**Professional Development Plan**

Lutheran Schools of the LCMS Kansas District

District:  Z0026

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/27

**Plan Updates**

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

Professional Development Council (PDC)

**Introduction**

The Professional Development Council (PDC) plan for the Lutheran Church-Missouri Synod (LCMS) Kansas District and the professional development plans for the local Lutheran schools are critical for developing the quality of education in our Lutheran schools.  The mission of the PDC is to support the professional growth of educators as they help all students achieve high standards of learning.

The PDC writes, coordinates, and administers the Lutheran Schools of Kansas District professional development plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional development.

**ESTABLISHMENT of the PROFESSIONAL DEVELOPMENT COUNCIL (PDC)**

The Lutheran Schools of Kansas are governed by local congregations who are members of The Lutheran Church-Missouri Synod.  The synod is not an ecclesiastical government exercising legislative or coercive powers but respects the individual congregation’s right to self-government. The schools operated by the local congregations are, therefore, autonomous.  The Kansas District of the LCMS (an extension of the Synod) is an advisory body to the local congregations/schools.

The Professional Development Council (PDC) of the Lutheran Schools of Kansas operates under the governance of the LCMS Kansas District through its Board of Directors with oversight from their contracted Executive Director (Superintendent). A PDC Director (licensed Kansas educator) for the Lutheran schools may also be subcontracted through the LCMS Kansas District Board of Directors as an additional resource to the District PDC.

The PDC is composed of teachers and will monitor the professional development activities of Kansas Lutheran schools. All PDC members will have a current Kansas teaching license.

The focus of staff development is determined at each individual school.  Schools and other educational entities may provide professional development opportunities through in-services, workshops, guest speakers, conferences, etc.  Each school regularly reviews and submits building goals that focus on meeting standards in accordance with State accreditation.  The building goals are submitted to the Executive Director and forwarded to the *Greenbush Professional Development Planning (PDP) Toolbox.*   A teacher may only use goals from the school where he/she is employed.

All educators affiliated with the Kansas District must have an account on *the Greenbush PDP Toolbox.*  License renewal information, point request submissions and professional development transcripts will be kept on this database.  The PDC regularly meets to discuss and award points according to what educators have submitted through the *PDP Toolbox*.

**Membership**

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

*a) Each professional development council shall meet the following criteria: (1) Be representative of the educational agency's licensed personnel; and (2) include at least as many teachers as administrators, with both selected solely by the group they represent.*

The Lutheran Schools of Kansas are governed by local congregations who are members of The Lutheran Church-Missouri Synod.  The synod is not an ecclesiastical government exercising legislative or coercive powers but respects the individual congregation’s right to self-government. The schools operated by the local congregations are, therefore, autonomous.  The Kansas District of the LCMS (an extension of the Synod) is an advisory body to the local congregations/schools.

The PDC for the Lutheran Church Missouri Synod – Kansas District is composed of six representatives from the State accredited Lutheran K-8 schools in Kansas.  By August 15 every year, each building will elect a representative PDC liaison through a vote cast by all licensed educators on each faculty. No licensed building administrator may serve as the liaison. Election results will be recorded and will be submitted by each building administrator to the Executive Director by August 31. The names received will constitute a ballot for a general election, generally held annually in October at the Lutheran professional educator’s conference~~.~~

The District PDC, therefore, are members elected by the collective gathering of Kansas licensed educators at the October conference. The ballot will be a listing of the building level PDC liaisons, whose names were previously submitted to the Executive Director. Two members with a majority of votes cast will be elected annually at the conference business meeting and will then serve a 3-year term on the committee.  A member may serve consecutive terms. The remaining four members of the committee will continue in their three-year term of service. There will always be more teachers than administrators on the six-member committee. All election results are duly recorded in the LCMS Kansas District Educators Conference business meeting minutes and are digitally stored with the Lutheran Center of the LCMS Kansas District.

If a vacancy is created within a given year following the annual October conference, the position will be filled by the liaison who received the next highest total of votes at the business meeting.

All PDC members will receive training at the first regularly scheduled PDC meeting conducted following the October conference. The District PDC Director will attend all regularly scheduled meetings of the District PDC. It is at this same meeting that an annual election of the PDC chair and the recording secretary positions will be held. The Executive Director, the PDC Director, all District PDC members and all building liaisons will receive the meeting minutes of all regularly scheduled meetings of the District PDC for communication purposes at the building level. These meeting minutes will also be digitally stored at the Lutheran Center of the LCMS Kansas District.

**Responsibilities**

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

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

The PDC will meet approximately six times each year (dates and times determined by the PDC).  These meetings may be in person at the Lutheran Center of the LCMS Kansas District or may be held remotely.  The Director may schedule a summer workday to address the licensure renewal needs of the educators.  All other requests are completed on an as needed basis throughout the year.

**PDC - COUNCIL RESPONSIBILITIES**

The council is responsible for the following tasks for the Lutheran schools in Kansas:

* The PDC will ensure that any updates to the Professional Development Plan are submitted to KSDE in August, as prescribed by KSDE guidelines.
* The PDC will inform schools of the state requirements and updates for teaching certification, recertification, and licensure renewal.
* The PDC awards professional development points based on in-service activities that meet approved school goals.
* The PDC tracks college/university credits submitted by educators through *Greenbush’s PDP Toolbox.*
* When an eligible educator requests licensure renewal, the PDC Chair submits the official Professional Development transcript to the Executive Director to be uploaded to KSDE.
* The PDC maintains regular communication with individual school administrators and staff liaisons regarding licensure changes, expiring licenses of staff members, and district professional development opportunities.
* The PDC addresses questions and provides direction to those educators who are completing professional development requests.
* The PDC Chair ensures that the PDC receives at least annual training.
* The “Points Requests” section of *Greenbush’s PDP Toolbox* will be monitored at regular PDC meetings to track all PDC points requests for use on official transcripts. As “Points Requests” are submitted, they are reviewed by the members of the district PDC for consideration and approval.

**Annual Training**

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

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

The members of the Professional Development Council will participate in annual training as offered by KSDE and/or through the *Greenbush* service center at the first regularly scheduled meeting following the annual October Lutheran professional educators conference. Training willrelate to the roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219. Following annual training, all committee members will provide additional training for any new members at their first meeting of the PDC. All training sources will be cited in regular meeting minutes by the appointed secretary of the PDC. The PDC Chair will ensure that every PDC member has met the annual training requirements. Attendance at all meetings will be recorded as a part of the minutes.  A digital record of all minutes will be stored at the Lutheran Center of the LCMS Kansas District.

**Operational Procedures**

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

*(b) Each council shall have the following responsibilities: (2) to develop operational procedures.*

**Officers:** The Professional Development Council (PDC) of the Lutheran Schools of Kansas will operate under the governance of the Lutheran Church-Missouri Synod (LCMS) Kansas District through its Board of Directors with oversight from their contracted Executive Director (Superintendent).  The PDC Chair and secretary will be appointed annually by a majority vote of the PDC elected members at the first regularly scheduled PDC meeting following the annual October Lutheran professional educators conference.

**Meetings**: The PDC will meet approximately six times a year (dates and times determined by the PDC).  These meetings may be in person at the Lutheran Center of the LCMS Kansas District or may be held remotely.  The Director may schedule a summer workday to address the licensure renewal needs of the educators.  All other requests are completed on an as needed basis throughout the year.

**Voting:** Any action item at a PDC meeting requiring a vote by the six member committee will be rendered by a show of hands. The PDC Chair will cast the deciding vote, in the event of a tie.

**Documentation**: The Lutheran Schools of the LCMS Kansas District subscribe to *Greenbush’s PDP Toolbox*. The *PDP Toolbox* helps educators set their goals for license renewal and tracks professional development progress to ensure necessary objectives are met and requirements are submitted on time. Evidence for workshop attendance, training documents, and notes are all saved in the toolbox to keep everything in one easy-to-access place for simple and seamless relicensing. The educator is responsible for regular submissions to the toolbox.

**Communication**:  The PDC members receive notification of regularly scheduled meetings through email. The PDC Chair, in consultation with the Director, is responsible for the meeting agenda. The PDC secretary records all meeting activity.  The Director submits a quarterly report to the Executive Director for the LCMS Kansas District Board of Directors.

**Approvals**:  The professional development plan is reviewed annually by the PDC and submitted to the LCMS Kansas District Board of Education. The approved plan is posted on the LCMS Kansas District [www.kslcms.org](http://www.kslcms.org)

**PROCESS FOR REVIEWING EDUCATOR POINT SUBMISSIONS AND LICENSURE RENEWAL**

The Lutheran Schools of Kansas subscribe to the *PDP Toolbox* of the Greenbush Educational Service Center. Educators earn professional development points quickly and easily through the online professional development sessions, offered free to PDP Toolbox users at [www.greenbush.org/pdp-toolbox](http://www.greenbush.org/pdp-toolbox). In order to familiarize users with PDP Toolbox and the training resources available, educators can access ‘*What is the PDP Toolbox?*’ located in this documents Appendix.

A summary of the point submission and licensure renewal process is, as follows:

**1. Each educator is responsible for submitting point requests.**

* Educators will attend professional development activities and request Professional Development Points.
* Conferences, workshops, and other professional development activities are discussed and approved at the building level.
* All activities must support a consortium, building, or personal goal.
* According to State guidelines, religion/theology workshops do not count toward teacher licensure.
* Educators will verify all information is current and correct in the PDP Toolbox.

Note: Professional development activities may be completed independently but should be vetted at the building level for logistical approval and assurance that they meet the definition of in-service education or service to the profession. A book study is an example of this type of professional development.

**2. Educators need to secure the correct form when requesting *Professional***

***Development Points***

* Forms may be found on the PDP Toolbox.  <https://pdptoolbox.org/index.cgi>
* Points are awarded through the completion of activities related to an approved goal.
* See the Appendix for a list of the allowable points established by the PDC.

University level graduate courses are awarded points based on semester hours. Teachers submit a knowledge form and provide the necessary information from the college/university. In order for these points to receive a final approval, educators must secure OFFICIAL college transcript(s) and submit them to the Director at ksdistrictpdc@gmail.com.

Points will not be approved without this documentation.  1 semester of college credit = 20 professional development points

**3. Educators Complete Activities for Service to the Profession Points**

* Service to the Profession points is awarded for opportunities to serve a school or district by participating on curriculum committees, etc.
* Points earned for service cannot be moved to the application or impact level on professional development transcripts.
* Points can be awarded for participation in professional organizations.
* Activities usually take place outside of normal school hours.
* Educators who present at workshops can receive compensation if it is service to the profession.
* Service to the profession activities may include presenter for in-service (prep time included), Professional Development Council work, accreditation committee work, cooperating teacher, etc.
* Point requests are to be submitted within 30 days of the completion of the activity.

Artifacts of the service activity may include one of the following: minutes noting contribution to meetings, explanation of time spent on the school committee, serving on an onsite team for another school, etc.

**4. The PDC is responsible for awarding points**.

If a request is denied, the educator will be informed of the reason for the denial through the PDP Toolbox.  If additional information or clarification is needed, the PDC will contact the educator through PDP Toolbox, email, or phone.

Analyze Progress: It is crucial that educators upload evidential documentation to the PDP Toolbox as activities are completed.  This allows the Professional Development Council to verify completed activities. Educators are advised to review the PDP Toolbox regularly to ensure they are making progress toward licensure.  The period for a professional license in Kansas is five years.  Therefore, it is imperative that each educator monitors his/her progress.

**5. Applying for Re-Licensure**:

Educators will want to start the re-licensure process **six months** in advance of the expiration date!

* When educators are ready to renew their license, they will want to check PDP Toolbox to make sure they have enough points and/or credits to renew.
* Educators are asked to send an email to ksdistrictpdc@gmail.com letting the PDC know that the individual is ready to begin the renewal process.
* Educators are required to follow KSDE licensure renewal protocol and pay ALL associated fees.

Form 3a - Renewal of a five-year Professional License - online application process:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL>

* Click on License Applications. Scroll down to see the numerically ordered list of application forms and find Form 3a, *Application to Renew a Professional (Five-Year) License*.
* Follow the instructions to complete the form and meeting the requirements.  The District will be notified when the educator has applied for licensure through KSDE.

**6. District will Upload Transcript to KSDE**

* KSDE will email the Executive Director and the Director to request the uploading of the transcript to the [KSDE authenticated applications website](https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fapps.ksde.org%2fauthentication%2flogin.aspx&c=E,1,OkmwlSRcs3jIFODdS2QiwSLxyWx44X2FpAdQxnAzio2GJAcJf_yPbLp0CL8QHEO6mM2y0rj5SZ08cTe0UsVS4ziOwUcbF5PYbJl2xkO3QbvaVMAkbJLSRYs,&typo=1).  Form 3a will be selected from the KLAS list of pending applications. The link to the applicant will be selected and the Executive Director will complete the requested information and then choose the submit button.
* The license application process for the educator cannot continue until the previous step has been completed and submitted for the applicant.
* All inquiries regarding this process can be emailed to KLAS@ksde.org.

**7. Completion of the Process**

**It is the responsibility of the educator** to ensure all KSDE requirements are met, complete the KSDE process, pay the fees, and keep the license current.  The LCMS Kansas District office is not responsible for the failure of the applicant to successfully complete this process.

The period of the professional license is 5 years.   An educator is expected to complete the renewal process to secure a new license **prior to its expiration date**.  Digital copies of licenses are available at [www.ksde.org](http://www.ksde.org).

Educators can print new licenses from this website:

a. Go to “License Lookup”.

b. Enter your first and last name or your educator ID.

c. Your licensure information will appear.  Toward the top of the screen, you will find “Print License”.  Click on this and print.

Kansas Teaching Licenses may be emailed to [ksdistrictpdc.com](http://ksdistrictpdc.com) in PDF form. A hard copy of the current educator’s Kansas Teaching License must be on file at the Kansas District office. This copy should be mailed to:

          Kansas District Office

 Attention: Teacher License

         1000 SW 10th Avenue

         Topeka, KS  66604

**OTHER TYPES OF LICENSES**

Although the professional license is most common, the Kansas State Department of Education has several other types of licenses available.  These licenses include, but are not limited to:  Initial License, Exchange License, Transitional License, and Provisional License.  Each license has its own paperwork, deadlines, and requirements.  The KSDE website ([www.ksde.org](http://www.ksde.org)) is the best resource for specific questions about each type of license. Each educator is responsible for knowing what license he/she has and meeting all requirements.

**Section Two**

Lutheran Schools of the LCMS Kansas District Professional Development Plan

     **KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.** *(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected. (b) Procedures for development of an in-service plan shall include the following: (1) Establishment of a professional development council; (2) an assessment of in-service needs; (3) identification of goals and objectives; (4) identification of activities; and (5) evaluative criteria. (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective. (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan. (e) An approved plan may be amended at any time by following the procedures specified in this regulation. (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.*

**KAR 91-1-217. In-service education professional development council.** *(b) Each council shall have the following responsibilities: (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.*

**

1. Assessment of in-service needs

The Kansas District Lutheran Schools will determine strengths and weaknesses in the district. A committee of principals and other educational leaders will be used to determine these strengths and weaknesses and develop a district-wide plan. The committee will receive input from staff, parents/guardians, and church members (when appropriate) from each school through a needs survey. Teachers in each building will also be given the opportunity to discuss needs at faculty meetings. Each school’s Day School Committee (school board) will provide input as well. Additionally, data will be analyzed to determine strengths and weaknesses. Each principal will list the needs from his/her building on a shared Google template to keep on file.

The principals/school leaders of the Kansas District will meet remotely during April of each school year to discuss the results of the needs assessment. To ensure that the needs of all district students are being addressed, the Professional Development Council should review the needs assessment results at the May PDC meeting.

The needs the district will focus on will be determined by importance and commonality. KESA and State needs will be the priority. Areas that are deemed important by several schools will also be considered. The school principals will meet remotely between May 15 and May 31 to develop the district-wide plan. The annual review by the PDC will occur prior to July 1.

Committee agendas/meeting minutes will serve as the documentation for determining the district-wide goals. These goals will be entered into the PDP Toolbox, so all staff have access to them for professional growth purposes.

1. Identification of goals and objectives to achieve in-service needs

Because the Kansas Lutheran Schools district is unique, needs assessments at each school are used to determine common district-wide goals. The committee, after looking at information from each school, will determine the best goals to meet the needs of the entire district. Since every school goes through the KESA process and has affiliation with the Kansas Department of Education, those goals will be a priority.

Each building system within the Kansas District Lutheran Schools will annually identify strengths and needs, correlating staff’s evaluation of professional development to identify gaps in students’ learning and the related gaps in staff knowledge and skills.  Goals and objectives will be the desired result in improved student learning.  Goals should be based upon *strengths* as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specific time frame. Goals should also focus upon the teacher's knowledge and skills related to specific curriculum areas. They should clearly align with student performance goals.

Each building administrator looks at the following questions to identify effectiveness in his/her own building:

* + How well are all students meeting the standards?
	+ Does instruction align with state and building curriculum content and standards?
	+ What is currently being done to assist students reach the curriculum standards?
	+ What is not being done?
	+ Who are the students or student groups that need particular attention?

District-wide professional development will be scheduled on a regular basis to improve student performance and meet the needs of the district.

The Professional Development Council is developing a rubric to determine if the district-wide goals are being met.

A Verification of District Goals sheet will be kept on file at the district office. These goals will also be entered into the Greenbush PDP Toolbox once the district goals have been determined. There is annual training on the Toolbox for every staff member at the beginning of each school year.

Building level goals will also be kept on file at the district office and entered into the Greenbush PDP Toolbox once they have been determined. The due date for these goals is August 1 of each year.

1. Identification of activities and actions to achieve goals and objectives.

Criteria for selecting professional development content, strategies and/or activities may include researching strategies for appropriateness of content.  The Executive Director and the Professional Development Council will determine appropriate professional development for the district. The principal committee may also submit requests to the Executive Director. These requests will be kept on file at the district office. Professional development will be determined based on the needs of the district.

Each individual school is responsible for providing professional development for needs they see at their building. These individual goals and professional development activities will be submitted to the Professional Development Council to be kept on file. They will also be entered into the PDP Toolbox.

1. Evaluative criteria to determine levels of success in meeting the in-service needs.

Review of student data, including achievement, social-emotional wellness, etc., the building administrator may determine the level of success in meeting building goals.  Additional professional development can be engaged as needed.  Data will be collected, evaluated, and shared with school leadership and staff.

5. Reporting results of evaluation of in-service needs

The local school governing authority, parents and all other stakeholders will have access to the evaluation of in-service needs. It will also be available to the Kansas District PDC, upon request. A link to the evaluation will be posted on the Kansas Lutheran Schools website. Parents will be informed through newsletters, emails, or parent communication that this document is available to them. Each parent handbook will also include this information: [www.kslcms.org](http://www.kslcms.org)

Amending the Professional Development Plan

The Kansas District Lutheran Schools plan is reviewed annually to evaluate local and system effectiveness for closing gaps and meeting goals and objectives.  The Kansas District Lutheran Schools plan will be submitted to the state board by August 1 of the school year for the plan to become effective.  If it is determined the plan needs to be changed, it will be amended using the procedures specified through KAR.

Any changes to the PD Plan that are made will be added to the Plan Updates form at the beginning of the plan. It will include a description of the change and the date the PDC approved it.

**Section Three**

Individual Professional Development Plans (IPDP)

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

***(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas: (1) Content endorsement standards as adopted by the state board; (2) professional education standards as adopted by the state board; or (3) service to the profession. (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district’s local professional development council for licensure renewal purposes. (c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:***

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

***(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan. (3) The plan is reviewed and approved by the local professional development council. (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.***

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**Individual Professional Development Plan**

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

The final approval for IPDP’s is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IPDP, once it is signed, from getting to the PDC for an approval decision.

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

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

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

1. Collaborate with a designated supervisor

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

* Developed in collaboration with a designated supervisor.
* Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

 2. Assess your individual needs

Identify personal professional development needs (pp. 50-51) - including acquiring points for licensure renewal.

 3. Determine your individual professional development goals

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

 4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school’s results-based staff development plan and/or the district’s Professional Development Plan.

 4. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students’ needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

 5. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

**Summary**:

* All educators will write SMART goals based upon activities planned by your school for the next five years in alignment with the school improvement goals that are part of your KESA activities. These goals may also include other building, system and/or individual goals. Goals may be developed in a collaborative manner as a part of an annual teacher in-service dedicated to this purpose.
* The Individual Professional Development Plan (IPDP) should include goals or clear statements of what the educator wishes to know and be able to do because of the professional development. In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession. A standard IPDP form is available in the **Appendix (p. 52)**.
* Building leaders will receive from each licensed educator their IPDP at the building level. Following building level approval, the signed IPDP will be electronically submitted annually to the PDC Director for each licensed educator no later than August 15.
* The PDC will review IPDPs at the next regularly scheduled meeting following August 15. Approval of IPDPs will be noted at the bottom of the form.
* The LCMS Kansas District will print a copy of the approved IPDP for placement in the educators file at the LCMS Kansas District office.
* A copy will be electronically uploaded by the Director to the *PDP Toolbox*.

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

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

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

Appealing the non-approval of an IPDP by the PDC

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

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

If a person is unable to attain approval of an individual professional development plan through the Kansas District Professional Development Council, the person may request to personally meet with the Executive Director and the PDC to work out disagreements.  If they cannot come to an agreement, the person may appeal to the licensure review committee of the KSDE for a review of the proposed plan.

The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

##### Section Four

Awarding Professional Development Points for Re-licensure

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

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





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

Awarding Professional Development Points for Licensure Renewal

**PROFESSIONAL DEVELOPMENT POINTS**

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal. Hours for knowledge gained at conference sessions that meet the definition of in-service activities and are documented are eligible. Simply attending a conference does not meet the state requirements. Points are awarded through the completion of activities related to the goals listed below.  Educators may earn in-service points in three areas:

* Content Endorsement Standards:  Professional development opportunities that are **directly related** to the content you are teaching (i.e., Science, Math, Social Studies)
* Professional Education Standards:  Professional development opportunities that benefit you as an educator, but are not directly in a particular content area (i.e., technology, discipline, safety)
* Service to the Profession: Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of our professional educators. Examples include opportunities to serve a school or the district by participating on various committees or providing leadership.
* All teachers are expected to participate in professional development activities to ensure that they are continually improving in their profession.
* All teachers are expected to complete and submit points requests through the PDP Toolbox.  The PDP Toolbox requires teachers to choose which area of in-service points the activity met.
* Teachers are encouraged to attend annual PDP Toolbox training.
* All teachers must monitor their own progress in the PDP Toolbox.
* College/University Credit:  Taking a graduate class or workshop (for credit)

**LEVELS OF PROFESSIONAL DEVELOPMENT POINTS**

There are three levels for awarding points:  knowledge, application, and impact. For each of the three levels, there are no limits on the number of points that may be earned.

Level I – Knowledge (how professional or staff development has led to increased knowledge):Points awarded on a one-point per hour basis provided the individual verifies that he/she has learned something because of the professional development activity. Most of the points the PDC awards are at this level.

* Sample Activities:  workshops, in-services, book studies, conferences, CPR training (once in a five-year cycle)
* Documentation to the PDC Chair: direct observation, certificate of attendance, personal reflection, interview, lesson plan, workshop handouts
* Relevance:  Must address a consortium, building, or personal goal

Level II – Application (how it has been applied in practice):  Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2X the original knowledge level points are awarded.

* + Sample Activities: Utilizes a specific strategy in the classroom over a period of at least a quarter.
	+ Documentation to the PDC Chair: evidence/artifacts which show actual use of the strategy (lesson plans, student work, projects, pictures), peer observation.
	+ Must show that the knowledge was used on a regular basis in the classroom.

Level III – Impact (what the results of that practice have been):  Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3X the knowledge level points are awarded.

* + Sample Activities:  Over a period of at least one semester
	+ Documentation to the PDC Chair:  pre/posttests to show impact, lesson plans, grades, book tests, discussions with the school principal, training for other staff.
	+ Must show evidence of impact in the classroom (pre/posttests)

A teacher may earn points at all three levels.  He/she may attend a six-hour workshop and receive 6 points.  By completing the requirements for the application points, an additional 12 points may be awarded (2X the knowledge points).  After showing that learning has improved because of the changes in his/her classroom, the teacher could be awarded an additional 18 points (3X the knowledge points).  This would allow the teacher to get a total of 36 points.   This entire process would take a year or longer.

**KSDE REQUIREMENTS FOR AWARDING POINTS**

* Bachelor’s Degree:  160 points (80 of the points **must** be college/university graduate credit)
* Advanced Degree: 120 points (any combination of points and/or graduate credit)
* 1 point = one contact hour
* 1 semester college credit = 20 professional development points

  (3 credits = 60 points)

**POINTS REQUESTS**

Each teacher will be required to match their points requests to a goal.  These goals can be chosen from the following categories:

* Consortium/District
* Building
* Personal

**Consortium Goals:**

On a yearly basis or more frequently, the Kansas District will provide conferences and other training.  Schools may submit their specific training requests to the Executive Director.

1.  School Improvement

* Provide opportunities for educators to increase their knowledge and skills in school improvement.
	+ LEAs may address areas such as the following: increase knowledge of the school improvement process, results-based staff development, research-based teaching strategies, diagnosing student learning based on data, improving school climate, date handling and disaggregation of data, performance assessment, and site council training.

2.  Curriculum and Instruction

* Provide opportunities for educators to increase their knowledge and skills in curriculum and instruction.
	+ LEAs may address areas such as the following: developing curriculum, aligning the curriculum, evaluating the curriculum, teaching strategies, teaching higher order thinking skills, management skills, comprehensive assessment planning, developing performance-based assessments, and expanding learning-focused approaches.

3.  Technology

* Provide opportunities for educators to increase their skills in the use of technology as an educational tool.
	+ LEAs may address areas such as the following: using technology to expand learning, using computers as an instructional/management tool, using technology as an instructional resource, using computers for assessment, computer literacy for teachers and students, and technological applications in vocational education.

|  |
| --- |
| 4.  Student Development* Provide opportunities for educators to increase their knowledge and to improve

                        their skills in student development.* LEAs may address areas such as the following: using technology to

expand learning, using computers as an instructional/management tool,using technology as an instructional resource, using computers forassessment, computer literacy for teachers and students, and    technological applications in vocational education.5. Professionalism* Provide opportunities for the development of professionalism.
	+ LEAs may address areas such as the following: developing educational

leadership skills, developing interpersonal skills, increasing staff motivation and morale, participation in professional organizations,increasing knowledge in subject and content areas, developing site-based management, practicing professional ethics, and keeping up to date with school laws and legal rights of students and staff. 6 6. Mentorship* A requirement of K.A.R. 91-1-203, a mentoring program should provide

opportunities or new and experienced teachers to grow professionally andimprove their teaching.* By selecting this goal, you must either be serving as a mentor or be a mentee in need of mentoring for movement from the Kansas Initial License to the Kansas Professional License. Mentors may elect to receive "Service to the Profession" points for their service as a mentor, provided that local PDC policies and regulations allow. Mentees should track their activities through the Mentorship goal to have a transcript ready should KSDE need this information when applying for the Professional License.
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**Building Goals:**

Because of the diversity of schools in our district, the focus of staff development is determined at each individual school. Goals will include a system-wide focus as annually determined by the PDC. Schools may provide professional development opportunities through in-services, workshops, guest speakers, and conferences.  Each school has submitted goals that they are focusing on as a building.  These goals are listed in the *PDP Toolbox*.  A teacher may only use goals from the school where he/she is employed and the District-wide goals. Principals give initial approval as goals align with building objectives that may include KESA activities.

**Personal Goals:**

Most of the activities/events a teacher participates in will fall under one of the goals provided for you.  If a school is receiving training on a specific topic and it does NOT fall under one of the goals provided, the principal is responsible for creating a school goal and instructing his/her staff to use that goal for the training.

It should be noted that all personal goals and activities attached to that goal MUST be approved by the principal PRIOR TO submitting them to the PDC.

**Signature Page**

The professional development plan for the Lutheran Schools of the LCMS Kansas District has been reviewed and approved for submission to the Kansas State Department of Education.

 Angela Achong 03.28.23

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Chair - LCMS Professional Development Council Date

Appendix A

**Awarding Points - Reference List**

**LCMS Kansas District**

|  |  |  |
| --- | --- | --- |
| NLSA/KESA Training | Can go to a one-day training up to 7 hours | April 19, 2022 |
| NLSA/KESA Work | Can receive up to 20 hours in total for both accreditations per cycle - use the service to the profession form | Apr. 19, 2022 |
|  |  |  |
| TEC 21 | Choice of either taking it for college credit or hours, not both - if they take it for hours, they need to fill out a knowledge form each month - if they take it for college credit - one Notification of College Credit Earned form at the end. | May 4, 2021 |
| KAIRS Conference | Choice of either 7 daily points or 2 college credits. | May 4, 2021 |
| Mandatory Reporter Training | Could receive up to 2 hours | May 4, 2021 |
| NLSA/KESA Accreditation | A visiting team member would receive ½ a point/hour for a max of 10 points | Feb. 15, 2021 |
| NLSA/KESAAccreditation | A team chair would receive an additional 5 points for a maximum of 15 total points | Feb. 15, 2021 |
|  |  |  |
| Mentoring | One point per hour is awarded for the mentor. | Feb. 16, 2018 |
| Student Teacher Supervisor | One point per hour while participating in a student teacher program | Feb. 16, 2018 |
| Curriculum Review Team | Maximum of three hours - for the purpose of evaluating new curriculum for adoption by a school | Aug. 5, 2016 |
|  |  |  |
| Alignment of KESA to Curricular Areas | One point per hour spent. In curricular work. | Feb. 13, 2015 |
| Professional Workers Conference | One clock hour per hour spent in approved sessions. | Feb. 13, 2015 |
| CPR/First AID/ AED/ EpiPen | One time during a licensure cycle | Nov. 1, 2010 |
|  |  |  |
|  |  |  |
| Self Directed Book Study | One hour = one point to three clock hours unless evidence can be shown that there was a workbook, discussion group, etc. that would require extra time. One form at the end of the book. Detailed reflection of the whole book. | Nov. 6, 2009 |
| Book Study with Reflection | Submit one form at the end of the book on one form with a reflection per chapter. For a maximum of 10 points. Can receive up to 50 points per license cycle from book studies. | Oct. 1, 2020 June 27, 2022 |

Appendix B

**Professional Development Council Members**

**(October 2022)**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **DIRECTOR** | Lottie Lee | Home: 913 426 0395ksdistrictpdc@gmail.com |
| **2023** | Angie AchongZion Lutheran School301 S Eleventh St.Independence, KS 67301 | School: 620 332 3332aachong@zionindy.com |
| **2023** | Gwen ThomasHoly Cross Lutheran School600 N. Greenwich Rd. Wichita, KS  67206 | School:  316 684 4431gthomas@hcwichita.net |
| **2024** | Andrea KosmickiTopeka Lutheran School701 SW RooseveltTopeka, KS  66606 | School: 785 357 0382kosmicki@topekalutheran.org |
| **2024** | Terry HarriesGood Shepherd Lutheran 206 South 17Marysville, KS  66508 | School: 785 562 3181tharries@goodshepherdks.org |

|  |  |  |
| --- | --- | --- |
| **2025** | Margie KrzensinskiHope Lutheran School6308 Quivira Rd. Shawnee, KS  66216 | School: 913 631 6940krzensinski@hopelutheran.org |

|  |  |  |
| --- | --- | --- |
| **2025** | Miranda MondaryHope Lutheran School6308 Quivira Rd. Shawnee, KS  66216 | School: 913 631 6940mondary@hopelutheran.org |
|  |

Appendix C

**What is the PDP Toolbox?**

 The Professional Development Planning (PDP) Toolbox is an online tool that:

● Coordinates and documents professional learning

● Warehouses and streamlines the documentation and validation process for recertification points (license renewal)

As a learning professional you may add your own goals, request professional learning opportunities, and request your own professional development points.

**What Types of Learning Can Earn Points?**

The most common ways to earn points include the following:

● Attending professional development opportunities (1 point per hour of contact learning)

o Professional development at our school

o Professional development at Greenbush

o Professional development offered across the state and nation

● Enrolling in college courses related to education (20 points per credit hour)

● Reading professional journals or books (1 point per hour of reading time and reflection)

● Applying new knowledge (see section below titled What are Application Points?)

● Making impact with new knowledge (see section below titled What are Impact Points?)

● Serving others in the profession (see section below titled What are Service to Profession Points?)

The list above is not exhaustive.  You should consult with your administrator and the Professional Development Council (PDC) about other potential points opportunities.

**PD Points in Detail**

There are 4 levels of points:

● Knowledge Points

● Application Points

● Impact Points

● Service to Profession Points

**What are Knowledge Points?** Knowledge points answer the question: What do I know now that I didn’t know before? (1 hour of learning = 1 point)

**Characteristics of Knowledge Points:**

● Has expanded knowledge of the indicated goal and can describe, discuss, or explain what it is

● Has attended a workshop or conference or read about a new knowledge/skill

● Has knowledge but hasn’t yet applied or practiced it

**Evidence of Knowledge Points:**

● Participation in activities that increase your knowledge/skill about content and/or professional practices

**What are Application Points?** Application points answer the question: What am I doing that I didn’t do before? (2X Knowledge Level Points)

**Characteristics of Application Points:**

● Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity

● Engages in dialogue with peers about how to improve or enhance use of skill or behavior.

**Evidence of Application Points:**

● Evidence and/or artifacts that illustrate application of the strategy

o Notes or videos from feedback sessions from a peer coach or supervisor

o Lesson plans or management plans

o Videos or logs

o Artifacts representative of project

● Evidence should be documented over time and not reflect only One-time use.

**What are Impact Points?** Impact points answer the question: What is the result of your newly acquired knowledge and skill in terms of impact on students, other adults, or program or policy development? (3X Knowledge Level Points)

**Characteristics of Impact Points:**

● Able to correlate the goal to student learning and school improvement

● Uses student achievement results to guide use and adaptation of strategy

● Trains or coaches others in use of the strategy

**Evidence of Impact Points:**

● Evidence and/or artifacts that demonstrate impact from the strategy

o Improved student academic performance

o Positive changes in student behaviors

o District or school policy change

o Application activities by others

o Revision of district, grade level, or content-area curriculum

● Evidence must be documented over time and reflect a change in practice

**What are Service to Profession Points?** Service to Profession Points answers the question: How have I served others in the profession? Service to Profession Points is NOT available for doubling or tripling like Knowledge points.

**Characteristics of Service to Profession Points:**

● Participation in activities that help others in the profession expand their expertise Examples of Service to Profession Points:

● Mentoring student teachers (1 point per hour of mentoring time)

● Service on accreditation teams (1 point per hour served)

● State and consortium committees, offices or committees in professional organizations, local committee work (1 point per hour served)

● Workshop presentations (1 point per hour of presentation including preparation time)

**Getting Started with the PDP Toolbox**

You will need a computer with Internet access and a web browser such as Google Chrome or Mozilla Firefox. You will need to obtain a username and password from your principal. The username and initial passwords are set by the Director. Passwords must be changed when logging on. The educator is responsible for remembering the password.

To sign in go to: [https://pdptoolbox.org](https://pdptoolbox.org/)

1. Enter our district number, username, and password. Then click [Sign in]. You are now logged into the PDP Toolbox.

2. Please verify that your name and district are listed at the top left-hand corner of the page.

**Checking your PDP Toolbox Preferences**

At the top of the page is a “Your Preferences” link that allows you to change your personal information and password. It is strongly suggested that you change your password during your initial session with the PDP Toolbox.

**Ensuring your PDP Toolbox Matches Your License**

● Under Preferences – Make sure your PDP Toolbox name matches the full legal name as it appears on your teaching license/certificate.

● Under Preferences – Enter your Current Certificate Expiration date and the period of your license. To find this information you can look at the paper version of your license. You can also find this information by going to the KSDE page: [www.ksde.org](http://www.ksde.org/).   Then click on “Teaching & Learning” and choose “License Lookup.”

To see your PDP Toolbox activity, click [Your Account].

**The PDP Toolbox is divided into three sections**:

Upcoming Activities – Organizes and provides the structure and accountability for professional development

Goals – Supports the individual development plan

Points Request – Supports the process of requesting points for professional learning. You can generate your educator transcript needed for re-licensure here.

**Working with Upcoming Learning Events**

Learning Events are staff development activities that are eligible for PDC transcript points to be used for re-licensure. Such activities would include any professional development workshops, college coursework, district activities, etc.

When Learning Event Requests are submitted, they are reviewed by designated personnel (typically your building Principal) in the district for approval and then returned to you.

1. Sign into the program as described earlier so that you can view the PDP Toolbox: Staff main page.

2. The section ‘Upcoming Learning Events’ will be found in the upper left portion of this page. This section shows previously submitted requests, their status, and activity date. You are also able to submit new requests here. The Status column provides a quick overview of the location for each individual Request in the approval process for your District.

The terms used within the Status column:

● Approved: The Event has been approved for participation.

● Disapproved: The Request has been denied for participation.

● Notified: Staff is invited to participate in a Learning Event coordinated by a Learning Coordinator.

● Pending: The Learning Coordinator/s are reviewing the Request.

● Resubmitted: The staff member has edited and resubmitted the Request for approval.

● Saved: New Request information has been saved but not submitted by the staff member for approval.

● Submitted: The Request has been sent by the Staff member but has not been reviewed for approval.

**The “Professional Development Information” Box**:

Click on ‘Select Goal’ to align the request to the appropriate goal.

a.      School Improvement – addresses areas such as: school improvement process, results-based staff development, research-based teaching strategies, diagnosing learning based on data, improving school climate, data handling, performance assessment, site council training

b.      Curriculum & Instruction – addresses areas such as: developing curriculum, aligning the curriculum, evaluating curriculum, teaching strategies, management skills, comprehensive assessment planning, developing assessments, expanding learner-focused approaches

c.      Technology – addresses areas such as: using technology to expand learning, using computers and mobile devices as instructional/management tool, using technology as an instructional resource, using computers and mobile devices for assessment, technology literacy for teachers and students, technological applications in vocational education

d.      Student Development – addresses areas such as: developing student motivation and responsibility, working with disruptive students, teaching self-control, developing counseling skills for teachers to use with students, identifying student, parental, and community needs

e.      Professionalism – addresses areas such as: developing educational leadership skills, developing interpersonal skills, increasing staff motivation and morale, participation in professional organizations, increasing knowledge in subject and content areas, developing site-based management, practicing professional ethics, keeping current on school laws and legal rights of students and staff

f.       Mentorship – addresses areas such as: mentoring a new teacher and serving in the role of cooperating teacher for a student teacher

In the Support box, enter an explanation of how the learning event supports the goal chosen.

Choose the appropriate category from the drop-down menu.

i.    Content – Learning about topics taught in classes (e.g., Math, Science, ELA, Welding, Economics)

ii.   Professional Education – Learning about the knowledge, competency, and skills necessary to perform in a role/position

iii.  Service to Profession – Assists other adults in acquiring instructional systems, pedagogy, or content that relates to licensure, accreditation, or professional organization

Then, enter the number of Contact Hours. This number should represent only times where learning was planned to occur. Travel time cannot be included in this number. Unless the event included a “working lunch”, mealtime should not be included in this number. Point values of 7 and over for a 1-day event will likely be scrutinized. This does not mean you cannot have an event worth more than 7 points, but it does mean that you should be confident in the evidence you provide later.

e. Enter the Conference/Activity Location

f.  Check all that apply:

i. District Requested – You have been requested by an administrator to attend the event

ii. Personal Request – You want to attend the event out of your own interest

iii. College Credit – You will receive college credit

iv. Non-Contract Hours – The event will extend beyond your contracted work time

Submit for Approval button. You will briefly see a message that says “Submitting Learning Event Request for approval -- please wait...” then the PDP Toolbox main page will reappear. Your submission will then go to your building administrator for approval.

**Editing Saved or Returned Learning Events**

1. Click on the event from those listed below the Upcoming Learning Events section.

2. If applicable, review any comments made by the person(s) evaluating the request.

3. Edit or add additional information to the fields as needed.

4. When finished editing, click on the appropriate button at the bottom of the screen.

a. ‘Resubmit for Approval’ when the request has been returned for correction or additional information.

b. ‘Submit Comment’ when information has only been added to the ‘Comments’ box at the bottom of the form.

**Deleting a Request from the List of Learning Events**

 1. Click on the event listed under ‘Event.’

 2. Click on the ‘Delete’ button located at the bottom of the form. Note: Only the person originating a request can delete it from the program.

**Tracking Your Points**

The “Points Requests” section of the PDP Toolbox allows you to submit and track all PDC points requests for use on your official transcript. As Points Requests are submitted, they are sent to the members of the district Professional Development Council (PDC) for review and approval.

Sign into the program as described earlier so that you can view the PDP Toolbox: Staff main page. The section ‘Points Requests’ will be found in the lower portion of this page.

This section shows:

● Previously submitted requests

● Current total of approved points

● Levels of requests submitted – Knowledge (K), Application (A), or Impact (I)

● Request status

● Not Submitted – Learning event that is available for points request

● Saved – Request added to account, but not submitted to the PDC

● Submitted – Sent to PDC for review and action

● Resubmitted – Staff person changed request and provided update to PDC. This can only be done while the request has ‘Submitted’, ‘Returned’, or ‘Disapproved’ status.

● Pending – PDC Request Manager is reviewing the request. Changes cannot be made.

● Agenda – PDC Members are reviewing requests. Changes cannot be made.

● Chair: PDC Chairperson is reviewing the request. Changes cannot be made.

● Returned: PDC Chairperson has sent the request back to the staff person.

● Disapproved: PDC Chairperson has declined the request.

● Approved: PDC Chairperson has granted the request.

● Approved, Old Points: Points approved before your current licensing period.

● Activity date

**Requesting Points**

The Points Request box populates in 1 of 3 ways:

1. Events that originated in the Upcoming Activities box will drop into the Points Request box after the date of the activity passes. The event will remain there with a “Not Submitted” status until you click on the event title and request points. (See steps below).

2. Group events that your administrator created (e.g., from district In-Service days or Late Start Wednesdays) will appear in the Points Request box once your administrator has added the information to the toolbox. The event will remain there with a “Not Submitted” status until you click on the event title and request points. (See steps below).

3. You can also create new learning events that do not require leave permission or registration (e.g., reading professional journals) by clicking NEW in the Points Request box. The first 3 boxes will be like the ones described earlier in this manual.

● Activity Title

● Activity Description

● Points

● Date

● Date and Time Description

● Goal

● Category

● College

If the learning event originated by numbers 1 or 2 described above, these fields will already be populated by information entered by you (via Upcoming Activities) or by your administrator (via Group Learning events): Activity Title, Activity Description, Points, Date, Date and Time Description, Goal, Category, and College.

If the event originated by number 3 described above, you will have to complete those fields. The remaining field to complete before requesting points is the Post-Activity Information box.

**Post-Activity Information**

Evidence and reflection is an important component in the points request process. You should do this as soon as possible instead of letting months pass after the event.

1.      In the EVIDENCE box, list all the physical artifacts you have from the learning. Evidence could include but is not limited to:

● Notes (handwritten or typed)

● Handouts collected

● Shared PowerPoints

● Printed agendas

● Work logs

● Certificates of completion

\*\* Remember, you can easily create digital files of paper documents by using the email function on the school’s copy machine.

\*\* Once in your email inbox, you can save the digital files to your computer and then upload them to the PDP Toolbox.

\*\* \*\* Evidence should be able to be produced upon the request of either your PDC or KSDE

\*\* \*\* If you have digital artifacts to serve as evidence, those can be uploaded by clicking the [Choose Files] button.

2. In the REFLECTION box, type the reflection of your learning.

  Essential questions for reflection include:

● What do I know now that I didn’t know before? (Knowledge level points)

● What am I doing now that I couldn’t or didn’t do before? (Application-level points)

● What changes have occurred in school or district programs, among my colleagues, or in student performance, participation, or behavior because of my learning? (Impact level points)

● How have I served others in the profession? (Service to the Profession level points)

\*\* \*\* Reflection should be meaningful and thorough

3. Once all of the information has been entered, click the Submit for Approval button.

4. You will briefly see a message that says “Submitting points request for approval --please wait...” then the PDP Toolbox: Staff main page will reappear.

5. Your new PDC Points Request has been saved to the Activity list and sent to the PDC Chairman next.

6. The number in the colored box for each activity indicates how many points you have requested for that activity at that level. Clicking on the Activity title will allow you to access all requests submitted for that individual activity.

7. The ‘Save Only’ button at the bottom of the screen is provided so that you can return later and enter or edit information prior to submitting the request.

**To Edit Saved or Returned Points Requests**

1. Click on the Request you are choosing to edit or review from those listed in the Activity portion of the Points Requests section.

2. If applicable, review any comments made by the person(s) evaluating the request.

3. Edit or add additional information to the fields as needed.

4. When finished editing, click on the appropriate button at the bottom of the screen.

  a. ‘Resubmit for Approval’ when the request has been returned for correction or additional information.

b. ‘Submit Comment’ when information has only been added to the ‘Comments’ box at the bottom of the form.

**To Request Application Points**

Application points cannot be requested until you have an approved Knowledge of points. Application cannot reflect a single use of knowledge but needs to be multiple applications across time.

1. On your main Toolbox page, click MOVE TO APP in the column to the right of the activity title.

2. Once on the application page:

a. Add information to the Application description box.  Remember these guidelines:

i. Characteristics of Application Points: Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity.

ii. Evidence of Application Points: Evidence and/or artifacts that illustrate application of the strategy. Evidence should be documented over time and not reflect only one-time use.

3. Enter the number of knowledge points you are multiplying to convert knowledge points into application points. PLEASE NOTE: This number defaults to the original number requested for knowledge points. The default number may be correct, or you may have to alter it to fit the actual knowledge (learning) time. For example, if you attended a 6-hour conference that consisted of six 1-hour breakout sessions, and you are applying a strategy used in one of those breakout sessions, you would replace the 6 with 1 (to reflect the learning you are multiplying, not the entirety of the conference).

4. Enter the date and date description information.

5. Enter the evidence and upload any additional documentation. Evidence could include:

a. Notes or videos from feedback sessions from a peer coach or supervisor

b. Lesson plans or management plans

c. Videos or logs

d. Artifacts representative of project

6. Answer the reflection question meaningfully: What can I do now that I didn’t do before?

7. Click Submit for Approval.

**To Request Impact Points**

Impact points cannot be requested until you have an approved Application of points. Impact must be documented over time and reflect a change in practice.

1. On your main Toolbox page, click MOVE TO IMP in the column to the right of the activity title.

2. Once on the impact page:

a. Add information in the Impact description box. Remember these guidelines:

i. Able to correlate the goal to student learning and school improvement, uses student achievement results to guide use and adaptation of strategy

ii. Evidence of impact points: Evidence demonstrates impact from the strategy

3. Enter the number of application points you are multiplying to convert application points into impact points. PLEASE NOTE: This number defaults to the original number requested for knowledge points. The default number may be correct, or you may have to alter it to fit the actual application time.

4. Enter the date and date description information. Remember, impact cannot reflect a single use of knowledge, but needs to be multiple applications across time.

5. Enter the evidence and upload any additional documentation. Evidence could include:

a. Improved student academic performance

b. Positive changes in student behaviors

c. District or school policy change

d. Application activities by others

e. Revision of district, grade level, or content-area curriculum

6. Answer the reflection question meaningfully: What is the result of your newly acquired knowledge and skill in terms of impact on students, other adults, or program or policy development?

7. Click Submit for Approval.

*A special thanks to Greenbush Southeast Kansas Education Service Center for sharing information and documents that assisted in the development of this section of the Appendix.*

Appendix D

**Licensure Renewal FAQs**

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

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

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

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

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

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

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

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

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

**Regulation 91-1-205(b)(3)(F)**

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

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

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

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

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

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. The PDC will continue to verify that the institution is appropriately accredited, the credit is semester credit hours, and the credit was received during the current license cycle.

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

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

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

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

Appendix E

**Professional Development Regulations**

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

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

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

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

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

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

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

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

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

**(a) Initial licenses.**

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

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

**licensure fee.**

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

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

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

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

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

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

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

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

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

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

**requirements:**

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

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

**to the teaching performance assessment criteria; and**

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

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

**grade of ’’B‘‘ or higher.**

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

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

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

**completes the following retraining requirements:**

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

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

**to the performance assessment criteria; and**

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

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

**grade of ’’B‘‘ or higher.**

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

**state board:**

**(1) An application for renewal;**

**(2) the licensure fee; and**

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

**the following requirements:**

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

**assessment for board certification;**

**(B) has been granted national board certification;**

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

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

**advanced degree; or**

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

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

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

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

**approved program;**

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

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

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

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

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

**(c) Accomplished teaching licenses.**

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

**following:**

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

**recent accomplished teaching license;**

**(B) an application for accomplished teaching license; and**

**(C) the licensure fee.**

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

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

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

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

**state board the following:**

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

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

**development council;**

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

**(3) the licensure fee.**

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

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

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

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

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

**(4) the licensure fee.**

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

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

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

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

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

**(4) the licensure fee.**

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

**license by meeting the following requirements:**

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

**(2) provide verification of one of the following:**

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

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

**professional license.**

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

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

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

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

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

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

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

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

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

**one or more of the following areas:**

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

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

**(3) service to the profession.**

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

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

**development council for licensure renewal purposes.**

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

**following conditions:**

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

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

**supervisor agrees with the plan.**

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

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

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

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

**Kan. Admin. Regs. § KAR 91-1-211**

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

**Kan. Admin. Regs. § KAR 91-1-211**

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

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

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

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

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

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

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

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

**already held or assigned positions.**

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

**development, or both.**

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

**obligation to perform services.**

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

**both of the following criteria:**

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

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

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

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

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

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

**inservice education plan.**

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

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

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

**of college credit shall count as 20 professional development points.**

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

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

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

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

**educators, accreditation processes, or professional organizations.**

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

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

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

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

**July 1, 2003.)**

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

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

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

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

**licensed personnel who will be affected.**

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

**(1) Establishment of a professional development council;**

**(2) an assessment of in-service needs;**

**(3) identification of goals and objectives;**

**(4) identification of activities; and**

**(5) evaluative criteria.**

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

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

**school year in which the plan is to become effective.**

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

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

**of the plan.**

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

**regulation.**

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

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

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

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

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

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

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

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

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

**represent.**

**(b) Each council shall have the following responsibilities:**

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

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

**(2) to develop operational procedures; and**

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

**and is based upon criteria established by the state board.**

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

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

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

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

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

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

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

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

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

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

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

**professional development council and may include any of the following:**

**(1) Independent observation;**

**(2) written documentation; or**

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

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

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

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

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

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

**(1) Independent observation;**

**(2) written documentation;**

**(3) evidence of improved student performance; or**

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

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

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

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

**professional development council.**

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

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

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

**employment or other local matters.**

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

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

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

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

**(1) Consultant fees and honorariums;**

**(2) travel expenses for consultants;**

**(3) cost of materials used in training;**

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

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

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

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

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

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

**file; and**

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

**building-level training or other staff development activities.**

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

**(1) Rental or facilities;**

**(2) utilities;**

**(3) equipment;**

**(4) administrative expenses; and**

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

**the salaries of council members.**

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

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

Appendix F

**Forms**

**Professional Development Needs Survey**

*We want to be sure to provide the most relevant and effective professional learning opportunities to meet your needs. All responses are anonymous; please respond as honestly and completely as possible. Thank you for sharing your thoughts with us!*

1. To which level are you primarily assigned?

\_\_PreK

\_\_Elementary

\_\_Middle School/Junior High

1. Which subject area(s) are you primarily assigned? (Mark all that apply.)

\_\_Elementary (all core subjects)

\_\_Special Education

\_\_English Language Arts

\_\_Mathematics

\_\_History, Government, Social Studies

\_\_Science

\_\_Fine Arts

\_\_Physical Education

\_\_Career and Technical Education

\_\_Other Elective Area

1. Rate the importance of each topic as it relates to your professional learning needs.

*Urgently Important*

*Important, but not top priority at this time.*

*Not important at this time*

\_\_Utilizing instructional technology

\_\_Utilizing high impact instructional strategies

\_\_Utilizing data to drive instruction

\_\_Utilizing Professional Learning Communities (PLCs) to effectively plan and collaborate

\_\_Supporting the social and emotional needs of students

\_\_Increasing family and community engagement

\_\_Utilizing instructional technology

\_\_Utilizing high impact instructional strategies

\_\_Utilizing data to drive instruction

\_\_Utilizing Professional Learning Communities (PLCs) to effectively plan and collaborate

\_\_Supporting the social and emotional needs of students

\_\_Increasing family and community engagement

1. Please rate the importance of each topic as it relates to your own professional learning needs.

*Urgently Important*

*Important, but not top priority at this time.*

*Not important at this time*

\_\_Content Area Standards and their Depths of Knowledge

\_\_Adjusting curriculum maps to meet new needs

\_\_Implementing Tiered Systems of Support to provide academic interventions

\_\_Implementing Tiered Systems of Support to provide social and emotional interventions

\_\_Utilizing formative and summative assessment data

\_\_Implementing structured literacy and/or supporting struggling readers

\_\_Content Area Standards and their Depths of Knowledge

\_\_Adjusting curriculum maps to meet new needs

\_\_Implementing Tiered Systems of Support to provide academic interventions

\_\_Implementing Tiered Systems of Support to provide social and emotional interventions

\_\_Utilizing formative and summative assessment data

\_\_Implementing structured literacy and/or supporting struggling readers

1. What additional topics not mentioned do you also need professional development?
2. Please rank your preferred method to receive professional development.

*This is my top preferred method.*

*I'm fine with this method, but it's not my top choice.*

*I do not enjoy or learn well with this method.*

\_\_On-Demand or asynchronous videos as an individual

\_\_On-Demand or asynchronous videos as a small group or team

\_\_Live webinars as a large group

\_\_Live webinars as an individual or small group

\_\_In person training as a large group

\_\_In person training as an individual or small group

\_\_Opportunity to choose my own topics

\_\_On-Demand or asynchronous videos as an individual

\_\_On-Demand or asynchronous videos as a small group or team

\_\_Live webinars as a large group

\_\_Live webinars as an individual or small group

\_\_In person training as a large group

\_\_In person training as an individual or small group

\_\_Opportunity to choose my own topics

|  |
| --- |
| **LCMS – Kansas District****Individual Professional Development Plan (IPDP)** |
|  |
| Name |  | Signature |  |
| Date |  | Bldg/School  |  |
| Social SecurityNumber (last 4 digits only) |  | Teaching Assignment by Subject/Grade |  |
|  |  |  |  |
| **Principal’s Signature**  | **Date** | **PDC Signature of Approval** | **Date** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **l #** | Related Goal(s) | D | S | I | Activities: Knowledge | Date(s) | C | PE | SP |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |
| AREAS | **QUESTIONS** | EXAMPLES |
| Related Goal | Whatgoal am I trying to reach to make me a better teacher? | To learn how to assess my students using DIBELS |
| D, S, I | Is this a district, school, or individual goal? (Put an “x” in the box of your choice.) | Since all of the teachers will be using DIBELS, it is a school goal. |
| Activities (Knowledge) | What am I going to do to reach my goal? | I will attend the two workshops that my school is offering. |
| Date(s) | What dates are the workshops offered? | 9/07 or September 25 or 9/07 – 5/08 |
| C, PE, SP | What type of goal is it? (Put an “x” in the box of your choice.) |  |
|  | Content: Does this directly relate to the subject I’m teaching? | 6-Trait Writing Model |
|  | Professional Education: Is this training that I need for my profession that does NOT deal with content?  | Computer training, discipline, Bal-a-Vis-X |
|  | Service to the Profession: Am I serving my school or district by working on a committee? | PDC, Board of Directors, District Committee work |

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