

Unified School District #232

Professional Development Plan



**Faculty Handbook
2025-2026**

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 232 Professional Development Council approved the following plan, at its meeting held on August 1st, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____

August 1st, 2025

Signature

Date

The USD 232 Board of Education approved the following plan, at its meeting held on July 7, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____

Signature

July 7, 2025

Date

Plan Updates

Description of Change to the Professional Development Plan (Highlighted in Draft)	Date Approved by PDC/BOE
1.2 Required State Language added and highlighted	
1.21 Licensed Teacher Groups Represented and years of cycle	
1.24 Licensed Leader Group Selection Process	
1.25 Approved process for PDC members: Required State Language	
1.50 Officers	
1.51 Meetings	
1.52 Decision Making-State Language added	
1.53 Documentation	
1.54 Communications	
1.55 Approvals: KSDE Language/Narrative	
1.55 Individual Professional Development Plans and Professional Development Points Approval Sequence	
1.56 KSDE State Language/Section Added and clarification on community relicensure PD	
4.0 Required State Language	
4.4 Horizontal Salary Schedule Movement and Relicensure tasks separated into two sections. (Ponts from Activities)	
4.4 Upon recommendation of KSDE added prep time for presentations 1 pt per hour for initial presentation (max 5) highlighted	
4.6 Removed the teacher licensure update as it is no longer NEW	
4.6 #5 and #6 Updates	
4.6 Updated Contacts for College Course Approval	

Add pages as needed



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Section One

Professional Development Council **(PDC)**

Unified School District #232

Professional Development Council

Faculty Handbook

The mission of the U.S.D. 232 Professional Development Council is to ensure that our educational team, personally and collectively develop the capacities necessary to achieve our district's mission.

PROFESSIONAL DEVELOPMENT COUNCIL MEMBERS

Dr. Joseph Kelly, Administrative Representative

Amanda Sweet, De Soto High School Representative

Nicole Porter, Mill Valley High School Representative

Angie DalBello, Mill Valley High School Representative

Sadie Putman, Lexington Trails Middle School Representative

Stacia Walters, Mill Creek Middle School Representative

Wendy Ping, Monticello Trails Middle School Representative

Coleen Marney, Starside Elementary School Representative

Jennifer Davis, Mize Elementary School Representative

Christy Hale, Horizon Elementary Representative

Cristi Smith, Prairie Ridge Elementary School Representative

Martha Allison Coats, Clear Creek Elementary School Representative

Traci Seyb, Riverview Elementary School Representative

Emily Stiles, Belmont Elementary School Representative

Lisa Miller-Best, Cedar Trails Exploration Center School Representative

PROFESSIONAL DEVELOPMENT COUNCIL MEMBERS SUPPORT

Janet Hopkins, Teaching and Learning Representative

Leslie Carter, Human Resources Representative

PDC GOALS

- Support staff development opportunities that align with the district mission, academic focus and school improvement plans.
- Support staff development opportunities based on needs at the individual, building and district levels that impact student learning.
- Streamline PDC paperwork.
- Communicate staff development information to the school board.

DISTRICT GOALS

The district will provide professional staff development opportunities that coincide with Kansas Education Systems Accreditation (KESA) and the Strategic Plan of USD 232.

1.2 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.

Members of the USD 232 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process

1.21 Licensed Teacher Groups Represented:

Groups Represented	#	6-Year cycle
Belmont Elementary	1	2027
Cedar Trails Exploration Center	1	2027
Clear Creek Elementary	1	2031
De Soto High School	1	2027
Horizon Elementary	1	2031
Lexington Trails Middle School	1	2031
Mill Creek Middle School	1	2027
Mill Valley High School	2	2027
Mize Elementary	1	2031
Monticello Trails Middle School	1	2027
Prairie Ridge Elementary	1	2031
Riverview Elementary	1	2031
Starside Elementary	1	2027
Total	14	

1.22 Licensed Teacher Group Selection Process:

Teacher Membership on the Professional Development Committee (PDC)

Membership on the PDC is open to all licensed teachers at the appropriate level (elementary or secondary) within the district. The following guidelines outline the process for volunteer sign-ups and elections:

Election Process:

After the winter PDC meeting, any current representative who is retiring or concluding their 6-year term will initiate the election process by sending an email to all eligible teachers to solicit interest.

Current representatives may also choose to run for another term.

Licensed teachers interested in joining the PDC may register with the building administrator when there is an opening for a position. The current PDC building representative or building administrator will set a deadline for nominations no later than March 31st and notify the district-level representative of all PDC nominees.

Voting Procedure:

If more than one person seeks to run for the position, a district-level representative will manage the election process. The district-level representative will create, distribute, and announce the results of the vote. The election will occur prior to the last day in April.

The district-level representative will set a deadline for nominations and a deadline for when the election must be completed. Building teachers will cast their votes via an electronic form sent through email by a district-level representative. The volunteer receiving the most votes will serve as the building representative for the next 6-year cycle and will attend the spring PDC meeting alongside the current PDC building representative.

Term Resignation:

Terms will be staggered by building in 6-year cycles. If a building representative resigns during a term, a new representative will be elected as outlined above for the remainder of the term.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District-wide	2
Total	1

1.24 Licensed Leader Group Selection Process:

The administrative representative and PDC chair will oversee the process of filling vacancies in the groups represented.

The term for a leader/administrator PDC member is 6 years.

If the terms are staggered by 2-year cohorts.

When a group represented has an opening, the position will be selected by March 31st.

Staff can nominate and/or volunteer (with the permission of the nominee) for a membership slot after the winter PDC meeting. Any current representative who is retiring or concluding their 6-year term will initiate the election process by sending an email to all eligible teachers to solicit interest.

Google forms will be used to collect/discuss the selections.

Administrative representative and PDC chair will tally/document and share the selection and final nominee.

Building groups will be represented with only one member of staff and therefore, the default PDC member. USD #232 does not have any building with one member of staff currently.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the administrative representative will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

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.

1.4 Annual PDC Training

USD 232 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center. August with Greenbush video (If you have specific training activities, you could replace this paragraph with those or include them here.)

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored PDC folder PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

- (2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its

activities.

1.50 Officers

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

1.51 Meetings

Meetings will be set in August, January and May. Calendar invitations and email will be provided to members of the PDC to schedule the events. Meetings will be held virtually unless otherwise stated. Members of the Executive Cabinet, Human Resources, DTA or other staff members necessary to the discussion may attend. Emergency meetings will be organized by finding consensus of date and time and then set by email and a calendar invite. Meeting agenda will be prepared by the Chair and meeting notes will be taken by the district support staff.

Meetings will include the following topics:

1. PD Points
2. IPDP's
3. 5 Year Renewal Plan

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 9 members, with 50% or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

Documentation for the above areas will be included in the electronic documentation management system, Frontline. New Staff is trained by their building PDC representative to use the system.

The following forms are available in the Frontline System.

- PD Plan
- PD Points
- IPDP

The following items are stored in the PDC folder and shared with the PDC by the PDC Chair:

- Meetings
- Communications
- Decision-Making
- Member selection
- Officer Selection

New Staff members are added to the system by the district support representative in August.

1.54 Communications

Information regarding meetings and results and other PDC activities are communicated to the building PDC representative, Human Resources and the Executive Cabinet following the meetings by the PDC Chair.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 232 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

If the annual evaluation in August shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair and/or designee will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal
2nd-	Bldg. PDC Rep

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 232. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described (in Section 3.9 or in the Individual Professional Development Plan section of this plan). The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal
2nd-	Bldg. PDC Rep
3rd-	PDC Chair (college credit)

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. ("All decisions about the type and amount of PD points that the PDC awards are final." or "After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described (Direct to the appeals process.")). The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

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

Any licensed person who is not employed by but who works or resides within USD 232 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

AS A COMMUNITY RELICENSURE APPLICANT, WHAT DISTRICT PROFESSIONAL DEVELOPMENT MAY I PARTICIPATE IN?

Participation in district and building-level professional development can be directed to the Director of Curriculum & Instruction. Priority will be given to district staff.

The PDC Chair and/or Secretary is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are not eligible to participate in district in-service activities. To begin this process, non-employees may call 913-667-6200.

The steps the individual will take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

3.9 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.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Two

The District/System 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.



2.0 Introduction



THE USD 232 LOCAL EDUCATION PLAN

WHO CREATES THE LOCAL EDUCATION PLAN?

A Professional Development Council (PDC) develops and recommends a five-year professional development plan that includes District Professional Learning Goals to the De Soto Unified School District #232 School Board. The PDC is responsible for approving all Individual Professional Development Plans and points for all activities for staff development credit. The committee also aids schools in planning Professional Development activities and evaluates the Professional Development education program. The PDC meets as needed to accomplish these tasks.

WHAT IS THE LOCAL PROFESSIONAL DEVELOPMENT EDUCATION PLAN?

The Local Professional Development Education Plan is a means to approach change and professional growth systematically for the individual teacher, the building staff, and the district. It is the intent of this district to improve employee performance and provide staff members with opportunities to earn Professional Development education points that can be used for license renewal.



DISTRICT PROFESSIONAL LEARNING GOALS

DISTRICT STAFF WILL IMPROVE THE QUALITY OF TEACHING THROUGH GAINING KNOWLEDGE AND SKILLS RELATED TO:

- District and state curriculum standards.
- Using research-based strategies and developmentally-appropriate instruction.
- Job-embedded professional development and classroom action research.
- Understanding assessments as:
 - Data sources for professional learning and action research.
 - Diagnostic tools for identifying student learning needs.
 - Identifiers of curriculum alignment or misalignment.
 - Guides to tailoring instruction to meet the needs of all learners.

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 (IPDPs).
 - Applying for professional development points.
 - Professional development transcripts.

MEASURES OF THE IMPACT OF STAFF DEVELOPMENT OR PROFESSIONAL LEARNING

- Assessment of students' academic performance on specific academic targets annually.
- Analysis of data measuring related student behaviors annually.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.

IMPACT IS MEASURED AT THE BUILDING AND DISTRICT LEVEL THROUGH:

- Assessment of students' academic performance on specific academic targets at regular intervals throughout each school year and also annually.
- Analysis of data measuring related student behaviors throughout each school year and annually.

HOW RESULTS ARE REPORTED

- Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation.
- PDC representatives report results to PDC body annually.

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

MEASURES OF THE IMPACT OF STAFF DEVELOPMENT OR PROFESSIONAL LEARNING

- Assessment of students' academic performance on specific academic targets annually.
- Analysis of data measuring related student behaviors annually.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.

IMPACT IS MEASURED AT THE BUILDING AND DISTRICT LEVEL THROUGH:

- Assessment of students' academic performance on specific academic targets at regular intervals throughout each school year and also annually.
- Analysis of data measuring related student behaviors throughout each school year and annually.

Reporting results of evaluation of in-service needs

HOW RESULTS ARE REPORTED

- Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation.
- PDC representatives report results to PDC body annually.

2.2 Amending the Professional Development Plan

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.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

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

HOW DO I PARTICIPATE IN THE DISTRICT'S PLAN?

Each year all teachers must complete an Individual Professional Development Plan. All Professional Development Plans must be approved by the building principal. Staff members will receive Professional Development (PD) points for attending district and building professional development activities. They may also use out-of-district activities for PD points. The process to earn points begins before the professional development activity, when staff apply for knowledge-level points and is completed

when they complete a Knowledge Validation form. The professional development year is defined as August 1st to July 31st.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 232 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

1.1 Collaborate with a designated supervisor.

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

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

1.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

1.3 Determine individual professional development goals.

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

1.4 Determine individual professional development strategies.

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

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

1.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

1.6 Analyze progress.

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

1.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



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
[KAR 91-1-205\(d\)](#)



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
[KAR 91-1-205\(k\)](#)



4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits **ONLY** if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

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

How do I earn points?

You earn **one point for every clock hour** spent doing professional development activities. There are three categories of activities in which to earn points: content standards, professional standards and service to the profession. These categories are defined below:

Content Standards	<i>Activities that provide learning on specific subjects or contents (e.g. math, writing, reading, etc.)</i>
Professional Education Standards	<i>Activities that provide learning on topics that improve your ability to instruct (e.g. differentiation, classroom management, technology integration, etc.)</i>
Service to the Profession	<i>Activities that benefit or enhance the teaching profession (e.g. committee work, curriculum collaboration, etc.)</i>

What do the points count towards?

All points count towards relicensure and some points also count towards movement on the salary scale. **Knowledge-Level points earned from the following activities count towards horizontal movement on the salary schedule:**

- College Coursework
- Presenting at In-services/Workshops/Conferences
- National Board Certification Activities
- Conferences/Workshops/Seminars (not provided by USD #232)

How are points awarded?

Points are awarded according to:

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

4.3 Awarding Points in Three Levels

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

Points 1 clock hour = 1 point

Applying for Points Use the "Knowledge Level Form" in Frontline.

Verification Complete the "Knowledge Verification Form" in Frontline after the activity is complete.

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

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

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Application points are earned when a staff member documents how their professional practice has changed as a result of professional learning. These points count for **relicensure only**.

Points

Points are based on the Knowledge Level points earned for that activity. **If the Knowledge Points are part of a longer event (e.g. conference), only that part of the activity (e.g. one-hour session of a workshop) can be multiplied.** A maximum of 2x the Knowledge Level points can be earned.

Applying for Points

Use the “Application Level Form” in Frontline. This can only be completed after the Knowledge Level form is complete.

Verification

Teachers will be **required to provide documentation and attend a planning meeting with their administrator** in order to earn Application Level points. Documentation could be in the form of lesson plans, student work and/or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Impact points are earned when a staff member documents the impact on student learning as a result of a professional learning experience. Such impact must be documented over a longer period of time, typically 2-4 months. At this level teachers are essentially completing an action research project based on a professional learning experience. These points count for **relicensure only**.

Points	Points are based on the Knowledge Level points earned for that activity. If the Knowledge Points are part of a longer event (e.g. conference), only that part of the activity (e.g. one-hour session of a workshop) can be multiplied. A maximum of 3x the Knowledge Level points can be earned.
Applying for Points	It is recommended that a teacher considering earning impact level points contact his/her PDC representative and/or principal to discuss the plan for completion. Use the “Impact Level Form” in Frontline. This can only be completed after the Application Level form is complete.
Verification	Teachers will be <u>required to provide evidence and attend a planning meeting</u> in order to earn Impact Level points. Evidence of organizational change could include school or district policy changes, application of the learning by others, revision of district curriculum, etc. Evidence of impact on student learning includes, but is not limited to samples of student work pre-and post, increased enrollment in advanced placement courses, improved assessment scores, etc.

4.4

Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school’s steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.

- Samples of published articles or newsletters and an explanation of the time spent in writing.
- An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

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

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

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

Points from Activities

For all listed activities you must complete Knowledge Level validation form, receive **prior approval** from your principal, complete the Knowledge Validation form after the activity and **mark it complete**.

Applicable for Horizontal Salary Schedule Movement

Professional Development Education Points for College Courses

- 1 semester credit hour = 20 points 1 quarter hour = 13 points
- 1 semester hour non-credit audited course = 15 points
- 1 quarter hour non-credit/audited course = 10 points

Conferences/Workshops/Seminars/Interactive Webinars (not provided by USD #232)

- Attendee = 1 point per hour. Lunch and break times are not to be included
- If the daily hours exceed six (6), please provide documentation (e.g. agenda)
- Interactive Webinars: Submit knowledge gained from instruction, application of learning, certification or work component.

Presentations for Initial Presentation of Material in a School Year during Designated PD Time

- Presenter = 5 points per hour for the initial presentation.
- Co-presenter = 3 points per hour for the initial presentation.
- Only on designated PD days or during PD-focused staff meetings (These presentations need to be at least 30 minutes in length)
- Presenters will receive participation points for subsequent presentations on designated PD days.

National Board Certification Activities

- 1 point per hour of work on portfolios

Apple Teacher Certification

- 10 points = 8 badges & 2 pts will be given for a 1 hour share out for iPad, same for Mac
- 10 points = Completion of Apple Teacher Portfolio & Apple Teacher Swift Playgrounds

Microsoft Badge (Certified MIE)

- 4,000 Microsoft Innovative Educator Points = 20 PD Points or 1 credit hour

Applicable for Relicensure

Observation of Programs and/or Teaching Strategies Related to the Goals of an IPDP

- 1 point per hour visited

Viewing/Listening to a Multimedia Presentation (e.g. VHS, DVD, PowerPoint, Audio Book, Webinar, etc)

- 1 point per hour of viewing/listening

One-Time or Infrequent Committee Meetings

- 1 point per hour of district committee and professional organization committee meetings that meet the definition of service to the profession.

District Mentoring Program Participation (typically bulk enrolled)

- New teachers will receive 1 point per hour of mentoring
- School Improvement Specialists do not receive professional development points for serving as mentors.

Online Courses/Workshops/Seminars

- 1 point per hour of viewing/listening/working
- Can be eligible for salary movement if taken for college credit

Department Collaboration Facilitator

- 3 points per hour of district scheduled collaboration (**typically bulk enrolled**)

College Course Taken for Non-Credit

- **No points earned**

Applicable for Relicensure – Frontline Education LOG REQUIRED**Published Articles in Professional Resources**

- 1 point per hour for writing if you are NOT receiving monetary compensation.
- Send articles to Ceresa Schaffer, Administrative Representative to the Professional District Council.

Professional Book Clubs

- Facilitator – receive 3 points per hour of discussion
- Participant – receive 1 point for hour of discussion

Reading a professional level research-based document (i.e. book, journal, article, website, etc.)

- 1 point per hour of reading - Book may not be required reading for a college course

Student Teacher

- 1 point per hour of collaborative conversation with student teachers.
(Log Possibilities: one-on-one meetings, professional development for the student teacher (meaning things that help improve student learning), lesson pacing, reflections or evaluations of student teacher observations. Planning a lesson doesn't count. Recommended increments of 30 minutes to one hour).

Building-Based Mentoring Program Participation

- 1 point per hour of mentoring

Prep Time for Presentations

- 1 point per hour of prep time for initial presentation (max 5)

Reoccurring Committee Meetings

- 1 point per hour of district committee and professional organization committee meetings

Other activities may be utilized for points on an individual basis, if the activity is by PDC

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

Horizontal movement points may be earned *only if the activities are not part of a stipend or extra-duty pay*. Questions should be directed to your building PDC representative.

4.6 Questions about awarding PD points relative to renewal licensing

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 and the college/university where the credit hours were earned. 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?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC’s should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual’s plan.



LOGGING ON FRONTLINE EDUCATION

Frontline Education is the website where you manage and store a record of your professional development activities. To access your account:

1. You will receive an email from Frontline Education with instructions for logging into your account. The website address is www.frontlineeducation.com.

WHAT IS LOCATED ON FRONTLINE EDUCATION?

All forms are electronic and accessible on Frontline Education under the “Forms” section on the left of the screen. These include:

IPDP Form	Individual Professional Development Plan Form. Staff must fill out their IPDP form by September 1 st of each school year.
Knowledge Level Form	This is the form that you use to apply for Knowledge-Level points. Fill this form out before doing an activity to ensure that you will receive points. This form is pre-approved by the building principal and gets final approval by the PDC representative.
College Course Request Form	This is the form you use to apply for points from college courses that are not part of a degree program. You will receive prior approval from the PDC chairperson and final approval from Human Resources.
PD Activity Log Entry Form	This is used to make an entry into a PD Activity log. You will fill out this log entry form for each time you complete a portion of a logged activity (e.g. reading a chapter of a book, meeting with a student teacher, etc.) See page 14 for more information on when to use a PD log.
Mentor/Mentee Logs	These forms are used to keep track of mentoring points required by the state.

Other items of interest on the Frontline Education homepage are:

Form Library	All directions for Frontline, the PDC Handbook and other informational documents can be found in the Form Library.
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My Portfolio (Transcripts) This is a listing of all your PD activities. You can also print an unofficial transcript from this screen.

News & Info Important announcements and information about how to get help will be listed here.

WHAT IF I HAVE TROUBLE USING FRONTLINE EDUCATION?

There are three options if you have having difficulty:

1. Consult the **HELP link**  on your Frontline Education homepage.
2. Consult your **PDC Handbook** for information specific to our processes.
3. Consult your **PDC building representative**.
4. Consult Leslie Carter or Janet Hopkins

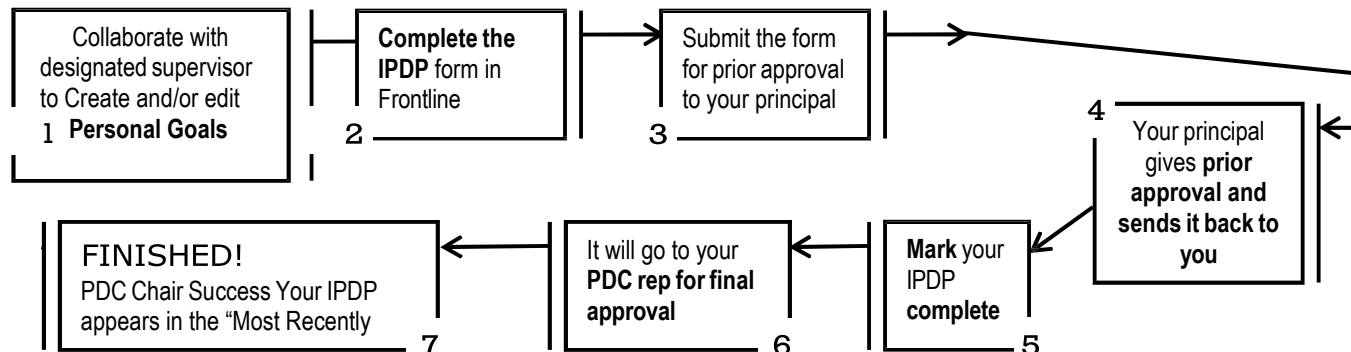


THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

WHAT IS AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN?

An Individual Professional Development Plan (IPDP) is an individual's professional goals. The goals and activities must be aligned with the district's and building's goals. Each individual's IPDP is reviewed and approved by the building principal and PDC building representative to ensure goal alignment. This should be completed by **September 1st** of each year.

WHAT IS THE APPROVAL PROCESS FOR AN IPDP?



HOW DO I COMPLETE MY IPDP IN FRONTLINE EDUCATION?

1. **Create and/or revise your personal goals (Step #1 above).**
 - a. On your Frontline Education home page, click on "My Personal Goals" under the "My Info" Section on the left-hand side.
 - b. Click "Add New" to add a new goal. Give the goal a name and provide a description. Click "Save".
 - c. To edit an existing goal, click on the goal's name and edit the information on the following screen. Click "Save" when finished.
2. **Complete and submit the IPDP form (Step #2 above).**
 - a. On your Frontline Education home page, click on "IPDP Form" under the "Fill-In Forms" Section on the left-hand side.

- b. Fill out the general information. If you need information about your license, it can be found on the KSDE licensure look-up page.
- c. Select all of your personal goals and the district goals on which you may pursue professional learning this school year.
- d. Submit the IPDP for prior approval by clicking “Submit”.

3. Mark your IPDP complete (Step #5 above).

- a. Its “name” will be your name in your activity queue in the “Approved and In Progress” section.
- b. Click on your name, then “Mark Complete” in the “Actions” section and finally “Submit”.



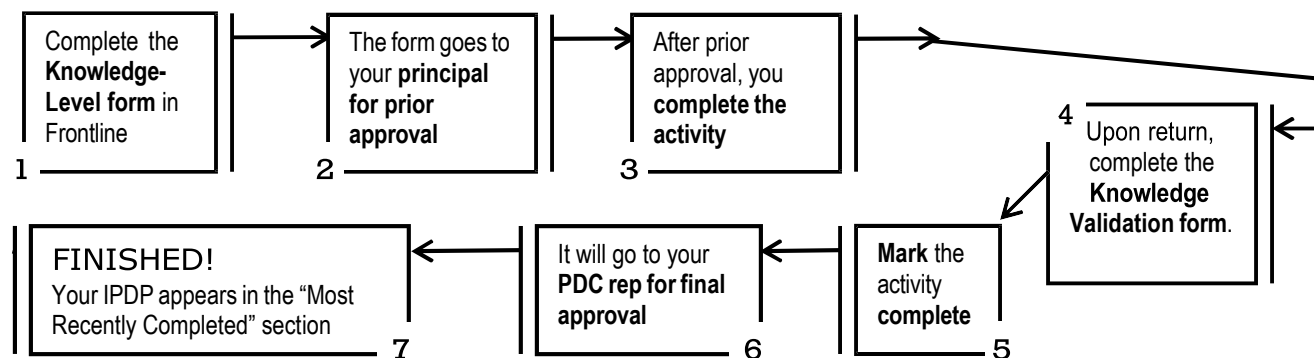
APPLYING FOR KNOWLEDGE-LEVEL POINTS

WHEN DO I APPLY FOR KNOWLEDGE LEVEL POINTS?

Any time you would like to receive PD points for your professional development activities **other than college courses**. Every activity must begin with Knowledge-Level points. The process begins before you do the activity.

You typically **do not** need to fill out a Knowledge Level form for activities that are coordinated by the building or district. Normally your PDC representative will enroll all participants in bulk for those activities. When in doubt, ask your PDC representative about points.

WHAT IS THE APPROVAL PROCESS FOR KNOWLEDGE-LEVEL POINTS?



HOW DO I COMPLETE THE KNOWLEDGE-LEVEL POINTS PROCESS IN FRONTLINE EDUCATION?

1. **Complete the “Knowledge Level” form (Step #1 above).**
 - a. On your Frontline Education home page, click on “Knowledge Level” under the “Fill-in Forms” Section on the left-hand side.
 - b. Fill out the information on the form. Please familiarize yourself with the points system as detailed in the PDC Handbook (available under “My File Library”).
 - c. You **must** align your activity with at least one district goal.

2. **Upon completion of the activity, fill out the Knowledge Validation Form (Step #4 above).**
 - a. On your Frontline Education home page, click on the activity under the “Approved and In Progress” Section in the middle of the page.
 - b. Under the “Actions” section, click on “Knowledge Validation Form”.
 - c. Complete the form and click “Save”.
3. **Immediately mark your activity complete (Step #5 above).**
 - a. This signifies that you have completed all forms and sends it on for final approval.
 - b. Click on “Mark Complete” in the “Actions” section.
 - c. Review the information (disregarding the expense section) and click “Submit”.



COLLEGE COURSES: POINTS AND FRONTLINE EDUCATION

HOW MANY POINTS DO YOU EARN FROM COLLEGE COURSES?

One semester college credit is worth 20 professional development points. Points or credit earned from non-education degrees or programs may not be counted for salary movement. Points earned for horizontal movement must be earned prior to the start of the current school year, must be job related, and will be reviewed by your building PDC representative.

DO I NEED TO FILL OUT FORMS ON FRONTLINE FOR ALL COLLEGE COURSES?

YES. You need to fill out the college request form for all college course work. Teachers working towards a new degree need to file a Plan of Study through the college or university. Questions should be directed to the licensing officer at the college or university.

HOW CAN I ENSURE THAT MY COLLEGE HOURS ARE WORTH POINTS?

There are two things that you need to do before beginning the course to make sure that your college credits translate into points:

1. Make sure that your college/university is an approved institution by KSDE. This website has the most up-to-date list of approved institutions:
<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Approved-Educator-Preparation-Programs>
2. Obtain pre-approval by the PDC Chairperson by filling out the College Course Request Form on Frontline Education.

You are not guaranteed to receive points for your college course unless you have done these two steps before beginning the course.

HOW DO I GET MY PROFESSIONAL DEVELOPMENT POINTS TO COUNT FOR MOVEMENT ON THE SALARY SCHEDULE?

1. Complete the **Request for Horizontal Movement** form online (found in Frontline under My File Library) and submit it by **September 1st**. If the request is received after that date, it will not become effective until the next school year.
2. You may use points earned during the five previous years. Starting in the 2016-17 school year points you earn will not expire.

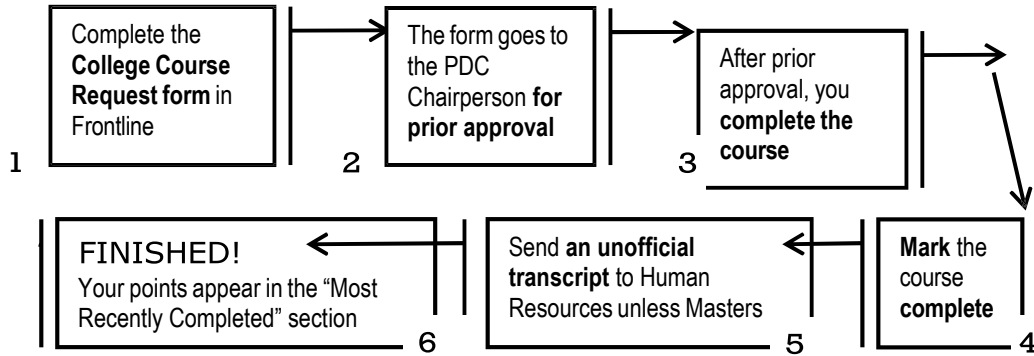
3. Professional Development points earned while employed by another school district cannot be used to move horizontally on the salary schedule. However, they may be used to renew your license.

WHO SHOULD I CONTACT FOR INFORMATION?

For questions about...

- ...**horizontal movement:** Leslie Carter, Human Resource
- ...**re-licensure:** Ceresa Schaffer, Administrative Rep. to the Professional District Council
- ...**approved institutions:** KSDE or Ceresa Schaffer
- ...**Frontline Education:** Your Building PDC Representative

WHAT IS THE POINTS PROCESS ON FRONTLINE EDUCATION (MLP) FOR MY COLLEGE COURSES?



HOW DO I COMPLETE THE COLLEGE COURSE PROCESS IN FRONTLINE EDUCATION?

1. **Complete the “College Course Request” form.**
 - a. On your Frontline Education home page, click on “College Course Request” under the “Fill-in Forms” Section on the left-hand side.
 - b. Fill out the information on the form. Please confirm that your course is provided by an approved institution by going to KSDE.org and verifying. Community continuing education courses are not accepted.
 - c. You must align your course with at least one district goal and/or personal goal.
2. **Upon completion of the course, immediately mark your course complete.**
 - a. This signifies that you have completed all forms and sends it on for final approval.
 - b. Click on “Mark Complete” in the “Actions” section.
 - c. Review the information and click “Submit”.



USING THE PROFESSIONAL DEVELOPMENT ACTIVITY LOG

WHEN DO I USE A PD ACTIVITY LOG?

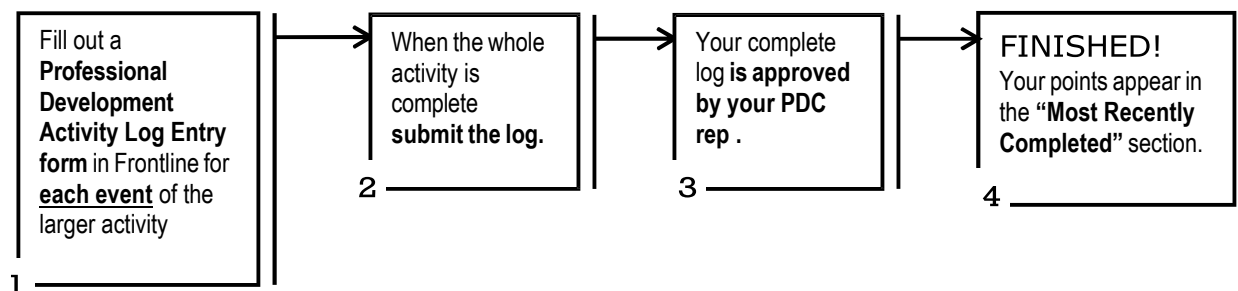
For those activities that are reoccurring, but part of one activity, use the PD activity log. The PD activity log allows you to enter multiple events that make up one activity without filling out a new Knowledge Level form for each event. Examples of these types of activities include, but are not limited to:

- Writing and editing professional articles
- Book study/club meetings
- Reading a professional level research-based document
- Hosting a student teacher
- Participating in building-based mentoring programs
- Reoccurring committee work that meets the definition to service to the profession.

HOW DOES THE PD ACTIVITY LOG WORK?

The activity log allows you to record the professional learning events that make up a larger activity and submit those events as one activity. When the log is submitted, you will complete the Knowledge Verification for the entire activity, rather than each individual event. You can have more than one larger activity going on at any one time and are able to choose which smaller events in the log add up to the specific larger event.

WHAT IS THE PROCESS ON MLP FOR PD ACTIVITY LOGS?



HOW DO I MAKE ENTRIES INTO MY PD ACTIVITY LOG?

- 1. Complete the "Professional Development Activity Log" form for each event that is part of the larger learning activity (Step #1 above).**
 - a. Click on "PD Activity Log Entry" on the left under "Fill-In Forms". Name the events that go with one larger activity all the same name.
 - b. Click "Save". This saves the event in your Professional Development Log under the "My Requests" section on your Frontline home page.
- 2. Submit the events that comprise the larger PD activity (Step #2 above).**
 - a. Under "My Requests", click on "Submit Log" next to the heading for your Professional Development Log.
 - b. Select those events that comprise the larger PD activity. Click "Review & Submit".
 - c. Review your log and click "Submit for Approval".



RENEWAL OF TEACHING LICENSE INFORMATION

WHAT DO I NEED TO DO TO RENEW MY TEACHING LICENSE?

All the steps to renew your license are included in the application for renewal off the KSDE licensure website: <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application>

REQUIREMENTS FOR PROFESSIONAL LICENSE RENEWAL

To renew your professional teaching license, typically you must have fulfilled one of the following requirements during the given five years preceding renewal of license:

- For holders of **Master's or other advanced degree – 120 district Professional Development points** These points can be all district Professional Development points, all college/university credit, or any combination of the two.
- For holders of **Bachelor's degree- 160 district Professional Development points**. At least 80 of the 160 points must be college/university credit.
- If completing a program to add a new teaching, school specialist or leadership endorsement, apply **eight college credit hours** of the approved program towards renewal.
- Complete all components of the National Board for Professional Teaching Standards assessment for **National Board Certification**
- To move to an accomplished teaching license, achieve National Board Certification

USING PROFESSIONAL DEVELOPMENT POINTS

You will need to submit an application and provide a **professional development transcript** to KSDE. You will start this process online via the KLAS – Kansas Licensure Application System: <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>

- After you have submitted your online application via the KLAS system, Human Resources will receive a notification requesting your transcript be uploaded to the state. You will receive an email with a copy of your transcript that was uploaded to the state on your behalf when the process has been completed.
- If you need a copy of your transcript for another purpose you can email Leslie Carter, lcarter1@usd232.org to request a copy.



APPENDIX A: KANSAS PROFESSIONAL DEVELOPMENT PROGRAM REGULATIONS

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

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

(b) 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.

(c) 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.

(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.

(e) This regulation shall be effective on and after July 1, 2003.

91-1-215 Inservice Education 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 postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "Inservice education" means professional development and staff development and includes any planned learning opportunities provided to certificated personnel employed by a school district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.

(d) "Inservice education 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 inservice education. 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.

(h) "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 inservice education plan.

(i) "Professional development plan" means a written document describing the inservice education activities to be completed during a specified period of time by the individual filing the plan.

(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 goals of a school or school district.

(m) "State board" means the state board of education.

(n) This regulation shall be effective on and after July 1, 2003.

91-1-216 Inservice Plans

(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 an inservice education plan to be offered by the educational agency or agencies.

(b) Procedures for development of an inservice plan shall include the following:

- (1) establishment of a professional development council;
- (2) an assessment of inservice needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b) of this regulation, the educational agency shall prepare a proposed inservice 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 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.

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

(f) Area professional development centers providing inservice education for licensure renewal shall provide the inservice education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency which has a state-approved inservice education plan.

(g) This regulation shall be effective on and after July 1, 2003.

91-1-217 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.

(b) 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 91-1-220;
- (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.

(c) This regulation shall be effective on and after July 1, 2003.

91-1-218 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 inservice education.

(b) If a person documents completion of an inservice 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 inservice 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 inservice activity. Evidence of application of the knowledge gained through the inservice 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.

(d) If a person who has earned points for application of knowledge or skills learned through inservice activities verifies that application of the knowledge or skills has had an 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 inservice 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.
- (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 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.

91-1-219 Inservice Education

- (a) Education agencies may receive inservice 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 inservice education expenditures;
 - (5) registration fees for, and travel expenses to, inservice 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 inservice education funds for the following expenditures:
 - (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending inservice workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003.

Appendix B

Frontline Education

Instructions for Use

The District utilizes Frontline Education as the management system for professional development activities supportive of license renewal for certified staff. Please contact your building PDC Representative or Ceresa Schaffer x2714 and/or Janet Hopkins x2373 and/or Leslie Carter x3294 if you have questions about license renewal or professional development points.

I. Logging in to Frontline Education

1. You will receive an email from Frontline Education with instructions on how to login to your account for the first time. The web address is located at www.frontline education.com

II. Submitting a Workshop, Conference, Activity

If attending any workshops or conferences outside of the district, please follow these steps at least **2 weeks in advance** of the activity start date.

1. Enter the Activity Title.
2. Complete the “Activity Format” and description information.
3. Complete the Date section (make sure start and end dates are accurate).
4. **Points Requested:** Enter the number of hours/points for this activity. Please remember to subtract meal times if they were not part of the conference session.
5. **Goals and Objectives:** Select as many district, building and personal goals that apply to the activity, but you must select at least one goal. All activity requests must correspond to at least 1 district, building or individual goal.
6. **Purpose:** You must choose the purpose of the activity. If you don’t choose Movement on Salary Schedule, the activity points will not appear on your documentation when requesting salary schedule movement. If you do not select “Relicensure”, the activity will not show up on your transcript for relicensure.
7. **Submit** the form. This form will be sent to your principal and the PDC Representative for approval. **Once prior approval has been granted, you’ll need to work with the building principal and/or secretary to complete the workshop/activity registration.**
8. **Activity Completion:** After the activity has been completed, you will log back into Frontline Education and complete the Knowledge Validation form and click the link “mark complete”. This will then be approved by your building PDC representative or principal.

Application for Knowledge Level Points

Use this form to submit a request for prior approval for an inservice activity.

Name

Activity Title

Activity Format

--- Click To Select --- 

Description



Characters left 2048

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Times

Hours/Points

Enter the number of points for which you are applying.

Number of PD Points Requested
(1 clock hour = 1 point):

Goal(s) and Objective(s)

Select At Least One District and
One Personal Objective:

Goal : Blended Learning

☐ Co-Teaching

Goal : MTSS

☐ Behavior

☐ Math

☐ Reading

Goal : Technology Integration

☐ Technology that supports teaching and/or learning

Goal : College and Career Ready

☐ ELA

III. College Course Activity Request

1. Complete the Degree section.
2. Complete the Current Grade Level(s) and/or Course(s) Taught section
3. Complete the Course Information section (example: Course Number and Title-908 Leadership. Add Description of course and if available provide website linked to college course catalog).
4. Complete the Course Dates, Course Provider, Graduate/College Credits sections.
5. Choose Goals and Objectives.
6. **Submit** the form for initial approval **2 weeks prior** to beginning of class. This form will be sent to the District PDC Representative for initial approval and then final approval will come from the MLP Coordinator at the district office.
7. **Activity Completion:** After the college course has been completed, you will send your unofficial transcript to the district office representative and then mark the course Complete. This course will then be approved by the district office representative.

College Course Request	
Use this form to submit a request for prior approval for an inservice activity.	
If this course is part of a degree program, please indicate the degree:	
Course Information	
Current Grade Level(s) and/or Course(s) Taught:	
	 Characters left 2048
Course Name	
Category	-- Click To Select --
College/University Name:	
Brief description of course objectives/content	
	 Characters left 2048
Dates	
StartDate (mm/dd/yy)	31
End Date (mm/dd/yy)	31
College Credits	
Enter the number of credits offered for this course> The system will convert to points automatically in your Transcript.	
Graduate Credits for this Course:	\$
Graduate Credits for this Course:	#

IV. Finalizing Points after Completing an Out-of-District Activity

After submitting your Professional Activity Request form and attending the activity, you will log in to Frontline Education and click on the “Learning Plan” tab. This activity should be in the “Approved and in Progress” section.

1. Click on the activity link that you just attended.
2. Click on the “Knowledge Validation” form, under Actions.
3. Complete all the fields in this form.
4. Submit the form.

Click on the “Learning Plan” tab. Select the activity for which you just submitted the Knowledge Validation form. Mark the activity complete. The activity will go to the PDC Representative and then the Administrative Representative for final activity completion. It will show up under “Most Recently Completed” when the final approver acted on the activity.

V. How to Record Building and District Level Activities

District Level Activities: District Level Activities will be entered by district office employees. Make sure you sign the attendance sheet provided at the meeting.

Building Level Activities: Building Level Activities will be entered by the building PDC Representative. The PDC Representative will also include the attendance sheets and minutes or scope of work.

My Portfolio

This shows you all of the activities that you have completed conveniently grouped by school year. Choose “View All” and review the activities listed for you. If you feel that your points are not correctly entered, please contact your building PDC Representative for follow-up.

Requesting your Transcript

You will need to submit an application and provide a **professional development transcript** to KSDE. You will start this process online via the KLAS – Kansas Licensure Application System:

<https://appspublic.ksde.org/AuthenticationPublic/login.aspx>

- After you have submitted your online application via the KLAS system, Human Resources will receive a notification requesting your transcript be upload to the state. You will receive an email with a copy of your transcript that was uploaded to the state on your behalf when the process has been completed.
- If you need a copy of your transcript for reasons other than for a license renewal you can email Leslie Carter at lcarter1@usd232.org to get a copy sent to you.
- **Salary Movement**—Complete the paperwork provided in the Negotiated Agreement for requesting salary schedule movement and submit this to the Leslie Carter, Human Resource Dept. at the District Office. The deadline for turning in paperwork is September 1st of each school year. Any request turned in after September 1st will not become effective until the following school year.

If you have any questions about use of Frontline Education, please contact your building PDC Representative for assistance.

Appendix C

Frontline Education Q&A

1. College Course Prior Approval:
 - Each college course completed is worth 1 credit (which equals 20 pts. Per credit)
 - Enter course 2 weeks before starting class
 - Remember to list course # first, the course name
 - When entering college courses in Frontline Education, remember to check both licensure and salary movement boxes.
 - After college course is completed, choose mark complete on the activity and then send in your transcript for final approval.
 - Courses must be related to advancement of teaching practice or toward degree/certification completion.
2. Remember to fill out Knowledge Validation for all workshops attended.
3. Summer workshops or non USD #232 workshops:
 - These points can be used for licensure and salary movement if a participant is not compensated through the district.
4. Transcript request:
 - Employees should review Frontline Education before requesting copies of their transcript.
5. Salary Movement
 - All application questions for salary movement should be directed to Leslie Carter, Human Resource x3294, lcarter1@usd32.org. All salary movement requests will be for the next contract year.
6. September 1st is the deadline for entering last year's activities/points
7. Does collaboration with your team count a "new knowledge" if it's during plan time? No, only if it is considered district level Professional Development.