

Links Between Professional Development Committees And License Renewal

Rules for the granting and renewing of licenses (formerly certificates) will affect everyone who holds a license (includes administrators). College credits will be converted to points.

Renewal Options for 5-year certificates (licenses)

- A. Certificate (license) holders with an undergraduate degree: 160 professional development points on an approved Professional development Plan (PDP); 80 points must be college credit (4 college hours).
- B. Certificate (license) holders with a graduate degree: 120 professional development points on an approved PDP; no requirement for any college hours.

Exceptions to Seeking PDC Approval:

1. If the applicant completed components for, or earned National Board Certification.
2. If the applicant is working toward an additional endorsement, level, or license through a college program approved by the State Board of Education. *
3. **If** the applicant is using experience renewals following the granting of a master's degree which was conferred **BEFORE July 1, 2003.**

What About My Next Renewal?

An applicant can always choose to renew a certificate or license under the rules in place when it was granted; therefore, prior approval of college hours by the PDC will not be required for current license holders until an individual's second renewal following July 1, 2003.

For the second renewal following July 1, 2003, points (for professional development or for college credits converted to points) must be presented in two of the three following areas (may be changed to one or more):

1. Content
2. Professional education (pedagogy)
3. Service to the profession

The plan (including goals) for acquiring these points will be approved in advance by the PDC.

*Note: Check with your college or university about requirements for adding an endorsement.

Kansas Professional Education Standards
Adopted by the Kansas State Board of Education, September 11, 2001

There are a total of 13 Professional Education Standards. For each of the standards there are indicators for Knowledge and Performance. The indicators are not included here, but can be found in the Teacher Standards document on the KSDE web site: www.ksde.org. Click on Certification and Teacher Education and then on Licensure Redesign. Scroll down past Chart of Endorsements and click on Teacher Standards Adopted by the SBE 9/11/01.

Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of student learning including critical thinking, problem solving, and reading.

Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other personal developmental aspects for all learners.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation). »

Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practice.

Responsibilities of the PDC

Responsibilities:

- Participate in annual training related to roles and responsibilities
- Develop operational procedures
- Develop a five-year plan that shall be approved by the governing body of the education agency and be based upon criteria established by the state board.

Operating procedures

ThePDC

- Approves individual professional development plans
- Establishes the standards for evidence or documentation to be accepted for the awarding of points
- Awards points upon verification of completion of activities that meet the IPDP goals (1 clock hour equals 1 point and 1 college credit equals 20 points); PDC MAY NOT limit the acquisition of points at any level for renewal of licenses
- Awards points upon demonstration of application or impact based on previously awarded knowledge points
- Causes records to be kept by individual certified/licensed staff members
- Provides official transcripts for license renewal and other purposes

Professional Development Points

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal.

Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional or staff development has led to increased knowledge;
- How it has been applied in practice; and
- What the results of that practice have been.

Professional Development Points and Semester Credit Hours For Licensure Renewal

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

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

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

Content endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

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 professional educators, accreditation processes, or professional organizations.

Professional Development Points Matrix

<p>91-1-206 "Professional development plans for licensure renewal"</p> <p>Knowledge (K) What do you know now that you did not know before?</p> <p>Application What are you doing now that you could/did not do before?</p> <p>Impact How has student performance improved? What has changed about the program?</p>	<p>Content</p> <p>1 pt. = 1 contact hr.</p> <p>2 x Knowledge Level points</p> <p>3 x Knowledge Level points</p>	<p>Professional Education</p> <p>1 pt. = 1 contact hr.</p> <p>2x Knowledge Level points</p> <p>3 x Knowledge Level points</p>	<p>Service to the Profession</p> <p>1 pt. = 1 contact hr.</p> <p>No points awarded at this level.</p> <p>No points awarded at this level.</p>
---	---	---	---

Approved PDc Activities for Points

PDC points will be awarded for:

Any teacher academy attended

Any in-district in-service attended

Any out of district in-service attended with prior principal approval

Videos watched will be awarded 1 point per video after completion of documentation, which is a written paper. The paper should include the following 3 aspects:

1. Summary of video
2. Personal evaluation of the video
3. How this video will impact you as an educator

Articles read will be awarded 1 point per article after completion of documentation, which is a written paper. The paper should include the following 3 aspects:

1. Summary of article
2. Personal evaluation of the article
3. How this article will impact you as an educator

Books read will be awarded 3 points per book after completion of documentation, which is a written paper. The paper should include the following 3 aspects:

4. Summary of book
5. Personal evaluation of the book
6. How this book will impact you as an educator

Level I - Knowledge Level Points Provide the Baseline

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

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

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

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

All requests for knowledge points must be made to the PDC within 30 days of the knowledge level training/activity.

**Level I Knowledge Indicators:
What do I know now that I did not know before?
Learning \equiv 1 point per clock hour**

Verification required may include one of the following:

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

Service to the Profession \equiv 1 point per clock hour.

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as;
 - o Membership in the school or district PDC.
 - o Serving as a member of the school's steering team.
 - o Serving on a curriculum development committee.
 - o Providing staff development.
 - 1 point per hour presentation. 1 point per hour of preparation per concept.
 - Number of presentation points cannot exceed number of presentation hours.
 - Preparation points will only be awarded on time per concept.
 - o Samples of published articles or newsletters and an explanation of the time spent in writing.
 - o An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.
 - o Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What am I doing that is different than what I did before?

Use of New Knowledge and Skills = 2 X's points Level.

Verification required may include one of the following:

Independent observation such as:

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

Evidence such as:

- Lesson plans.
- Pre and post samples of student's work.
- Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

What are the results of my professional changes?

Organizational Change = 3 X's points Level.

Verification required may include one of the following:

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

Individual Professional Development Plan

All certified school personnel must have an approved Individual Professional Development Plan (IPDP) on file with the district office before requesting professional development points. Individual Professional Development Plans are to be collaboratively developed between the certified staff member and their building administrator. All approved IPDPs are to be on file in the district office no later than the 20th school day of each school year. IPDPs are to be updated on an annual basis. Individual certified/licensed staff members need to retain a copy of their PDC approved IPDP form for their records.

EACH TEACHER (S) INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN can be amended by submitting a new plan.

LevelU Application Indicators:

What am I doing that is different than what I did before?

Use of New Knowledge and Skills ≡ 2 X's points Level 1.

Verification required may include one of the following:

Independent observation such as:

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

Evidence such as:

- Lesson plans.
- Pre and post samples of student's work.
- Examination of participants' journals, portfolios or other artifacts.

LevelUI Impact Indicators:

What are the results of my professional changes?

Organizational Change ≡ 3 X's points LevelL.

Verification required may include one of the following:

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

Individual Professional Development Plan

All certified school personnel must have an approved Individual Professional Development Plan (IPDP) on file with the district office before requesting professional development points. Individual Professional Development Plans are to be collaboratively developed between the certified staff member and their building administrator. All approved IPDPs are to be on file in the district office no later than the 20th school day of each school year. IPDPs are to be updated on an annual basis. Individual certified/licensed staff members need to retain a copy of their PDC approved IPDP form for their records.

EACH TEACHER (S) INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN can be amended by submitting a new plan.

PROFESSIONAL DEVELOPMENT COUNCIL

The council membership will consist of at least 9 members, which will include the following:

- **Six certified teachers:** two representing the high school building, two representing the middle school building, and two representing the elementary school building.
- **Three building administrators**
- The **superintendent and/or assistant superintendent** will serve as an ex-officio (non-voting) member.

Certified personnel shall serve a term of three years. Vacancies for certified personnel shall be filled by nomination at the building level at the beginning of the school year or as needed. The council is empowered to request the resignation of a member for the good of the council.

Decision Path for Awarding Professional Development Points

1. a) The individual submits an individual professional development plan to the district or educational agency Professional Development Council (PDC).
b) The PDC approves the individual professional development plan.
2. The individual completes activities related to his or her approved individual professional development plan and submits documentation/evidence to PDC.
3. The PDC verifies that the activity addresses the goals in the approved individual professional development plan and awards points.

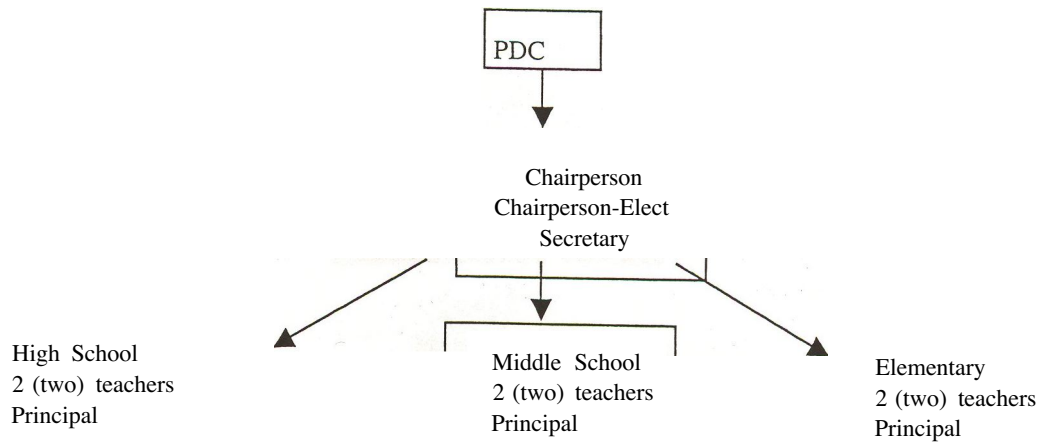
The full council will meet at least four times during the academic year to validate points.

All officers will be elected for a term of one year by a majority of the members of the council at the first meeting of the fall.

The chairperson will call and conduct all regular meetings. The chair will be empowered to call special meetings as needed. The chairperson will receive agenda items from members and distribute the agenda prior to the regularly scheduled meeting.

The chairperson-elect, in the absence of the chairperson, will preside over the regularly scheduled meetings. The chairperson-elect will assume the office of the chairperson the following year.

The secretary will keep written minutes of the meetings. The secretary will give unapproved minutes of the meetings to the PDC members and the chairperson will distribute an agenda prior to the next meeting. The secretary will preside over the meeting in the absence of both the chairperson and the chairperson-elect.



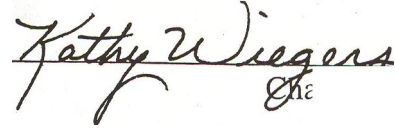
Record Keeping

USD #218 will keep each participant's inservice transcript on file at the Central Office. Further, a copy of the participant's individual inservice plan as well as dated updates and amendments to the plan will be kept there.

Upon notification of the individual's application for re-certification/licensure, his/her professional development transcripts will be given to the individual with a copy of the transcript cover letter, in an official sealed envelope. It is up to the individual to get this form signed and mailed into the State Department of Education.

Statement of Confirmation

This is to confirm that the Professional Development council of USD #218 did approve the inservice plan as proposed on **12-8-03**



Kathy Wiegans
ChE

This is to confirm that the Board of Education of USD#218 did approve the inservice plan as proposed by the Professional Development Council of USD#218 on **1/12/04**



J. L. Davison

President of the Board

;

Steps for Professional Leave Requests

1. Teachers fill out a leave request, transportation request, and attach documentation/registration.
2. Turn these three items in to the principal. The principal will sign every form.
3. The building secretary will see that all forms get to the proper person, and get a substitute.
4. The leave request will be approved by the Superintendent. The superintendent's secretary will keep the original copy of the leave request; but make two copies. One copy will be returned to the building secretary, the other copy will be returned to the requestee.
5. **It** is the responsibility of the individual teacher to contact the superintendent's office to be sure that registrations are mailed, reservations completed and transportation is available. **DO NOT** make calls on building phones for reservations, etc. This is to be done only through the superintendent's office.
6. PDC Points Request form may only be submitted after completion of a professional development activity. Request for "Knowledge" points or "Service to the Profession" points must be made within 30 days of the activity.
7. Completed PDC Point Request forms are to be turned into the building principal who will take them to the PDC for review.
8. Upon approval they will be sent to the District office to be recorded on your PDC transcript.
9. Approved PDC Point Request forms will be returned to the requestee for their records.

Professional Development Education Point Request

USD #218

Box 999, Elkhart, KS 67950

620-697-2195

Name: _____	Job Title: _____
Current Date: _____	
Title of Professional Development Activity: _____	
Date of Activity: _____	Location of Activity: _____

Describe the activity by answering the question that relates to the level for which you are requesting points:

1. **Service to the Profession:** Knowledge (K) - points 1 point per hour awarded. Presentation & prep points awarded in Service to the Profession category. What services have I provided that has enhanced my knowledge or the knowledge of others?
2. **Knowledge:** K points - 1 point per hour awarded. What do I know now that I didn't know before?
3. **Application:** 2K points. What am I doing now that I wasn't doing before?
4. **Impact:** 3K points. Points awarded according to impact described in a or b.
 - a. What improvements in student learning have occurred as a result of my application of knowledge learned?
 - b. What changes have occurred in school/district program or among colleagues as a result of my application of knowledge learned?

Applicant Response:

Indicate the number of Doints reauested in the column to the right:

Service to the Profession: K points 1 point per hour awarded 1 pt per hour awarded - no Application or Impact points awarded for Service to Profession.	
Knowledge: K points 1 point per hour awarded (This establishes your base points for Application and Impact levels)	
Application: 2K points (Attach cODiesof related approved Knowledge Level form)	
Impact: 3K points (Attach copies of related approved Knowledge and Application Level forms)	
Indicate (X) the approDriate area:	College or University credit (X)
Content Endorsement	(Attach appropriate verification of enrollment.)
Professional Education	
Service to the Profession	

Principal Signature

Date

Applicant' Signature

Date

FOR poe USE ONLY

Approved Points

PDCChairpersonApproval

Date _____

Kansas Professional Development Inservice Plan or Executive Summary_ Review Form

District: Elkhart **USD#:** 218
Contact: Pat Vandervort **Phone#:** 620-697 -2195
e-mail:
Plan reviewed by: | Theresa Steinlage **Phone#:** 785-296-8111
 (KSDE representative) | Kathy Boyer

Date submitted: Dec. 18,2001 | **Date reviewed:** Jan. 23, 2002 | **Date SBE approved:**
Revision required? Yes: X No: **NOTE: See comments below.**
 Plan approved by KSDE rep. on condition that suggested revisions are made.

The DISTRICT has:

- Yes: X
No: Established a **Professional Development Council** (PDC) that is representative of the employed certified personnel; includes at least as many teachers as administrators and both are selected solely by the group they represent; has developed operational procedures; has developed a plan to be approved by the local board of education and the State Board of Education; and recommends for approval or disapproval local PDPs (Professional Development Plans) for renewal of certification. (91. 1205. ©(i)(ii): *Licensure Renewal Requirements* and 91. 1.216. (b)(1): *Establishment of a PDC*)
- Yes: X
No: Submitted a **professional development inservice plan or a professional development inservice plan executive summary** to the State Board of Education by August 1 of the fifth year of their current five-year cycle.
- Yes:
No: X* Each member of the PDC has participated in **annual training** related to their roles and responsibilities that is based upon training design and materials for professional development councils provided by the KSDE. (91. 1.217. (b)(1): *Inservice Education Professional Development Council*)
 • Not in effect until 7/03.

Professional Development Inservice Plan or Executive Summary includes:

- Yes: X
No: **Who decides the focus** for staff development at the individual, building, and district levels. PDCs may function at the building and/or district level. The role of the PDC in the inservice process is noted. (91. 1.216. (b)(1): *Establishment of a PDC*)
- Yes: X
No: **How the focus is determined** for staff development at the individual, building and district levels. Building level staff development is closely aligned with the school improvement plan. (91.31.18.(b)(1): *Regulation, School/Improvement Plan*) How staff needs relative to the improvement plan are determined is noted. How improvement plan needs align with district-wide goals and individual needs is also included. (91. 1.216. (b)(2): *Assessment of Inservice Needs*)
- Yes: X
No: **Goals that are results based.** (91-1-216 (b)(3): *Identification of Goals and Objectives*) The following levels of implementation and maintenance are noted: knowledge; application; and impact (91.1.218(a) - (f): *Awarding of Professional Development Points*)
- Yes: X
No: **Activities and actions** in the individual, building, and district level plans to accomplish staff development priorities. These include such things as observation opportunities, time to practice new skills, use of study groups, and implementation logs. (91-1-216 (b)(4): *Identification of Activities*) Activities and plans for the required annual training for members of the PDC are also addressed. (91. 1.217. (b)(1): *Inservice Education Professional Development Council*)
- Yes: X
No: **Measures of the impact** of staff development priorities at the individual, building, and district levels. How the levels of implementation are determined for reporting on the Quality Performance Accreditation Annual Report is explained. (91-1-216 (b)(5): *Evaluative Criteria*)
- Yes: X
No: **The system for reporting the results** of staff development at the individual, building, and district levels is described.

Yes: X Alignment with the school improvement plan mission and academic focus is described.
No:
Yes: Point assignments and criteria for inservice credit for purposes of certificate renewal are as prescribed in 91.1.218.(a) - (g): 1 point per hour at the knowledge (baseline) level; two (2Xs) times the knowledge level points at the application level; three times (3Xs) the knowledge level points at the impact level. The POC may not impose a limit on the number of points earned for the purposes of licensure or certificate renewal.
No: X*

*Comments:
The criteria for awarding points and for inservice credit described in this plan do not align with the Kansas Inservice Program Regulations that are currently in effect, nor do the criteria described align with the regulations that will become effective July 2003.

To align with the current regulation:

Point assignments and criteria for inservice credit for purposes of certificate renewal are as prescribed in S. B. R. 91-1-146 (a). One hour of inservice equals one inservice point. A district POC may choose to limit the number of hours that will be approved for inservice points at any level or for any type of activity. For local purposes, such as advancement on a pay scale, the state definition of one inservice point is inapplicable and such term may be locally determined, subject to professional negotiations law. *KSDE Policy Interpretation Memo 4/98*

For example: 15 points per Demonstration may be documented as follows:

- Participation in a study/support group of teachers using the strategy(ies) =
10 hours/10 points
- Personal Evaluation/Reflection upon use of strategy(ies) =
2 hours/2 points
- Presentation
Preparation Time =
2 hours = 2 points
Presenting Time =
1 hour = 1 point

To align with the regulation that becomes effective July 2003:

Point assignments and criteria for inservice credit for purposes of certificate renewal are as prescribed in 91.1.218.(a) - (g): 1 point per hour at the knowledge (baseline) level; two (2Xs) times the knowledge level points at the application level; three times (3Xs) the knowledge level points at the impact level. The POC may not impose a limit on the number of points earned for the purposes of licensure or certificate renewal.

For example:

A staff member attends a staff development activity for six hours and verifies that he or she has gained knowledge because of his or her participation. He or she is awarded 6 professional development points.

After enough time has passed for a staff member to verify that his/her teaching has consistently changed because of what he/she has learned, he/she is awarded 2 Xs the knowledge level points or 12 points. These 12 points are added to the original 6 points for a total of 18 points.

As time passes, if a staff member is able to verify that student learning has improved as a result of the changes in his/her classroom, he/she is awarded 3 Xs the original knowledge level points or 18 points. These points are added to the baseline 6 points earned at Level 1 and the 12 points earned at Level 2 for a total of 36 points.

Please note:

The POC may not impose a limit on the number of points earned for the purposes of licensure or certificate renewal.

email 3/4/04

Kansas District/Agency Professional Development Plan or Executive Summary REVIEW FORM

District Name: Elkhart USD#: 218 |
District Mrs. Kathy Wieggers, Chair Phone#: 620-697-2195
Contact: Mr. Scott Myers, Supt
Address: 150 Wildcat Ave. PO Box 999 Elkhart KS 67950 e-mail: smyers(a),usd218.org
Plan reviewed by: Kathy Boyer, Education Program Consultant, KSDE Phone#: 785-296-7945 e-mail: kboyer@ksde.or2
KSDE Representative
Date submitted: 12 03 reviewed: 2 15 04 approved:
Revision required? Yes: No: X See comments below

The DISTRICT has:
Yes: X* Established a Professional Development Council (PDC) that is representative of the employed certified personnel; includes at least as many teachers as administrators and both are selected solely by the group they represent; has developed operational procedures; has developed a plan to be approved by the local board of education and the State Board of Education; and recommends for approval or disapproval local PDPs (Professional Development Plans) for renewal of certification. 91-1-205 (c)(i)(ii): Licensure Renewal Requirements and 91-1-216. (b)(1): Establishment of a PDC.

Yes: X Submitted a district/agency professional development plan or a district/agency professional development plan executive summary to the State Board of Education by August 1 of the fifth year of their current five-year cycle.

Yes: X* Each member of the PDC has participated in annual training related to his or her roles and responsibilities that is based upon training design for professional development councils provided by the KSDE. 91-1-217 (b)(1): Professional Development Council.

District Professional Development Plan or Executive Summary includes:

Yes: X Who decides the focus for staff development at the individual, building, and district levels? PDCs may function at the building and/or district level. The role of the PDC in the professional development process is noted. 91-1-216 (b)(1): Establishment of a PDC.

Yes: X How the focus is determined for staff development at the individual, building, and district levels. Building level staff development is closely aligned with the school improvement plan. 91-31-18 (b)(1): QPA Regulation, School Improvement Plan.

ii. How staff needs relative to the improvement plan are determined is noted. How improvement plan needs align with district-wide goals and individual needs is also included. 91-1-216 (b)(2): Assessment of District Professional Development Needs.

Yes: X Goals that are results based. 91-1-216 (b)(3): Identification of Goals and Objectives
No: The following levels of implementation and maintenance are noted: knowledge, application, and impact. 91-1-218 (a) - (j): Awarding of Professional Development Points.

Yes:	<input checked="" type="checkbox"/>	Activities and actions in the individual, building, and district level plans to accomplish staff development priorities. Examples include observation opportunities; time to practice new skills, use of study groups, and implementation logs. 91-1-216 (b)(4): <i>Identification of Activities</i> .
No:	<input type="checkbox"/>	
Yes:	<input checked="" type="checkbox"/>	Activities and plans for the required annual training of PDC members are also addressed. 91-1-217 (b)(1): <i>Professional Development Council</i> .
No:	<input type="checkbox"/>	
Yes:	<input checked="" type="checkbox"/>	Measures of the impact of staff development priorities at the individual, building, and district levels. How the level of implementation is determined for reporting on the Quality Performance Accreditation Annual Report is explained. 91-1-216 (b)(5): <i>Evaluative Criteria</i> .
No:	<input type="checkbox"/>	
Yes:	<input checked="" type="checkbox"/>	The system for reporting the results of staff development at the individual, building, and district levels is described.
No:	<input type="checkbox"/>	
Yes:	<input checked="" type="checkbox"/>	Alignment with the school improvement plan, mission, and academic focus is described.
No:	<input type="checkbox"/>	
Yes:	<input checked="" type="checkbox"/>	Point assignments and criteria for professional development credit for purposes of licensure (certificate) renewal are as prescribed in 91-1-218 (a) - (g): <i>1 point per hour at the knowledge (baseline) level; two (2Xs) times the knowledge level points at the application level; three times (3Xs) the knowledge level points at the impact level</i> . The PDC may not impose a limit on the number of points earned for the purposes of licensure (certificate) renewal.
No:	<input type="checkbox"/>	

Comments: *Sorry for the delay in reviewing your plan and please accept my apology for any inconvenience to your staff.*

Your plan is clear and concise and meets regulatory requirements but clarification on the following is requested:

1. PDC Council: Please clarify how members are selected.
2. PDC Annual Training: Please briefly indicate how this training is to occur (i.e. committee will be trained by local service center staff at the beginning of each school year.)
3. Criteria for awarding *Points-Concern regarding Approved PDC Activities for Points: Could the individual do something instead of a paper (perhaps share information at a staff meeting or demonstrate a skill learned) ? How were your points determined (1pt for video or article and 3pt for book)? Couldn't an individual discuss this with a supervisor as they discuss their individual professional development plan goals? The PDC needs to verify knowledge, application or impact has occurred-how a person chooses to demonstrate their accomplishments could be more personally determined which might be more meaningful and unique to the individual and/or the activity.*
4. Appeal Process: 91-1-206(d) states "If a person is unable to attain approval of an individual development plan through local professional development council, the person may appeal to the licensure review committee for a review of the proposed plan." (While we certainly strongly recommend and agree disagreements be worked out locally first, if there is a stalemate this may need to be a consideration.)

Your plan does not have to be resubmitted. Statements of clarification or edited pages may be emailed to me at [kboer\(Ci\)ksde.org](mailto:kboer(Ci)ksde.org) and will be attached to your plan. Your plan will be forwarded to the State Board in November for formal approval. The Superintendent will receive a letter when your plan has been officially approved. Please email or call me at 785-296-7945 if you have questions or concerns.

FYI-The [Kansas Professional Development Program Guidelines Document 2003-04](#) and a companion document, [Practical Guide to the Kansas Performance-Based Licensure System](#) may be accessed at www.ksde.org--go to News/Hot Topics and scroll down and click on the documents and or power points for information, samples and a copy of the regulation that goes into affect 7/1/2003-See Appendix D of the Guidelines document for a list of approved trainers for PDC training.