Fort Riley to strengthen the position with the Department of the Army and meet the needs of our military families

In-District pre-approved offerings in support of Goal 3:

Social Emotional Character Development workshops/trainings, Wellness activities, Training in ALICE, FERPA, Sexual Harassment, Discrimination, ESI, 504, and Blood Borne Pathogens, Military Events by Invitation

Examples of out-of-district activities that may support Goal 3: National Social Emotional Character Development conferences, Local, State and National Conferences.

**GOAL 4:** USD 475 will develop a plan to recruit, Retain, and Support High Quality Staff.

- 4.1 Develop initiatives and strategies to recruit, hire and retain quality staff that reflect the diversity of our community and will respond to its changing needs
- 4.2 Develop strategic and operational standards, procedures, and systems that are responsive to the needs of our employees
- 4.4 Increase opportunities for professional development for all staff
- 4.5 Continue to support professional development programs that increase effectiveness of teachers and administration
- 4.6 Enhance district's climate and working environment

In-District, pre-approved offerings in support of Goal 4:

Selections from any of the other goal areas, Content professional development in reading, mathematics, science, and social studies, Learning Labs/ Focus–Achievement Team Meetings. Local, State and National Conferences.

Examples of out-of-district activities that may support Goal 4:

National Association of Elementary School Principal's Conference; National Association of Secondary School Principal's Conference; Association of Supervision and Curriculum Development Conference; American Association of School Librarians Conference; Content specific professional learning days/conferences for physical education, music, and special education teachers. Local, State and National Conferences.

### **XIII. FORMS**

- Criteria For Approving Professional Development Plan (use page 28)
- Criteria For Approving Activity Plans (use page 29)
- Videotape/Still Photography Analysis Form (use page 30)

## CRITERIA FOR WRITING/APPROVING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

**Name:** \_\_\_\_\_

**Building:** \_\_\_\_\_

	<u>Individual/ Building Rep</u>		Individual/ Principal		<u>PDC</u>	
	Yes	No	Yes	No	Yes	No
1. Goals are clearly stated and aligned with the school Improvement Plan.	_____	_____	_____	_____	_____	_____
2. Activities are specified in at least one points areas (Content, Professional Education and Service to the Profession).	_____	_____	_____	_____	_____	_____
3. Activities address the goals.	_____	_____	_____	_____	_____	_____
4. Starting dates are clearly stated and aligned with the licensure date.	_____	_____	_____	_____	_____	_____
5. Understands the number of points required for re-licensure	_____	_____	_____	_____	_____	_____
6. College/university courses enhance content knowledge of current license endorsements, professional knowledge growth, or efforts to attain a new endorsement.	_____	_____	_____	_____	_____	_____
7. The Knowledge area for each goal has been completed.	_____	_____	_____	_____	_____	_____
8. The plan was created collaboratively and has been submitted in a timely fashion.	_____	_____	_____	_____	_____	_____

## CRITERIA FOR WRITING/APPROVING ACTIVITY PLAN

- |   |          |         |             |
|---|----------|---------|-------------|
| Full name of person submitting Activity included.   | _____Yes | _____No |             |
| Title/Description of Activity included.   | _____Yes | _____No |             |
| 1. Plan was received within two (2) weeks prior to activity or no later than thirty (30) days beyond the completion dates of the activity.  | _____Yes | _____No | _____Revise |
| 2. The total expected number of contact hours by participants is specified. College credit hours and/or PDC point equivalents are listed as appropriate.  | _____Yes | _____No | _____Revise |
| 3. The proposed activity contributes to valid professional growth. Relicensure box has been checked. If college credit is earned, the college credit box should also be checked.  | _____Yes | _____No | _____Revise |
| 4. The quality of the professional growth activity is documented through one or more of the following:<br>_____credentials or experienced presenter(s)<br>_____sponsorship by a recognized organization<br>_____a rationale statement outlining the potential value of the experience<br>_____promotional information | _____Yes | _____No | _____Revise |
| 5. A process is described and instruments are identified for evaluating the effectiveness of the activity.  | _____Yes | _____No | _____Revise |
| 6. Specific times and dates have been included  | _____Yes | _____No | _____Revise |

**VIDEO/STILL PHOTO ANALYSIS FORM  
(Located in Frontlineeducation.com)**

Name of Submitter:

Date:

Job Title:

School:

Knowledge Base Activity Title:

Application Analysis\_\_\_\_\_ Impact Analysis\_\_\_\_\_

Video:\_\_\_\_\_ Photograph:\_\_\_\_\_ (Ensure permissions have been obtained by all parties shown within)

Evaluating Supervisor's Name:

1) Briefly describe what happened prior to, during, and after the time captured in the video/photograph. (Describe student actions/teacher actions pertaining to strategies employed)

2) What evidence is captured within, regarding application or impact, due to the implementation of the knowledge-based strategy? (Provide specific examples, teacher and/or student)

3) Was the strategy effective? What data is used to determine effectiveness?

Building Principal/Designated Supervisor's Signature:

Date:

## **XIV. ADDENDUMS**

### **Coaching Policy**

Remember, professional development for licensure renewal must fall within 1 of three areas: content standards, professional development standards, or service to the profession. Content must be related to the content subject areas (endorsements) on the existing license. Coaching coursework or credits are content appropriate only for physical education endorsed teachers. Therefore, only a PE endorsed teacher can count a coaching course for semester credit hours in order to meet the minimum credit hour requirement for renewal (bachelors level teachers who need a minimum of half of their points earned for college credit). This has been a very consistent policy for a number of years, even under the old regulations. Coursework that is part of a sports management or sports administration degree is generally not applicable – we do not issue any kind of endorsement for this.

We would allow a PDC to award professional development points for coaching clinics or courses for non-physical education endorsed teachers if ALL the following points are met:

1. The points are not counted as semester credit hours needed to meet credit hour requirements for renewal, but as a general professional development activity.
2. The coaching clinic or course must relate to an individual development plan goal approved by the PDC for the teacher.

A. The PDC must be able to verify the clinic/course fits within professional education or service to the profession, since it is not applicable as content for these teachers. Therefore, to be considered professional education or service to the profession, the coaching clinic or course would have to be a general clinic, not a clinic/course for a specific sport (like Glazier Football Clinic, or Coaching Volleyball). An example of what might be applicable: occasionally a coaching clinic will deal with issues such as motivation, developing leadership skills, etc. as opposed to how to coach a specific sport. These clinics might be appropriate for the district to award points in the areas of service to the profession and/or professional development. In awarding points for a clinic or course like this, points should be awarded only for that portion of the clinic that was applicable. A 16-hour clinic may only have 4-6 hours that are appropriate as described.



*Kansas leads the world in the success of each student.*

## **PROFESSIONAL DEVELOPMENT STATUTES/REGULATIONS**

### **Professional Development Statutes**

#### **72-2544. Citation of act; legislative declaration and intent.**

This act shall be known and may be cited as the education professional development act. It is hereby declared that it is essential to the welfare of the people of Kansas that the provision of quality educational opportunities for all pupils in the state be assured. Therefore, it is the intention of this act to promote continuous professional development, diversification in academic foundations or subject knowledge, improvement in job effectiveness, enhancement of skills and techniques, and competent on-the-job performance of all certificated personnel serving regularly in the accredited elementary and secondary schools of the state of Kansas.

**History:** L. 1984, ch. 260, § 1; L. 1992, ch. 89, § 1; L. 2003, ch. 9, § 2; July 1.

**Source or Prior Law:** 72-9601.

#### **72-2545. Definitions. As used in this act:**

- (a) "Professional development" means any planned learning opportunities provided to certificated personnel employed by a school district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
- (b) "Certificated personnel" means all employees of a school district, or an authorized educational agency required to be certificated by the state board of education.
- (c) "School district" means any public school district organized under the laws of this state.
- (d) "Authorized educational agencies" means area professional development centers, state education agencies, institutions of postsecondary education which are authorized under the laws of this state to award academic degrees, and other organizations which serve school districts.
- (e) "Area professional development center" means any regional organization providing professional development to school districts.
- (f) "State board" means the state board of education.
- (g) "department" means the state department of education.
- (h) "board" means the board of education of any school district; and
- (i) "School year" means the twelve-month period ending June 30.

**History:** L. 1984, Ch. 260, § 2; L. 1994, Ch. 172, § 1; L. 2003, Ch. 9, § 3; July 1.

**Source or Prior Law:** 72-9602.

#### **72-2546. Administration of act; rules and regulations.**

- (a) The state board shall adopt rules and regulations for the administration of this act and shall:
  - (1) Prescribe and adopt policies and guidelines for the provision of professional development programs for all certificated personnel.
  - (2) establish standards and criteria for procedures, activities and services to be provided in professional development programs; and
  - (3) establish standards and criteria for reviewing, evaluating and approving school district professional development programs and applications of boards for state aid.
- (b) The standards and criteria established under subsection (a) (3) for evaluating school district professional development programs shall include measures for assessing the impact of programs on improvement of the skills of certificated personnel in effectuation of effective instructional skills and improvement of the academic performance of pupils. **History:** L. 1984, Ch. 260, § 3; L. 1992, Ch. 89, § 2; L. 1994, Ch. 172, § 2; L. 2003, Ch. 9, § 4; July 1.

**Source of Prior Law:** 72-9603.



**72-2547. Boards of education required to establish and maintain programs, standards and criteria. methods of compliance.**

- (a) Each board shall establish and maintain a professional development program for certificated personnel of the schooldistrict. Professional development programs shall meet standards and criteria set by the state board.
- (b) Each board, in complying with the requirements of subsection (a), may:
  - (1) Develop policies and plans for the provision of professional development programs based on identified needs at the individual, building and district levels.
  - (2) provide for professional development programs at any time during the school year.
  - (3) contract with area professional development centers and authorized educational agencies in providing for professional development programs; and
  - (4) enter into cooperative or interlocal agreements with one or more other school districts in providing for professional development programs.

**History:** L. 1984, Ch. 260, § 4; L. 1992, Ch. 89, § 3; L. 1994, Ch. 172, § 3; L. 2003, Ch. 9, § 5; July 1.

**Source or Prior Law:** [72-9604](#).

**72-2548. State aid; requirements for obtaining; applications for.**

- (a) In each school year, each board which has established and is maintaining a professional development program in compliance with the requirements of this act and which desires to secure state aid for part of the cost of maintaining the program shall certify and file an application with the state board for approval of the program.
- (b) Each board which is maintaining an approved professional development program and which desires to secure state aid in any school year for part of the cost of exploring and implementing innovative and experimental procedures, activities and services to be provided in the program for enhancement thereof shall certify and file an application with the state board for approval of such procedures, activities and services.
- (c) Applications shall be in a form prescribed and furnished by the department, shall contain such information as the state board may require and shall be filed annually at a time to be determined and specified by the state board. Approval by the state board of the program, any innovative and experimental procedures, activities or services provided therein, and the application shall be prerequisite to payment of state aid to any board.

**History:** L. 1984, Ch. 260, § 5; L. 1992, Ch. 89, § 4; L. 2003, Ch. 9, § 6; July 1.

**Source or Prior Law:** [72-9605](#).

**72-2549. Applications for state aid; required information.**

In order to be approved for payment of state aid, any application under K.S.A. [72-2548](#), and amendments thereto, shall contain the following information:

- (a) The number of certificated personnel of the school district who are participating in the program; a description of the scope, objectives, procedures and activities of and the services provided by the professional development program for the school year.
- (b) the manner in which the professional development program is aligned with the mission, academic focus, and quality performance accreditation school improvement plan.
- (c) a description of the performance measures utilized in meeting the evaluation standards and criteria established under subsection (b) of K.S.A. [72-2546](#), and amendments thereto.
- (d) the amount budgeted by the board for its professional development program.
- (e) the amount of the actual expenses incurred by the school district in maintaining an approved professional development program.
- (f) the amount of the actual expenses, if any, incurred by the school district for the provision of innovative and experimental procedures, activities and services in its professional development program; and
- (g) such additional information as determined by the state board.

**History:** L. 1984, Ch. 260, § 6; L. 1994, Ch. 172, § 4; L. 2003, Ch. 9, § 7; July 1.

**Source or Prior Law:** [72-9606](#).

**72-2550. Same; allocation and distribution; payments.**

The state board shall be responsible for the allocation and distribution of state aid for professional development in accordance with appropriation acts and the statutes of this state. Such moneys shall be expended only in accordance with and for the purposes specified in this act. Payments under this act may be made in installments and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

**History:** L. 1984, Ch. 260, § 7; L. 2003, Ch. 9, § 8; July 1.

**Source or Prior Law:** [72-9607](#).

**72-2551. Determination of state aid; proration; forms; reports.**

(a) In each school year, each school district which is maintaining an approved professional development program shall be eligible to receive from state funds, within the limits of appropriations for professional development, an amount to be determined by the state board on the basis of priorities established through a needs-assessment survey conducted by the state board. In no event shall the amount allocated and distributed to any school district under this act exceed:

(1) An amount which is equal to .50 of 1% of the amount of the general fund budget of the school district, or an amount equal to 50% of the actual expenses incurred by the school district in maintaining an approved professional development program, whichever is the lesser amount; or (2) an amount which is equal to 50% of the actual expenses incurred by the school district for the provision of innovative and experimental procedures, activities and services, if any of the same are provided and approved by the state board, in a professional development program maintained by the school district and approved by the state board.

(b) If the amount of appropriations for professional development programs is insufficient to pay in full the amount each school district is determined to be eligible to receive for the school year, the state board shall prorate the amount appropriated among all school districts which are eligible to receive state aid under the provisions of this act in proportion to the amount each school district is determined to be eligible to receive.

(c) The state board shall prescribe all forms necessary for reporting under this act.

(d) Every board shall make such periodic and special reports of statistical and financial information to the state board as it may request.

**History:** L. 1984, Ch. 260, § 8; L. 1993, Ch. 264, § 7; L. 1994, Ch. 172, § 5; L. 2003, Ch. 9, § 9; July 1.

**Source or Prior Law:** [72-9608](#).

**72-2552. Professional development fund; use of money.**

There is hereby established in every school district a fund which shall be called the professional development fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by the school district from whatever source for professional development programs established under this act shall be credited to the fund established by this section. The expenses of a school district directly attributable to professional development programs shall be paid from the professional development fund.

**History:** L. 1984, Ch. 260, § 9; L. 1986, Ch. 275, § 13; L. 2003, Ch. 9, § 10; L. 2011, Ch. 107, § 15; L. 2012, Ch. 155, § 17; L.

2013, Ch. 121, § 17; L. 2015, Ch. 4, § 66; L. 2017, Ch. 95, § 94; July 1.

**Source or Prior Law:** [72-9609](#).

**72-2553. Technical advice and assistance.**

The state board may provide any board, upon its request therefor, with technical advice and assistance in the establishment and operation of a professional development program and may make studies and gather and disseminate information relating to materials, resources, procedures, programs and personnel which are or may become available to school districts for utilization in professional development programs.

**History:** L. 1984, Ch. 260, § 10; L. 2003, Ch. 9, § 11; July 1.

**Source or Prior Law:** [72-9610](#).

## Professional Development Regulations

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in 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 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. § 91-1-211

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

### **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. 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.)

**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.)

**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. 91-1-215 through K.A.R. 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.)

**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.)

**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.)

## 2022-2028 Professional Development Plan

### Checklist and Plan Review Process

#### 1. Professional Development Council (PDC) for In-Service Education

- Page 10- 1.1** Process to ensure the PDC is representative of the agency's licensed personnel. KAR 91-1-217 (a)(1)
- Page 10- 1.2** Process to ensure that the membership consists of as many or more teachers than administrators, all of whom are representative of the district's licensed staff. KAR 91-1-217 (a)(2)
- Page 11- 1.3** Process for ensuring at least one PDC member receives annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219, and then trains the rest of the PDC on that information. Training each member annually would also meet this requirement. Training can be internal or external to the PDC. KAR 91-1-217 (b)(1)
- Pages 10-13- 1.4** PDC operational procedures, which can be in the body of the plan or in an addendum. KAR 91-1-217 (b)(2) and KAR 91-1-216 (a)(1)
- Pages 14-15- 1.5** A five-year plan based upon criteria established by the state board. KAR 91-1-217 (b)(3)
- Page 37- 1.6** *Although not required by state regulations, if the district governing body approves the 5-year in-service plan, documentation of that approval may be included in the plan (optional). KSDE recommends that the PDC Chair or representative discusses how a district's governing board would like to handle this and proceed accordingly. KAR 91-1-217 (b)(3)*
- Pages 21-23, 37- 1.7** Process for awarding professional development points. "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." KAR 91-1-218
- Pages 33-34, 38- 1.8** *Process for spending State in-service education program funds (optional). KAR 91-1-219*
- Page 21- 1.9** Description of the process a license professional will use to appeal non-approval of his/her individual development plan by the local PDC. KAR 91-1-206 (d) See also KAR 91-1-211

#### 2. In-Service Education Plans

- Page 8- 2.1** Process or procedure for assessing in-service needs for staff development at the individual, building and system levels. Building level professional development should be closely aligned with the school improvement plan. Also, the professional development needs of the licensed professionals should be considered and aligned with the needs of the system. KAR 91-1-216 (b)(2)
- Page 25-26- 2.2** Process or procedure for identifying goals and objectives based on those in-service needs at the individual, building and system levels and that align with system initiative/process, such as the strategic plan, KESA, etc.) KAR 91-1-216 (b)(3)

- Pages 16-17 item 6, 21-23 item 9, 25-26 District- 2.3** Process or procedure for identifying activities at the individual, building and system level that are planned/selected to meet those goals and objectives. KAR 91-1-216 (b)(4)
- Pages 19-20- 2.4** Process and procedures for using evaluative criteria, which "shall include measures for assessing the impact of programs on improvement ... of effective instructional skills and improvement of the academic performance of pupils." KAR 91-1-216 (b)(5) and KSA 72-2546
- Page 16-2.5** 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. KAR 91-1-216 (c)
- 2.6** An approved plan may be amended at any time by following the procedures specified in this regulation. This component still needs some clarification, and you will not be responsible for it right now. KSDE will provide guidance. KAR 91-1-216 (e)
- Page 40- 2.7** The 5-year in-service plan includes a signature page or other verification that the local professional development council reviewed and approved it. Can be part of the PDC operational procedures. (See 1.4). KAR 91-1-206 (c)(3)

**3. Individual Professional Development Plans (Individual PDP) for License Renewal**

- Page 13- 3.1** Process to ensure one or more of the required areas (content endorsement and professional education standards and service to the profession) are included in the Individual PDP. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (a) (1-3)
- Page 14- 3.2** Process for district employees to file and receive approval for an Individual PDP with the PDC. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (b)
- Page 13 item 1- 3.3** Process for those who work or reside in the district but are not district employees to file and receive approval for an Individual PDP with the PDC. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (b)
- Pages 9, 13 item 2, 28, 35- 3.4** Process for ensuring that the Individual PDP planning process is a cooperative effort between the licensed professional and his/her designated supervisor and considers the needs of the teacher and the district. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (c)(1)
- Page 13 item 2- 3.5** The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (c)(2)

**This plan was reviewed by the Professional Development Council on 08/09/2022**

\_\_\_\_\_ PDC Chairperson

\_\_\_\_\_ PDC Supervisor

\_\_\_\_\_ Teaching and Learning Representative

\_\_\_\_\_ Director of Personnel Services

\_\_\_\_\_ Superintendent/Associate Superintendent