

**PROFESSIONAL DEVELOPMENT PLAN**

**DIOCESE OF SALINA**

**USD #843**

(Revised, 2004)

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**CATHOLIC SCHOOLS OF THE DIOCESE OF SALINA**

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*DIOCESAN MISSION STATEMENT*

**Through their educational programs, the Catholic schools of the Diocese of Salina, prepare young people to impact the world for Christ through productive service and responsible Christian leadership.**

In union with the family and the Church, the Catholic schools of the Diocese of Salina prepare young people to impact the world for Christ and to attain their eternal destiny by providing a Catholic Christian learning environment, based on the values of Jesus Christ, that promotes academic excellence, fosters mutual respect, demands moral responsibility, encourages self growth, and nurtures Christian service to others.

In an effort to fulfill this mission, the Catholic schools of the Diocese of Salina strive to:

-- create Christian educational communities where human knowledge, enlightened and enlivened by faith, is shared by teachers, students and parents in a spirit of freedom and love;

-- relate all human culture to the good news of salvation, so that the life of faith will illumine the knowledge which students gradually gain of the world, of life and of humankind;

-- offer personal experiences in Christian living through liturgy, sacramental life, prayer, guidance and example;

-- provide opportunities and experiences which emphasize Christian involvement and service to others;

-- help each student to develop a positive attitude toward lifelong education, including the power to think critically and constructively, to solve problems and to reason independently;

-- promote physical fitness and encourage habits which maintain sound spiritual, physical, mental and emotional well-being;

-- foster the development of the social skills, aesthetic artistry and technological mastery necessary to function productively in our global environment;

-- provide opportunities for certified school personnel to enhance their knowledge and develop skills that will enable them to prepare students for productive citizenship in a global society;

-- allow school personnel to increase knowledge and strengthen skills in their specialized content areas in order to fulfill the needs of their respective positions through systematic performance improvement.

*MISSION STATEMENT OF THE PROFESSIONAL DEVELOPMENT COUNCIL:*

The mission of the Salina Diocesan Professional Development program is the increased effectiveness of each school's educational program through a systematic process of continuous personal, professional, attitudinal and spiritual growth for all certified personnel.

To facilitate the attainment of this mission, the Salina Diocesan Professional Development Program is designed to:

- provide opportunities for certified school personnel to enhance knowledge and develop skills which support their role as professional and spiritual educators;
- develop meaningful inservice programs and situations that will enable certified personnel systematically to improve their job performance;
- stimulate creativity and encourage initiative in designing teaching-learning experiences fashioned to attain specified student learning outcomes; and
- improve classroom instruction by providing knowledge and skill in the use of a variety of instructional methods that will involve students in innovative, challenging and constructive learning experiences.

*PHILOSOPHY:*

It is the philosophy of the Catholic Schools of the Diocese of Salina that professional development is essential for all staff members if we are to make consistent improvement in our educational programs and attain the fulfillment of our educational vision. We believe that all staff members should be given ample opportunity for professional growth and for the development of those skills and competencies designed to facilitate their own successful accomplishment in meeting the identified needs of students and the goals of individual school improvement plans. We also believe that the primary focus of professional development should be the provision of improved learning experiences for students, generated through the continuous instructional, attitudinal, personal and interpersonal growth of staff on the diocesan, school and individual levels.

*PURPOSE:*

The purpose of the Salina Diocesan Professional Development Program is to provide a framework for the continued growth and development of the certified staff members of the Catholic schools within the diocese. On the diocesan, school, and individual levels, it is to serve as a guide in providing appropriate activities and experiences directed toward increasing school improvement-related knowledge, understanding, attitudes, skills and competencies for all staff members. These endeavors are to address identified student needs and particular instructional outcomes through: 1) providing assistance for specific concerns, 2) furnishing exposure to current trends or innovative ideas and techniques, 3) fostering the intensification of inspiration, motivation and dedication; 4) facilitating results based school improvement efforts at the building level, 5) improving subject area knowledge of staff, 6) increasing the acquisition and prescriptive application of instructional pedagogy, 7) expanding the use of educational technology by staff and students, 8) continuing individual personal and professional growth, and 9) advancing district initiatives.

## *PROFESSIONAL DEVELOPMENT COUNCIL MEMBERSHIP AND RESPONSIBILITIES*

### **The Superintendent**

- With the Diocesan Professional Development Council, recommend goals and vision for the Diocese for a 5-year cycle based upon the needs of the students through test scores and through a reflection of the Diocesan Mission for Schools and those of the individual schools.
- Will provide the new principals coming into the Diocese training to allow them to understand and be able to help administer the Diocesan Professional Development Plan.
- Monitor the alignment of school improvement plans with mission and academic focus.

### **The Executive Council of the Salina Diocesan Professional Development Council**

- The Executive Council shall consist of at least the Superintendent, one administrator, one elementary certified personnel, and one secondary certified personnel. These will be nominated by the regional teams and then selected by ballot of all teachers and administrators.
- The Executive Council shall receive annual training sponsored by the KSDE and on returning from said meeting shall have a yearly training for the Regional Team members.
- Review with Superintendent transcripts that were processed during the current school year.
- Give annual report to the Diocesan Council of Education.
- Will ensure that the Regional Teams have at least as many teachers as administration.
- Assist Superintendent in planning staff development activities for the whole Dioceses.
- Support principals and the Diocesan Regional Teams in the interpretation of points.

### **The Regional Teams**

- Is made up of at least one representative from each school in the regional area of the Diocese. Each school will select their own member to serve on these teams.
- Ongoing support/review of the building Professional Development Councils.
- Ensure the principals/local designee have reviewed and approved goals for all staff members at their building site.
- Review and give advice on Individual Development Plans that are brought to them with questions from the building PDC.
- Application Step Review (Beginning of 2<sup>nd</sup> semester at the January PDC Meeting).

- Final approval for points at each level.
- Make recommendations for Diocesan Staff Development.
- Analyze progress and give advice on the plan.

### **The Principal (and/or PDC Building Rep)**

- Help teachers develop individual goals.
- Provide staff development opportunities to advance building-level goals.
- Measure the impact of teacher interventions.
- Annually approve Individual Development Plans.

### **The Building Professional Development Council**

- Selected by the teachers that they represent.
- Review teacher portfolios (documentation of professional development activities) and documentation of application and impact steps, including final approval signatures.
- Determine how often is necessary to apply a given strategy in order to obtain credit for application level points (defines “throughout one semester”).
- Approve individual staff activity at all three levels, before final point approval by the PDC.
- Compile Transcripts for end of year review.
- Give annual report to local Council of Education.

### **The Teacher**

- Identify teacher individual goals that reflect skills needed to improve student learning (goals should be able to move through the process of application and impact levels).
- Obtain staff development/training as it relates to diocesan and building goals.
- Ensure that application of knowledge is applied throughout “at least one semester.”
- Create and implement assessments that reflect students’ improvement related to a specific goal.
- Obtain transcripts for college credit that relate to individual goals.
- Fill in all paperwork required.
- Turn in an Annual Individual Development Plan.

### ***PROFESSIONAL DEVELOPMENT COUNCIL OPERATIONAL PROCEDURES***

These operational procedures will hold true for each of the three levels in the Professional Development Design, The Executive Council, The Regional Councils, and the Building Councils.

Members serve no less than one year and not more than a three year term. So continuity is maintained, membership is rotational. Members may serve up to two 3-year terms. Officers are one-year terms and may be renewed.

## **Officers**

Officers include a Chairperson, a Vice-Chairperson, and a Secretary/Recorder. All officers are elected for a term of one year by consensus of the members and begin their terms at the first meeting in the fall. Duties of the officers include:

Chairperson:               Calls and conducts all meetings.  
                                  Calls special meetings as needed.

Vice-Chairperson:       Acts in the absence of the Chairperson.

Secretary/Recorder:   Keeps records and minutes of meetings.  
                                  Maintains a file of all minutes in the district office.

                                  Send to all principals within the jurisdiction of the council a schedule of meetings for the year as soon as they are available.

## **Meetings**

Each council will meet a minimum of 4 times a year.

Meeting times and dates will be determined at an organizational meeting in August of each school year.

All decisions by vote shall be made by a quorum of at least 50% of the voting membership.

## **KSDE Annual Training:**

The Executive Council will participate annually in the KSDE approved training for PDC members and will then annually pass pertinent information onto the Regional and Building Councils.



*HOW THE FOCUS AND GOALS FOR STAFF DEVELOPMENT IS DETERMINED AT THE INDIVIDUAL, BUILDING AND DISTRICT LEVELS.*

**Individual:**

Focus

Based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a license not previously held.

Results-Based Goals

Goals are written based on individual needs and professional teaching standards. Goals address three levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

**Building:**

Focus

Based upon identified student achievement gaps that are determined through the analysis of students' assessment data that includes the achievement of particular student groups. Following this, determining the knowledge identifies each building's professional learning needs and skill needed to implement researched-based strategies designed to close identified student learning gaps. These should tie closely to the NCA plan.

Results-Based Goals

Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to three levels: knowledge, application, and impact.

**District:**

Focus

The professional learning needs of the district are identified through collaboration with each school's staff and administration. The district needs are then determined by the schools' needs.

Results-Based Goals

District goals are based upon identified standards of performance for students at each academic level.

## *DISTRICT PROFESSIONAL LEARNING GOALS*

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- State curriculum standards
- Using research-based strategies and developmentally appropriate instruction in their subject areas:
  - ✓ Aligned with the particular NCA goals or targets identified by each school.
- Their role in fostering the Catholic identity of local schools
- Increased acquisition and prescription application of instructional pedagogy
- Technology strategies in the classroom
- Job-embedded professional development and classroom action research
- Understanding assessments:
  - ✓ Data sources for professional learning and action research
  - ✓ Diagnostic tools for identifying student learning needs
  - ✓ Identifiers of curriculum alignment or misalignment

District staff will understand:

- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
  - ✓ Individual professional development plans
  - ✓ Applying for professional development points
  - ✓ Individual professional development transcripts

## INDICATORS FOR KNOWLEDGE, APPLICATION, & IMPACT

The following sample lists are not exhaustive. Please share your ideas and suggestions for approval by the Building PDC.

### **KNOWLEDGE**

*Approval:* Initially by the Building PDC Chair and/or Building Principal. Reviewed by PDC Regional Team.

*Duration:* Depends upon the specific experience measured in clock hours.

#### Growth Opportunity

- in-service or workshop related to diocesan, building, or individual goals
- diocesan committee member (service to profession)
- building level committee chair (service to profession)
- research discussion groups related to diocesan, building, or individual goals
- peer coaching preparation and observation related to diocesan, building, or individual goals
- staff development training related to diocesan, building, or individual goals
- college courses related to diocesan, building, or individual goals
- a graduate level degree or endorsement program

#### Documentation

- In-service agenda and/or description, workshop handouts, meeting minutes, etc.
- AND completed Form 2, both sides

### **APPLICATION**

*Approval:* Initially by the Building PDC Chair and/or Building Principal. Reviewed by PDC Regional Team.

*Duration:* Must be throughout “one semester”

#### Growth Opportunity

- lesson plan copies
- samples of completed student work
- peer coaching (observation and critique documentation)
- administrative observation and critique
- teacher portfolio
- video tapes of lessons
- presenter of workshop, inservice, or training (not throughout “one semester”)

#### Documentation

- at least two examples of the above
- AND, a teacher reflection of the activity

## Indicators for Knowledge, Application, & Impact, continued

### **IMPACT**

*Approval:* Initially by the Building PDC Chair and/or Building Principal. Reviewed by PDC Regional Team.

*Duration:* Must be over a period of at least one academic year

Documentation must include at least one quantitative and one qualitative measurement AND a teacher reflection of the impact activities.

#### *Quantitative*

- pre/post State Assessments
- pre/post ITBS Assessments
- teacher generated pre/post assessments with teacher sample

#### *Qualitative*

- student reflections (PRE = know/want to learn; POST = essay/reflection of what learned)
- pre/post surveys

#### *Combination*

- student portfolios

### **FOR ADMINISTRATORS (& other licensed personnel not in the classroom)**

*Approval:* PDC Regional Team and/or School Office Official

*Duration:* Follows the same guidelines as above.

#### **Knowledge**

- knowledge indicators listed above
- documentation of related district or school policy change
- revision of district, grade level, or content area curriculum

#### **Application**

- evidence of application indicators by others
- presenter of workshop, in-service, or training (not throughout “one semester”)

#### **Impact**

- evidence of impact by others
- documentation of positive changes in related students’ behaviors over a period of at least one academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; and increased participation in school-related activities.



## *POINT ASSIGNMENTS*

There are no limits to the number of points that may be awarded at any level. Points are earned through a process comparable to seat time according to a certified employee's exposure to new concepts and their written reactions to what each individual learned through the in-service activity. The results-based model uses this system as a foundation and also encourages the incorporation of concepts into the fabric of the school. To encourage growth of each professional educator, each will receive credit for gaining a knowledge-base relating to a specific goal, and will receive more credit for applying these skills into their learning environment and assessing its impact upon student achievement. Points are awarded in the following three levels:

**Knowledge (level 1)** - receives one point per contact hour and includes such things as workshops, in-services, and college courses relating to the individual/building/diocesan goals. **(# of Knowledge hours X 1)**

**Application (level 2)** - multiply the related Knowledge indicator points by two in order to tabulate points earned at the application level. This can include, but is not limited to; lesson plan copies, peer or principal critiques or observations, and portfolios. **(# of Knowledge hours X 2)**

**Impact (level 3)** - multiply the related Knowledge indicator points by three in order to tabulate points earned at the impact level. This can include, but is not limited to, national, state, or local assessments, surveys, portfolios, and student reflections. **(# of Knowledge hours X 3)**

*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.*

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## *EXPLANATION OF FORMS*

### **Form 1 – Individual Professional Development Plan**

(Due for approval by the building PDC by September 30. For the school year 2004-05 this form will not be due until January 1, 2005.)

This form is to be completed at the beginning of each new school year. A person's individual goals must correlate with the building and diocesan goals.

This form may or may not include specific titles of courses, seminars, conferences or workshops. As this specific information is available, the individual will add to his/her plan.

The Diocese strongly encourages all individuals to have included in their plans activities at the application and impact levels.

Please attach an approved program from the University if one is getting a graduate level degree or is gaining an additional endorsement.

If the Building PDC does not approve this plan it is returned to the individual with recommendations for revision. The individual may appeal in writing or in person to the Regional Team at one of the regularly scheduled meetings.

### **Form 2- Request for Professional Development Education Points**

(It is the duty of the teacher to keep this documentation up-to-date on a monthly basis. Originals are to be kept with each individual and a copy be kept on file in the school office.)

For each activity, teachers will document their staff development experiences on a separate Form 2. While the individual goals set must tie into the building and diocesan goals, so must the activities in which teachers are engaged relate to their individual goals set at the beginning of each new school year.

Side One is used to record evidence of activities and documents submitted for approval.

Side Two includes space for the required activity evaluation, and description, and expansion of activities.

While the responsibility of approving staff development activities rests with the Building PDC, staff development activities used toward re-licensure (certification) can be brought to the Regional Team to get input and advice before final approval.

**In order to earn points toward certification, professional development activities must be earned in at least two of three areas: Content Endorsement, Professional Education, or Service to the Profession. \***

*\*Service to profession points are not awarded at the application and impact level.*

**Form 3 – Request for approval of college courses**

(All college courses must be pre-approved.)

This form needs to be turned in for pre-approval. After the approval keep this form and then attach a copy of your college transcript if you want to convert these to knowledge level points. If you are wanting to instead use this course and take components of it to the application or impact level you will need to fill in Form 2 and all needed paperwork.

**Form 4 - In-service Education Transcript**

To be mailed to the superintendent's office with all re-licensure materials, including the check, within 6 months of an educator's certification expiration. The superintendent will sign and then forward all materials to the State of Kansas).

This form should be kept as continual documentation of APPROVED staff development points. It is a required piece of documentation and should be completely up-to-date each May, at the end of each school year.

The State will use this documentation piece as proof of all results-based staff development points earned. In addition to the professional development points earned, individuals may be required to obtain points from college coursework.

**Persons with a bachelor's degree must submit 160 professional development points for renewal. Half of the points (80 points) must come from completing appropriate college or university credit PREAPPROVED by the building PDC. One credit hour equals 20 professional development points.**

**Persons with an advanced degree must submit 120 professional development points for renewal. Completion of appropriate college or university credit is not required for renewal, but may be used if PREAPPROVED by the building PDC. Any combination of semester credits and other professional development activities may be submitted.**



## *HOW TO DOCUMENT AND APPLY COLLEGE COURSES*

**If an individual is planning on an advanced degree or planning on obtaining additional endorsements they will write this on their Individual Professional Development Plan, Form 1. Part of the approval process will be documentation of this plan and signatures of the college advisor. The principal will then review the plan each year when doing your annual Individual Professional Development Plan.**

**Two ways exist as to how to count college courses that are not a part of an approved plan for an advanced degree or for additional endorsements. The individual must decide one way or the other for each course taken. Both options for point accumulation cannot be done for the same course.**

1. If the individual chooses to convert the credit hour(s) into points, it is done at 20 points per credit hour. **Points do not “double” or “triple” with this option.** Form 3 is used for this documentation.

### *EXAMPLE 1*

1 credit hour course = 20 points  
2 credit hour course = 40 points  
and so on. . .

### *EXAMPLE 2*

1 college credit hour received for taking 3 Greenbush workshops = 20 points

2. If the individual would rather take components from within a college course and apply it into the classroom, one must fill in and follow directions for Form 2. If a concept/strategy from the course is applied, a “point amount” is determined from class time spent on the concept/strategy and is documented on Form 2. A syllabus or outline from the day(s) the topic is discussed/studied would be used to determine the “point amount”. The documentation piece should be kept behind the corresponding Form 2 as record of attendance. A professor’s signature and time allotment for the concept/strategy would aide in determining the “point amount”. More than one concept/strategy learned during a single college course can be utilized in this manner.

### *EXAMPLE: 3 credit hour course taken on curriculum*

Two clock hours of class time were spent on learning about 6-Trait Writing. Form 2 is filled out with the proper description and a record of two points. Documentation is kept behind Form 2 for point approval. The strategy may now be applied and documented for double the original two knowledge points. This also leaves the option open for impact points.

APPENDIX A

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**Kansas Licensure Renewal Regulations**

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90-1-205. Licensure Renewal Requirements.

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91-1-2916. Professional Development Plans for Licensure Renewal.

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

- (b) Professional and substitute 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; or
    - (D) has completed a minimum of eight credit hours in an approved program or completed an approved program.

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

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in at least two 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.
  
- (nnnn) Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
  
- (oooo) Each individual submitting a professional development plan shall ensure the plan meets the following requirements. The plan shall:
  - (1) Result from cooperative planning with a designated supervisor;
  - (2) Be signed by the individual submitting the plan;
  - (3) Be signed by the individual's supervisor, if the supervisor agrees with the plan; and
  - (4) Be reviewed and approved by the local professional development council.
  
- (nnnn) 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.
  
- (oooo) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution.)

*APPENDIX B*

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**KANSAS PROFESSIONAL DEVELOPMENT PROGRAM REGULATIONS**

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91-1-2915. Professional Development Definitions.

991-1-216. Procedures for promulgation of professional development plans; approval by the state board; area professional development centers' professional development programs.

90-1-217. Professional development council.

90-1-218. Awarding of professional development points.

90-1-219. Expenditures for professional development program.

**91-1-215. Professional development definitions.**

- (a) "Content endorsement standards" mean those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of post-secondary education authorized to award academic degrees, the Kansas State Department of Education, and any other organization that serves school districts.
- (c) "Professional development" means professional development and staff development and includes any planned learning opportunities provided to certified personnel employed by a school district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
- (d) "Professional development plan" or "plan" means a detailed program for provision of professional or staff development, or both.
- (e) "Non-contractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

- (f) "Professional development point" means one clock hour of professional development. One semester hour of college credit shall count as 20 professional development points.
- (g) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
  - (1) It 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) It positively impacts the individual or the individual's students, school or school district.
- (mmmm) "Professional development council" or "PDC" means a representative group of certified or 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 professional development plan.
- (nnnn) "Professional development plan" means a written document describing the professional development activities to be completed during a specified period of time by the individual filing the plan.
- (oooo) "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.
- (pppp) "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.
- (qqqq) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or goals of a school or school district.
- (rrrr) "State board" means the state board of education.
- (ssss) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution.)

**91-1-216 Procedures for promulgation of professional development plans;**

approval by state board; area professional development centers' professional development programs.

- (a) 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 certified or licensed personnel who will be affected, may design and implement a professional development plan to be offered by the educational agency or agencies.
- (b) Procedures for development of an professional development plan shall include the following:

- (1) establishment of a professional development council;
  - (2) an assessment of professional development needs;
  - (3) identification of goals and objectives;
  - (4) identification of activities; and
  - (5) evaluative criteria.
- (mmmm) Based upon information developed under subsection (b) of this regulation, the educational agency shall prepare a proposed professional development 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.
- (nnnn) The state board shall approve the plan or approve the plan subject to modifications, or disapprove the plan, and notify the educational agency of the decision within 60 days of submission of the plan.
- (oooo) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (pppp) Area professional development centers providing professional development for licensure renewal shall provide the professional development through a local school district, an accredited nonpublic school, an institution of post-secondary education, or an educational agency which has a state-approved professional development plan.
- (qqqq) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution.)

**91-1-216 Professional development council.**

- (a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's certified or licensed personnel; and
  - (2) Include at least, as many teachers as administrators, and both shall be selected solely by the group they represent.
- (mmmm) Each council shall have the following responsibilities:
- (1) To participate in annual training related to roles and responsibilities of council members, including implementing these regulations, K.A.R. 91-1-215 through 91-1-219;
  - (2) To develop operational procedures; and
  - (3) To develop a five-year plan, which shall be approved by the governing body of the educational agency and be based upon criteria established by the state board.
- (mmmm) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution.)

### **91-1-216 Awarding of professional development points.**

- (a) In awarding professional development points, each educational agency shall designate that one professional development points, is equal to one clock hour of professional development.
- (b) If a person documents completion of a professional development 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 professional development activity later verifies that he or she 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 professional development activity. Evidence of application of the knowledge gained through the professional development activity shall be presented to the professional development council and may include the following:
  - (1) independent observation;
  - (2) written documentation; or
  - (3) other evidence that is acceptable to the PDC.
- (mmmm) If a person who has earned points for application of knowledge or skills learned through professional development activities verifies that application of the knowledge or skills has had an impact on student performance of 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 professional development activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include the following:
  - (1) independent observation;
  - (2) written documentation;
  - (3) evidence of improved student performance; or
  - (4) other evidence that is acceptable to the PDC.
- (mmmm) 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.
- (nnnn) For purposes of renewing a certificate or 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.)

**91-1-216 Expenditures for a professional development program.**

- (a) Education agencies may receive professional development 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 professional development expenditures;
  - (5) Registration fees for, and travel expenses to, professional development 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.
  
- (mmmm) Education agencies shall not receive professional development funds for the following expenditures:
  - (1) Rental or facilities;
  - (2) Utilities;
  - (3) Equipment;
  - (4) Administrative expenses; and
  - (5) Salaries of teachers attending professional development workshops or conferences during contractual times, or the salaries of council members.
  - (6) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603.



APPENDIX C

**Appendix A, B, and C are all taken directly out of the Kansas Professional Development Program Guidelines 2003-2004 Edition from KSDE**

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**Some Questions & Answers**

Provided by the Kansas State Department of Education Licensure and Teacher Education Staff

**Awarding Professional Development Points**



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

Yes, with the exception of 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 Licensure and Teacher Education 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 that were part of the approved program.
- You may apply directly to Licensure and Teacher Education at KSDE if you held a certificate and earned a graduate degree prior to July 1, 2003 **AND** have at least three years of accredited experience during the term of the professional license being renewed.
- You may apply directly to Licensure and Teacher Education 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)**

**4. Can a teacher who lives or works in district boundaries but is not employed by the district file a professional development plan with the district professional development council in order to renew their license?**

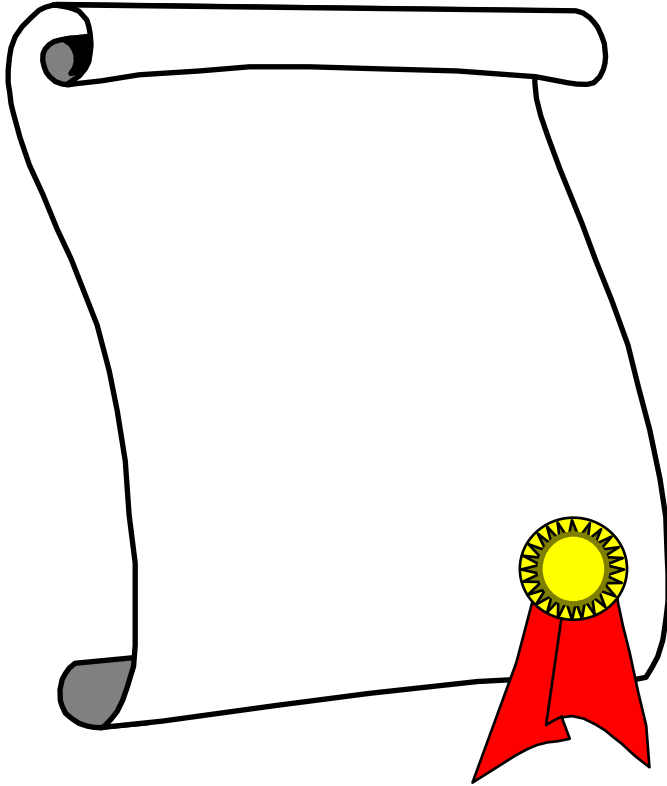
Yes, the individual is eligible to file an IPDP. The district is not required to allow non-employees access to district sponsored activities. If the district provides an IPDP for the individual, they must award points and provide a professional development transcript to the individual upon request. **Regulation 91-1-206(b)**

**5. Can the PDC limit the number of points awarded for semester credit hours.**

No. The regulation states: ONE SEMESTER HOUR OF COLLEGE CREDIT SHALL COUNT AS 20 PROFESSIONAL DEVELOPMENT POINTS. **Regulation 91-1-215 (f)**

6. **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)***
  
7. **How often does the PDC have to meet to review and award points?**  
*The regulations do not address this specifically. However, individual licenses expire and come up for renewal at various times during the school year. In order to accommodate ALL individuals, and the varying expiration dates, the PDC should schedule and publicize regular review dates. Once a year will not be adequate. The timeframe for submitting a renewal application will be reduced to six months prior to the expiration date of the license, rather than the 18 months currently allowed.*
  
8. **If a music teacher works at the KU Band Camp during the summer, can he/she earn points from his/her district?**  
Yes, if it is part of an approved professional development plan for that individual.
  
9. **Are there a maximum number of points allowed at the different levels each year?**  
*No, for purposes of renewing a license, a PDC may not impose a limit on the number of professional development points that may be earned. **Regulation 91-1-218 (f)***

### Professional Development Transcripts



**10. 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). The transcript must include the signature of the individual applicant, the chair of the professional development council, and a second member of the professional development council. No other information is required for the purposes of renewing a license. It is suggested that districts do not include additional information related to local issues or concerns only.*

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

The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. However, official transcripts of the coursework must be attached to the renewal application along with the professional development transcript. KSDE staff will continue to verify from the transcripts that the institution is appropriately accredited and that the credit is semester credit hours.

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

No. The professional development council will need to determine the level when they award the points. However, that information does not have to be reflected on the professional development transcript that is submitted with the renewal application.



## College Credit and Licensure Renewal



**13. 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 professional development activities in two of three areas: content, professional education (pedagogy) and service to the profession. Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds OR to new endorsements/licenses that the individual may be working towards. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. There may be coursework that is related to service to the profession, such as a coaching course that the PDC may consider appropriate on an individual basis. The PDC certainly has flexibility in making a determination of “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. Remember: one semester hour of college credit shall count as 20 professional development points. **Regulations 91-1-215 (f) and 91-1-206(a)***

**PDC Chairperson**



**14. Can an administrator serve as the PDC chair?**

There is no reference in the regulations as to who may or may not serve as chair. It is important to remember is that there may not be more administrators than teachers on the PDC. **Regulation 91-1-217**

*Required Forms*

**Form 1: Individual Professional Development Plan Form**

<b>Name:</b>		<b>Signature/Date:</b>		<b>Bldg/Schl:</b>	
<b>Social Security #:</b>		<b>Teaching Assign. by Subject/Grade:</b>			
			<b>Approved:</b>		
				<b>Approved:</b>	

Supervisor's Signature / Date  
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D* = District; S* = School; I* = Individual				*C = Content; PE = Professional Education; SP = Service to the Profession									
Planned Verification for points at Level 1:													
Related Goal(s)	D*	S*	I*	Activities Level 2: Application	Date(s)	C*	PE*	SP*					
D* = District; S* = School; I* = Individual				*C = Content; PE = Professional Education; SP = Service to the Profession									
Planned Verification for points at Level 2:													
Related Goal(s)	D*	S*	I*	Activities Level 3: Impact	Date(s)	C*	PE*	SP*					
D* = District; S* = School; I* = Individual				*C = Content; PE = Professional Education; SP = Service to the Profession									
Planned Verification for points at Level 3:													





**Form 2 Side 1 Request for PDC Points**

<b>Request for Professional Development Education Points</b>			
<b>Name:</b>			
<b>Job Title:</b>			
<b>Request Date:</b>			
<b>Title of Professional Development Activity:</b>		<b>Date of Activity:</b>	
<b>Professional Development Plan Goal Addressed:</b>			
<b>Describe the activity by answering the question that relates to the level for which you are requesting points:</b>			
<p><b>Service to the Profession: K points 1 pt. Per hour awarded</b>                      What services have I provided that has enhanced my knowledge or the knowledge of others?</p> <p><b>Knowledge: K points 1 pt. Per hour awarded</b>                      What do I know now that I didn't know before?</p> <p><b>Application: 2K points</b>                      What am I doing now that I wasn't doing before?</p> <p><b>Impact: 3K points</b>  <i>Points awarded according to impact described in a or b.</i></p> <p>a. What improvements in student learning have occurred as a result of my application of knowledge learned?</p> <p>b. What changes have occurred in school/district program or among colleagues as a result of my application of knowledge learned?</p>			
<b>Indicate the number of points requested in the column to the right:</b>			
<b>Service to the Profession: K points 1 pt. Per hour awarded</b> 1 pt. Per hour awarded – no Application or Impact points awarded for Service to the Profession.			
<b>Knowledge: K points 1 pt. Per hour awarded</b> (This establishes your base points for Application and Impact Levels)			
<b>Application: 2K points</b> (Attach copies of related approved Knowledge Level form)			
<b>Impact: 3K points</b> (Attach copies of related approved Knowledge and Application Level forms)			
<b>Indicate the appropriate area:</b>		<b>College or University credit?</b>	
<b>Content Endorsement Standards</b>		(Attach appropriate verification of enrollment.)	
<b>Professional Education Standards</b>			

<b>Service to the Profession</b>	
<b>Supervisor Signature</b>	
<b>Applicant Signature</b>	
<b>PDC Chairperson Signature</b>	
<b>Date</b>	
<b>Attach appropriate required verification to this form.</b>	

**Form 2 Side 2 Activity Evaluation Form**

Directions: 1. Complete the entire form. 2. To indicate the quality of the training according to the criterion listed below, mark "Yes" or "No" 3. In your written comments, cite specific information from the training/activity.		
Your Name/Job Title/Building:	Date:	Location of Training/Presentation: