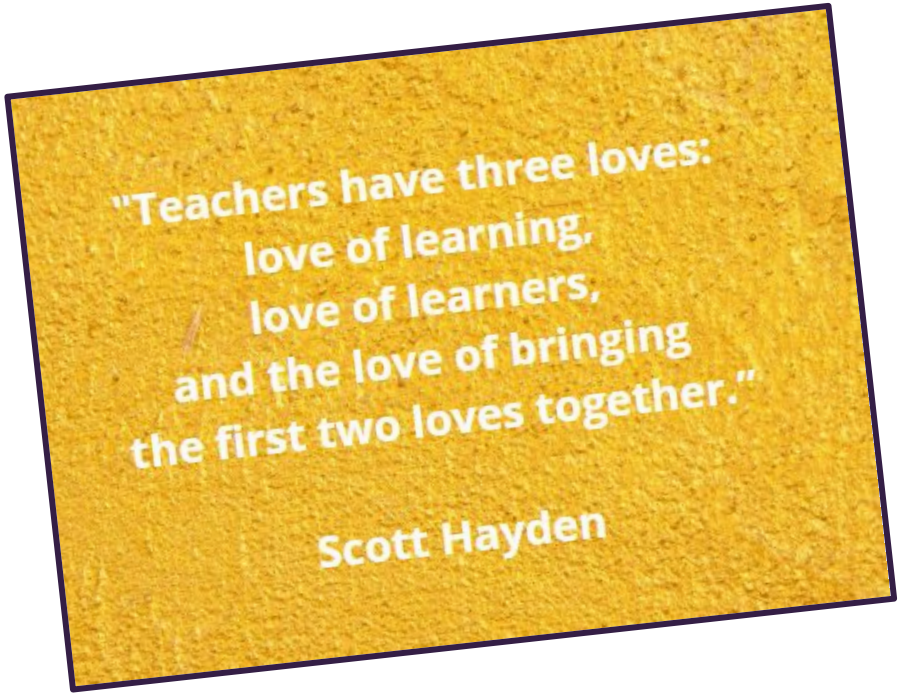
P.D.C. Handbook

Professional Development Committee Guidelines and Procedures

COFFEYVILLE

USD 445



COFFEYVILLE

USD 445

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Philosophy

COFFEYVILLE EDUCATORS BELIEVE…

- Professional learning is job embedded; we see ourselves as teachers of adults and view the development of others as one of our most important responsibilities.
- Educators teaching others adds to the validity and excellence of professional learning. All staff members have the responsibility to work together for mutual growth.
- Professional networking among individuals, buildings, districts, universities, and professional organizations encourages professional growth.
- Professional learning is a responsibility of each individual...personal and professional growth is non-negotiable.
- Staff members develop ownership through input and through commitment to improve instructional practices.
- Increased student success is the goal of professional learning.
- Professional learning is an ongoing process and teachers should therefore model lifelong learning by active participation in professional learning.
- Professional learning and collaboration are essential components of a PLC.
- Professional learning activities should be research/evidence-based, instructionally focused, and based on best practices.
- Professional learning should be aligned with and clarified by the Learning Forward definition and standards for professional learning.

Focus

FOCUS

- The focus of the USD 445 Professional Development Committee is to emphasize the importance of appropriate professional learning that leads to increased teacher effectiveness and improvement in student learning

- Decisions Regarding Focus:

  - *At the district level,* professional learning decisions are based on recommendations from the district Professional Development Council, district level leadership teams, building administration, district administration, and the Board of Education.

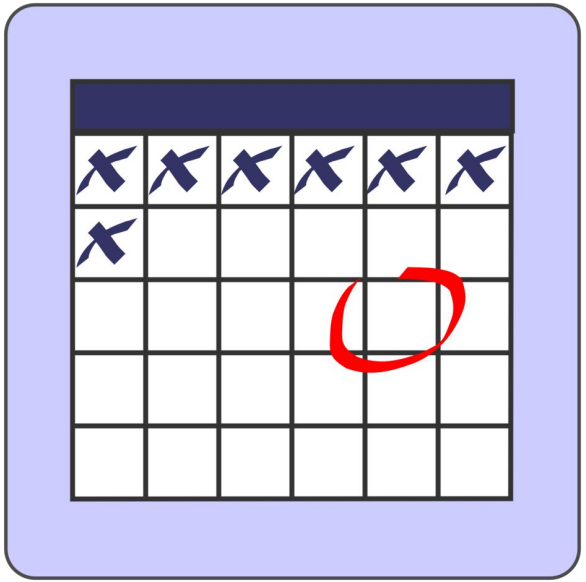
  - *At the building level,* professional learning is designed to address the skills teachers need in order to improve student learning, ensuring student success. This is determined by data collected relative to the needs of students and teachers in each individual building.

  - *At the individual level,* professional goals are set by the individual, which are aligned with building and district level improvement plans.

Professional Development Council

Professional Development Committee Members		
District Office	Lora Stalford - Assistant Superintendent	
District Chair	Susan Lunt	2028
Field Kindley High School	Travis Stalford - Administration Justin Cartwright- HS Rep.	 2028
Roosevelt Middle School	Julie Dunham- Administration Elizabeth Thompson - Middle School Rep.	 2029
Community Elementary School	Angela Krause - Administration Jamie Robinett- K-2 Rep Leslie Lewellen - 3-4 Rep/Sec Julie Thompson- 5-6 Rep	 2028 2029 2026
Early Learning Center	Amanda Cavaness - Administration Amy Walker- Vice Chairperson	 2028

Professional Development Council



Meeting Months

October
January
April

Professional Development Council

The **Coffeyville USD 445 Professional Development Council (PDC)** exists to emphasize the importance of appropriate staff development that leads to improvement in student learning

ROLE & RESPONSIBILITIES

- According to Kansas statutes, K.A.R. 91-1-205(b(3)(c),206, 215,(d)(g), 216-218, the PDC is charged with the following roles and responsibilities:
  - Plan and develop 5-year Plan (needs, goals, activities, evaluate criteria).
  - Advise governing body regarding the 5 year plan which is approved by the Board of Education based upon criteria established by and available from the State Board of Education.
  - Implement 5-year Plan.
  - Participate in annual PDC training.
  - Develop operational procedures.
  - Award points for license renewal.

- In addition to the duties established by statute, the PDC will:
  - Assist in determining professional learning needs based on district and building priorities Professional Learning Protocol
  - Review various district and building data to ascertain the effectiveness of the district's professional learning program and make recommendations for improvement.
  - Report yearly progress to the Board of Education.
  - Notify licensed staff of the Council's decisions and activities.

Professional Development Council

MEMBERSHIP

- According to Kansas statute K.A.R. 91-1-215 (g), 91-1-217 (a) each professional development council will:
  - Be representative of the employed licensed personnel.
  - Include at least as many teachers as administrators.
    - Both groups will be selected solely by the group they represent.

- The council members will represent:
  - Curriculum Director
  - One Building Administrator from each of the following: CES, RMS, FKHS
  - One Tenured Licensed Staff Member representing FKHS
  - One Tenured Licensed Staff Member representing RMS
  - Three Tenured Licensed Staff Members representing CES
  - One Tenured Licensed Staff Member representing ELC

SELECTION REQUIREMENTS

- Vacancies on the PDC caused by expiration of terms of office shall be filled by the first day of September each year.
  - Every building will elect one tenured certified staff member according to the negotiated agreement. If a tenured certified staff member is unavailable, a non-tenured certified staff member may be elected.
  - Curriculum Director is a permanent member.
  - The Superintendent appoints administrators on the PDC in accordance to the rotation schedule.
  - Terms are in three year rotations

The Coffeyville Professional Development Committee is a representative group of USD 445 certified personnel which advises the local Board of Education and Superintendent concerning the planning, development, implementation and operation of the Professional Development Plan.

Local Operation Procedures

- **Officers -** Chairperson, Vice Chairperson, Secretary

- **Terms of Officers -** Chairperson, Vice Chairperson and Secretary will be elected by the PDC by September of each year and assume duties at the September meeting.

- **Duties of Officers and Council Members**

  Chairperson
  - Approves agenda as prepared by Curriculum Director
  - Conducts meetings of the Council
  - Provides progress reports to the Superintendent and Board of Education
  - Carries out any other duties described in this document or assigned by the PDC

  Vice-Chairperson
  - Serves in the absence of the chairperson
  - Carries out all other duties assigned by the chairperson

  Secretary
  - Records minutes
  - Maintains records of meetings and activities

MEMBERSHIP TERM & VACANCIES

- Terms of office for each building representative shall be three years.
  - A vacancy shall be declared when a member
    - a) resigns or
    - b) transfers.
  - His/her replacement will serve the remainder of the term.

MEETINGS

- The PDC will meet as needed, September through May of the school year
  - Meetings will be held at the USD 445 district office, or other designated place
  - The chairperson or a majority of the voting PDC with prior notice may call special meetings.
  - A simple majority of the voting PDC membership will constitute a quorum
  - Consensus will be used to handle most of the decisions on the council.
  - When it does become necessary to vote all members, including the three officers, will have one vote. A tie vote or abstention will count as a negative vote.
  - All meetings will be public and open. The PDC may adjourn to executive session for reasons designated in the Kansas Open Meetings Law.
  - Necessary clerical and accounting staff, facilities for meetings, record keeping, communications and other necessary services of the Council will be furnished by USD 445.
  - Minutes of all meetings will be made available upon request.

APPEAL PROCESS

- All district and building PDC decisions will be sent to participants within ten working days after the decision has been made. Any person who is aggrieved by a decision of the PDC may appeal the decision to the PDC as a whole.

NEEDS ASSESSMENTS

- Professional learning must align with the district mission/motto and Strategic Plan, building-school improvement goals, and/or individual professional goals.

- The needs identification process comes from the district Success Plan goals, district accreditation goals, district committee goals. building improvement plans, and collaborative teams (PLC's).

- The data collected from the information disseminated will be used to establish priorities for professional learning planning. On an annual basis, a summary of the data collected from the needs assessments will be shared with district staff. A link to the annual data report and PDC Professional Learning Summary Report will also be linked into the final slide of PDC Handbook.

DISTRICT PROFESSIONAL DEVELOPMENT GUIDELINES

1. Proposed activity shall be directly related to the district school improvement process and/or IDP goals that the employee has on file in the district office.

2. Pending approval, actual mileage (a set by district policy) will be paid only if district vehicle is not available.

3. All expenses, except mileage, must be verified cash receipts from the business rendering the service. Meal receipts must be itemized. Hotel receipts must be returned or the staff member is charged for the cost of the room. Turn in all receipts to board office.

4. Conference/travel request forms must be submitted to District Office at least on or before the early bird registration for a national conference, and 10 school days prior to the date of the conference. All parts of the form must be filled out and have required building approval. You will be notified of district approval/disapproval and a copy of your registration form will be returned to you. Registration form and fees will be mailed from the district office.

5. The District Office, based on the most economical arrangements, will make travel reservations for hotel, airlines, and automobiles.

6. Request for professional development points are recommended to be submitted for validation of Level 1 **within 30 school days** of completion of activity.

District Professional Development Guidelines

7. If points for an activity are denied, an appeal may be made to the PDC. Their decision will be final. Acceptable List of Activities for points is included in handbook.

8. A building administrator has the authority to request in writing, an exception for a staff member to attend an activity/conference that pertains to their job performance.

9. If the activity is a regular part of a person's job, and the PDC determines it is a professional responsibility, it will not be approved for points.

10. Staff who participate on a District Level Committee may request one point per hour (Level 1). These committees include: PDC, Technology, Calendar, Insurance, Curriculum Council, and SAC meetings. Chairs may request an additional 10 points per year (co-chairs/secretaries 5 additional points per year).

11. Staff who participate on a Building/Grade Level Committee may request 1 point per hour (Level I). These committees include: Site Council, Target Committees, and PTO building representative. Chairs may request an additional 5 points per year (co-chairs 2.5 additional points per year).

Amendment of USD 445 PDP Guidelines

This document is automatically amended by any changes in state in-service regulations.

Awarding Professional Development Points

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

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

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

District Professional Development Activities

- Each staff member is responsible for his or her professional learning activities and associated record keeping. Additionally, licensed staff members are responsible for knowing relicensure requirements.

- Professional learning activities are a component of relicensure and should be completed in a timely and accurate manner.

- Staff members should clearly understand/become familiar with the district & building level goals (District Strategic Plan/Building Improvement Plan (KESA).

Professional Learning Experiences, Levels & Categories

PROFESSIONAL LEARNING EXPERIENCES, LEVELS AND CATEGORIES

Levels & Categories	*Characteristics*	*Evidence*	*Point Awards*
CONTENT	***And* PROFESSIONAL**	**EDUCATION**	**STANDARDS**
Knowledge: "What do I know that I didn't know before?	Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is. Has attended a workshop or conference or read or heard about new knowledge skills. Has knowledge but hasn't yet applied or practiced the knowledge/Skill.	Participation in activities that increase participants' **knowledge/skill** about content and/or professional practices	**1 hour = 1 point** Attendance with reflection of workshops or conferences, visits to other schools - 1 point=1 contact hour of learning time. Study groups - 1 point=1 contact hour of discussion time with a max o 10 pts per year. Reading professional journals or books - 1 point/hour of reading time plus reflection with a max of 10 pts per year.
Application: "What am I doing that I didn't do before?"	Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity Engages in dialogue with peers about how to improve or enhance use of skill or behavior.	Evidence and/or artifacts that illustrate **application** of the strategy.	**2x the knowledge level points awarded for specific strategy** Evidence should include such items as: feedback from a peer coach or supervisor, notes or videotapes from feedback sessions, lesson plans, video tapes, logs, team meetings, management plans, artifacts representative or project. Evidence will be documented over time and should not reflect only one time use.

Professional Learning Experiences, Levels & Categories

Excerpted and modified from the Greenbush Staff Development Consortium Guidelines			
Levels & Categories	***Characteristics***	***Evidence***	***Point Awards***
CONTENT	***And* PROFESSIONAL**	**EDUCATION**	**STANDARDS**
Impact: "What results am I getting?"	Able to correlate the goal to student learning and school improvement Uses student achievement results to guide use and adaptation of strategy Trains or coaches others in use of the strategy	Evidence and/or artifacts that demonstrate **impact** from the strategy	**3x the knowledge level points awarded for specific strategy** Evidence should include: Improved student academic performance Positive changes in student behaviors District or school policy change Application activities by others Revision of district, grade level, or content area curriculum Evidence will be documented over time and reflect a change practice.
SERVICE	**TO**	**THE**	**PROFESSION**
Knowledge Level - 1 point/hour "How have I served others in the profession?"	Able to perform activities that assist others in professional practices or content Able to perform activities that directly relate to licensure of educators, accreditation processes, or professional organizations	**Participation in activities that help others** in the profession expand their expertise	Supervising student teachers - 30 points for each semester; 15 points for nine weeks Mentoring New Teachers - 20 points per year Service on accreditation teams - 1 point per hour served State and consortium committees, offices or committees in professional organizations, local committee work - 1 point/hour served Workshop presentation; double for preparation time

Professional Development Point Levels

Points can be earned at **three levels.** Each have differing values, **Knowledge, Application & Impact** (91-1-218(f).

- **Knowledge-**Any new knowledge gained in content of professional education related to individual, building, or district goals.
- **Application-**Verification that individual has applied the skills or knowledge gained.
- **Impact-**Verifies that application of knowledge or skills has had an impact on student performance or educational program of the school or district.

Knowledge Level	Application Level	Impact Level
What do you know that you didn't know before?	What are you doing now that you could/did not do before?	How has student achievement or an educational program been positively affected?
1 point per clock hour	2x Knowledge Level points	3x Knowledge level points

Professional Development Point Levels

Levels/ Categories	Evidence	Sample Activities	Points
Knowledge	Participation in activities that gives participants new knowledge/skill about content and/or professional practices	• Attendance at a workshop or conference • Observation in a classroom • Study Group/Book Study • Reading professional journal • Committee work (Serv. to Prof. only)	**1 hour = 1 point** **1 college credit = 20 points**
Application	Evidence that results from application of the skill/content acquired at the knowledge level	**Completion of 10 Application Logs in MLP** • Sharing your new knowledge with colleagues (names needed) • Teaching the new knowledge to at least one other colleague (names needed) • Using the new knowledge in a lesson with your students • Having a colleague observe and give feedback on your use of the knowledge in a lesson with your students	**2 x Knowledge level points**
Impact	Evidence and /or artifacts that demonstrate a positive impact on student learning or educational program or policy.	• Samples of student work, rubrics/assessments • Observation by peer/admin. of lesson • Student pre/post data, plans, project • Reflection writings • Student products via technology • Evaluation data collected	**3 x Knowledge level points**

Professional Development

- **Additional Information**
  - **Reminders**:
    - All activities and/or graduate credit used for relicensure and salary advancement **MUST** be entered in the Professional Growth component of Frontline.
    - There is a multi-step process for approval of the Application and Impact level requests. Because of the length of this process, it sometimes takes extended periods of time to approve all forms that are submitted.
    - **All requests for salary advancement must be submitted to Michael Speer, Business Manager by September 5th.**
    - All college transcripts for courses being used for salary advancement must be submitted to Michael Speer, Business Manager.
    - **Licensure is the responsibility of the individual educator.**

Knowledge Level

Knowledge level points are awarded for an activity for which the teacher can answer the question, “What do I know that I didn’t know before?”

An application for knowledge level points will be submitted through the PDP Toolbox and may require supporting documentation.

- In order to receive knowledge level points for a professional development activity, the teacher is recommended to apply *within 30 school days* of completion of the activity.
- Knowledge level points are awarded based on a clock-hour to point formula (i.e., one clock hour of contact time equals one knowledge level point or one hour to college credit equals twenty knowledge level points). In order for these points to be awarded, the teacher must furnish documentation of attendance and/or learning.
- This must include confirmation of attendance and reflection in MY Learning Plan.
- The teacher must also be prepared to furnish proof, which may include, but not be limited to, certification of attendance and/or completion of an activity and/or verification of enrollment from a college or university.
- It is the individual teacher’s responsibility to keep this additional documentation available for review by the PDC at their request.

Activities, which are categorized as Service to the Profession, will only be awarded knowledge level points.

- These activities may include service within the local school district, i.e., serving on committees such as PDC, SAC, etc.; presentation of workshops (double hours presented for preparation, EX: presentation is 1.5 hours presentation=3 hrs of PD) locally or at conferences, etc.; service to a professional organization, including, but not limited to the local teachers’ association,KNEA, etc.; content-area organizations, i.e., KATE, NCTE, etc.; miscellaneous education organizations, i.e., Delta Kappa Gamma, Phi Beta Kappa, etc.
- Documentation may include minutes reflecting participation in and contribution to meetings and time spent at meetings, reflections which include an explanation of time spent, copies of published articles and explanation of time spent writing them, explanation of significant contributions made to an organization while holding an office or serving on a committee with accounting of time spent, program which indicates presentations given at workshops, etc.

Application Level

Application level points will be awarded for an activity for which the teacher can answer the question, “What am I doing now that I didn’t do before?”

- Activities that will be considered for application level points must be classified as content or professional education (pedagogy).
- Application points are based on actual practices that the teacher began during the licensure period, but these application points may be based on initial knowledge level activities that were held in proceeding periods.
- Application points are determined by doubling the portion of an activity or class that resulted in a sustained change in the teacher’s educational practices. In other words, if a teacher enrolls in a three-hour class and then makes a sustained change in classroom practices based on information learned in only one class session, the applicant may apply for 6 application points (one 3-hour class session doubled).
- If all class sessions were spent learning about and practicing one strategy which the teacher implements, she/he may apply for 120 application points (60 points for knowledge doubled).
- In order for points to be awarded, the teacher must provide clear evidence of sustained change which may include lesson plans, feedback from peer teacher or supervisor, notes or videotapes, student-produced artifacts, logs or journals, materials produced as part of the change, course syllabus and/or workshop agenda (for documentation of the portion of the knowledge level points previously granted which are to be doubled), etc.
- Requests for application level points will be submitted via My Learning Plan, but additional documentation will be required. It is the teacher’s responsibility to collect all supporting documentation and submit it to the appropriate building administrator at least one week prior to the PDC meeting at which the request will be considered.
- The teacher is required to maintain this documentation in a file or notebook in the event of a PDC points audit.

Impact Level

Impact points are awarded for professional development activities for which the teacher can answer the question, “What results am I getting now that I didn’t get before?”

Activities that will be considered for impact level points must be classified as content or professional education (pedagogy).

- Impact points are also based on some or all knowledge point gained for a particular professional development activity. These knowledge points are tripled.
- Impact points are determined by tripling only the portion of an activity or class, which resulted in improvement at the student or LEA level and which were previously used for application points.
- For example, if a teacher receives 3 knowledge level points for a three hour activity, she/he may subsequently apply for 6 hours of application level points and 9 hours of impact level points for a total of 18 points for one 3 hour activity.
- In order for impact points to be awarded, the teacher must provide **clear evidence** of the impact of given strategies or activities over time.
- Documentation of professional development activities for impact level points will demonstrate the teacher’s ability to show positive influence on students’ achievement or behaviors, the teacher’s own ability to use student achievement to modify educational practices for improvement, the teacher’s ability to assist other teachers to reach application level, and/or the teacher’s ability to show an effect on the local school district’s curriculum, practices, and/or policies.
- This **evidence** may be feedback from teachers who have been assisted in the development of effective educational practices by the applicant; feedback form peer teachers or supervisors; notes or videotapes; student-produced artifacts, logs or journals; minutes from curriculum committee/councils; minutes of board of education meetings showing changes instituted as a result of applicant’s work; materials produced as part of the change of district, grade level, or content area curriculum, etc.
- Requests for impact level points will be submitted via the My Learning Plan, but additional documentation will be required. It is the teacher’s responsibility to collect all supporting documentation and submit it to the appropriate pdc representative at least one week prior to the PDC meeting at which the request will be considered.
- The teacher is required to maintain this documentation in a file or notebook.

PROFESSIONAL DEVELOPMENT POINTS

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

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

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

Professional Development Points

Professional Development Points and Semester Credit Hours for Licensure Renewal

BACHELOR'S DEGREE

- If an individual holds a bachelor’s degree, they must submit 160 professional developments earned under an approved individual development plan to renew their professional license.
- Half of the professional development points (80 points or 4 college credit hours) must be awarded for completing appropriate college or university credit.

MASTERS DEGREE

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

OTHER INFO

- 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 approval teacher preparation program for an added endorsement area, or for a school specialist or leadership license.
- The professional development points used for renewal of a license must be earned in at least two or three areas: Content Endorsement Standards; Professional Education Standards; or Service to the Profession.

Professional Development Points

Professional Development Points and Semester Credit Hours for Licensure Renewal

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

Level 1 - Knowledge Level Points Provide the Baseline

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

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

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

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

Level I Knowledge Indicators

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

Learning = 1 point per clock hour

Verification required may include one of the following:

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

Service to the Profession = 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 (double hours presented for preparation, ie. presentation is 1.5 hours presentation = 3 hours of PD). 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 outside team for another school or district and an explanation of the time spent.

Level II Application Indicators

What am I doing now that is different than what I did before?
Use of New Knowledge and Skills = 2x points Level I

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:

What are the results of my professional changes?

Organizational Change = 3 x points Level I

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 x points Level I

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.

Licensure

LICENSURE REQUIREMENTS

- On the next slide are some of the relicensure requirements from KSDE. This information is only provided for convenience and any inquiries or clarifications should be directed to KSDE. Please allow 6-8 weeks for processing once submitted to KSDE. If you have never been fingerprinted before for the purposes of licensure with KSDE, you will need to submit fingerprints as part of your renewal process.
    - At the License Look-up page you can find out if you are required to submit fingerprints.
- The following link may be accessed to look up licensure requirements.

Licensure

EARNING POINTS FOR RELICENSURE

- **Activities Must be Earned During Validity of License**
  - Earn within current license period for next license period.
  - ALL PD activity points
  - ANY College Credit MUST be online in Professional Growth
    - Can be added beyond 30 day period

- **Undergraduate Degree**
  - 160 points – 80 points from college credits from a regionally accredited Institution (4 credits)

- **Graduate Degree**
  - 120 points-college credits not required

- **Retired Educators**
  - Half of points (Undergrad / Grad Degree Status)
  - Collecting from a state Education Retirement System (i.e. KPERS)

- **Standard Substitute**
  - 50 points every 5 years

Licensure

Professional Development and Education Licensure

All certified teachers employed by Coffeyville USD 445 will be required to produce and maintain a license according to regulations and policies of the Kansas.

Legislature and the Kansas State Department of Education as of July 1, 2003. USD 445 will file a multi-year Professional Development Plan for approval with KSDE.

Certificate/Licensure Renewal

The local PDC will determine awarding of points for professional development activities. Points may be awarded at the Knowledge, Application, or Impact levels. USD 445 will utilize My Learning Plan as the professional development points record-keeping system.

Certified teachers applying for renewal under the terms of licensure regulations, will do so by completing the state application online and requesting an official transcript of in-service points (available through USD 445), and official transcripts of college hours. This may be done *no more than six months prior to the expiration of the current license.*

Applying for Points

Professional development points will be awarded at one of three possible levels: Knowledge, Application, or Impact. (Note: Service to the Profession points will ONLY be awarded at Knowledge level).

Licensure Requirements

On the next slide are some of the relicensure requirements from KSDE. This information is only provided for convenience and any inquiries or clarifications should be directed to KSDE. Please allow 6-8 weeks for processing once submitted to KSDE.

- If you have never been fingerprinted before for the purposes of licensure with KSDE, you will need to submit fingerprints as part of your renewal process.
- At the License Look-up page you can find out if you are required to submit fingerprints.
- The following link may be accessed to look up licensure requirements.

Initial Licensure

- **Initial License to Professional (5-Year) License**
  - **Most new-to-the-profession teachers**
    - Must complete one full school year in the District Mentoring Program (Initial License dated **prior to** 07/01/2017).
    - Must complete two full school years in the District Mentoring Program (Initial License dated **on or after** 07/01/2017).
  - General Instructions for Completing Online Application

Tasks to Complete Prior to Submission to KSDE					
1	Read (link) General Instructions for Online Application Forms.	**2**	Click on the link to the right "Review Requirement and Access Form" to get started on the process.	**3**	Request official college transcripts from the university from which your college credit was earned (minimum of four credits). Have official transcripts sent to USD 445 to reddyd@cvilleschools.com. You are no longer required to send them to KSDE.

Professional Licensure

- **Renew a Professional (5-Year) License**

  Requirements vary based on the highest degree earned.

  - If you hold a **Bachelor's Degree,** 160 professional development points are required for relicensure. Of those 160 points, 80 must be earned from college credit (minimum of four credits).

Tasks to Complete Prior to Submission to KSDE					
1	Read (link) General Instructions for Online Application Forms.	2	Click on the link to the right "Review Requirement and Access Form" to get started on the process.	3	Request official college transcripts from the university from which your college credit was earned (minimum of four credits). Have official transcripts sent to USD 445 to reddyd@cvilleschools.com.. You are no longer required to send them to KSDE.

Professional Licensure

Master's Degree or other advanced degree,

- 120 professional development points are required for relicensure. All points can be earned through professional development. College credits can also be used.

Tasks to Complete Prior to Submission to KSDE					
1	Read (link) General Instructions for Online Application Forms.	2	Click on the link to the right "Review Requirement and Access Form" to get started on the process.	3	If college credits are part of the 120 points, request official college transcripts from the university from which you college credit was earned. Have official college transcripts sent to USD 445. You are no longer required to send them to KSDE.

Licensure

EXPIRED LICENSES

- Requirements to renew Kansas License:
  - Plan of Study on file w/ school district
  - Complete coursework /other activities to earn points
  - “Recency” rule applies:
    - Must be shown that the individual has credit or acceptable teaching experience within the 6-year period immediately before filing a renewal application.

KSDE LICENSE FEES CHART

PRINTING/SAVING YOUR LICENSE

- KSDE no longer mails your new license to your home. You must go online and print/save the license pdf. Once printed or saved, send the license to Corrissa Walker or Lora Stalford at the District Office.
  - To print/save your license from KSDE website...
    - Click on Licensure on the home page of KSDE.org.
    - Under the Licensure section, click on License Lookup.
    - Search for yourself in the database.
    - Click on the yellow Print License button.
    - This will download a PDF file to save and/or print.

Cooperative Teachers

How Special Education Teachers Employed by Cooperatives or Consortiums and Who Serve Multiple Districts or Schools

- Special education teachers who work for cooperatives or consortiums should submit applications for inservice points to the appropriate Professional Development Committee (PDC) **representative of that cooperative or consortium**.

- Special education teachers must follow their cooperative or consortium guidelines

- Special education teachers working AT Coffeyville Public Schools should participate in district professional development

KANSAS PROFESSIONAL EDUCATION STANDARDS

Adopted By the Kansas State Board of Education
April 2012

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

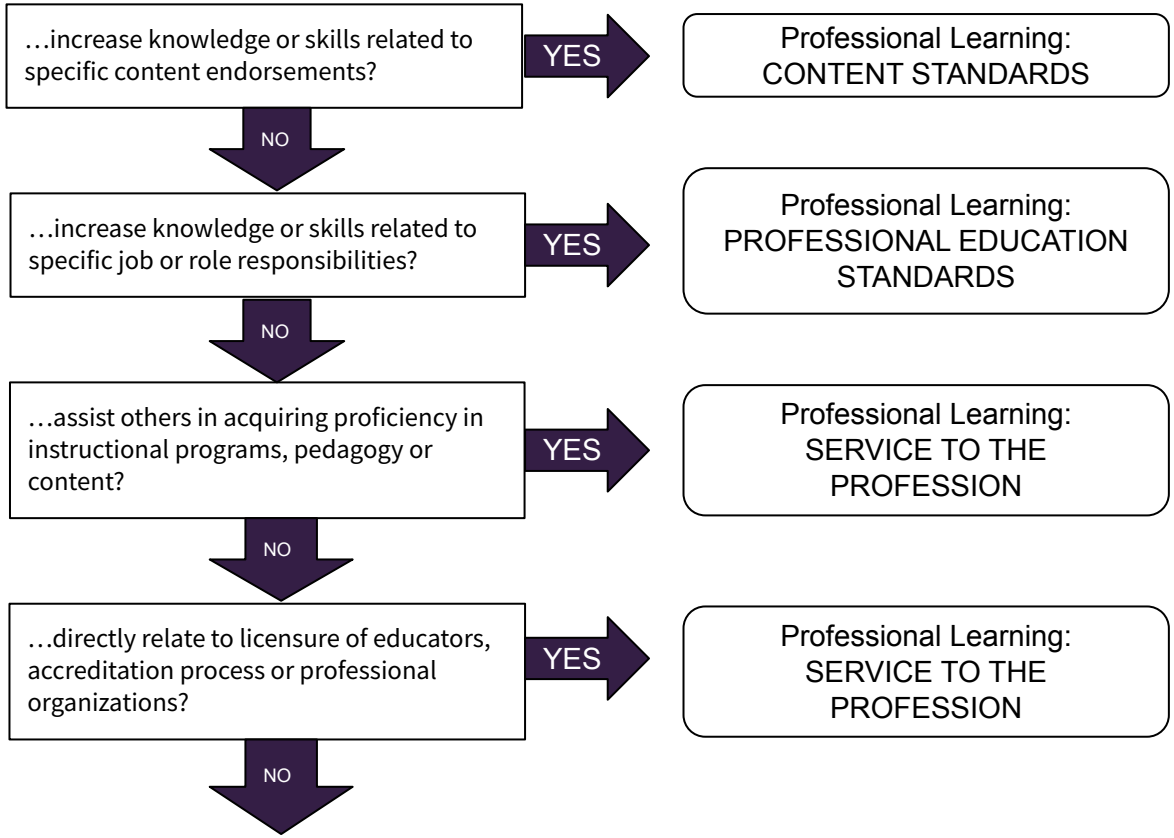
Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Types of Professional Development FLOWCHART

Types of Professional Development

FLOWCHART



This activity is probably not professional learning under the Kansas State Regulations governing professional development.

Salary Advancement

SALARY ADVANCEMENT

Licensed staff members can use both college credit and Impact level points to change columns on the salary schedule.

1 College Credit	=	20 PD points

RESOURCES

Salary Advancement Procedures, Licensed Employee Handbook, Negotiated Agreement Section
Negotiated Agreement: Salary Advancement Chart, Licensed Employee Handbook, Negotiated Agreement Section
Salary Advancement Information for Master's Degree, Licensed Employee Handbook, Movement to New Column Section

Frontline: Professional Growth

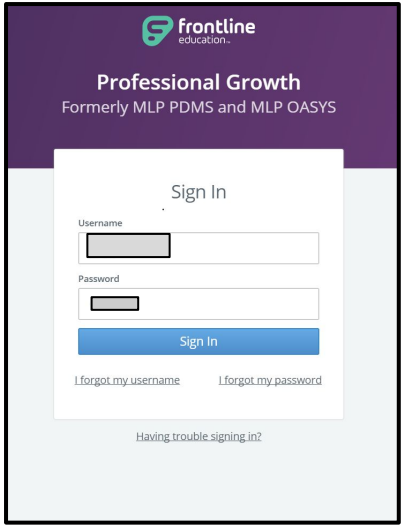
WHAT IS PROFESSIONAL GROWTH? (My Learning Plan)

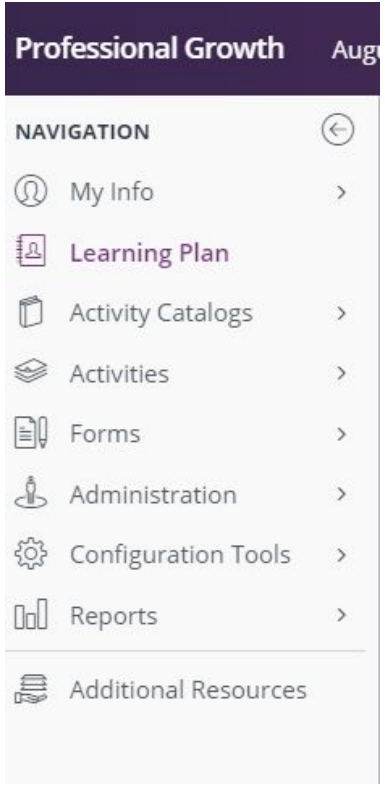
- Frontline Professional Growth is an online professional development management system. Licensed staff members log into the website to submit professional learning activities and manage their professional development points on the website. Professional Growth also provides the district an efficient way to post learning activities, manage enrollments and print sign-in sheets.

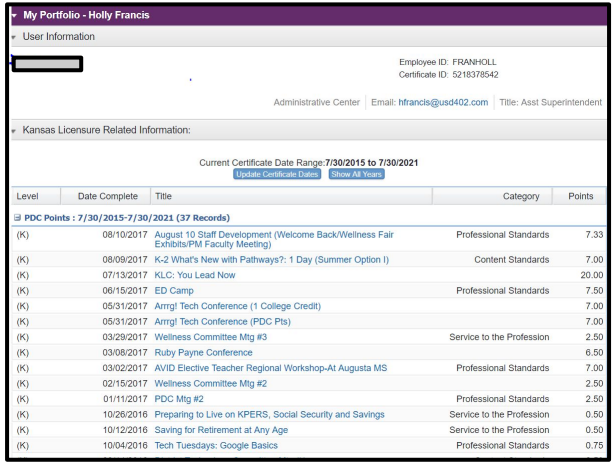
- [Frontline Professional Growth Reference]

WHY DO STAFF MEMBERS NEED TO RECORD & MANAGE PROFESSIONAL LEARNING POINTS?

- An activity portfolio is kept for each individual. The portfolio shows progress towards district professional development goals and objectives. These points are used for relicensure and some may be used for salary advancement.

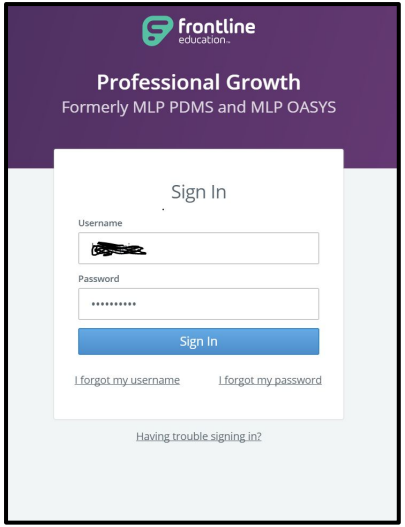


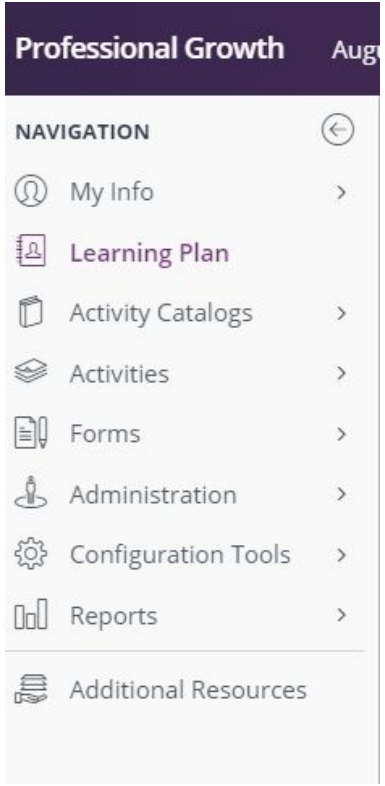


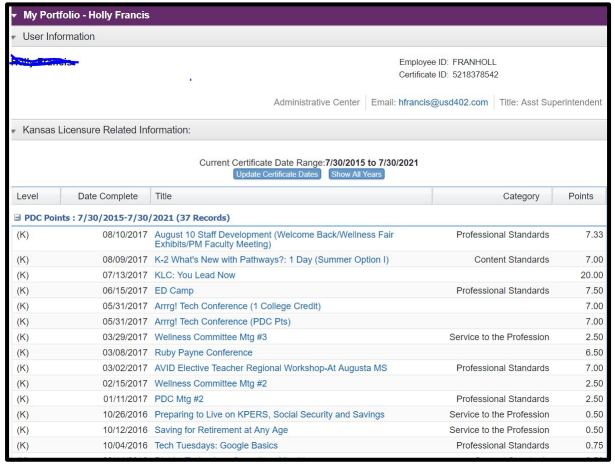


Level	Date Complete	Title	Category	Points
(K)	08/10/2017	August 10 Staff Development (Welcome Back/Wellness Fair Exhibits/PM Faculty Meeting)	Professional Standards	7.33
(K)	08/09/2017	K-2 What's New with Pathways?: 1 Day (Summer Option I)	Content Standards	7.00
(K)	07/13/2017	KLC: You Lead Now		20.00
(K)	06/15/2017	ED Camp	Professional Standards	7.50
(K)	05/31/2017	Arrrg! Tech Conference (1 College Credit)		7.00
(K)	05/31/2017	Arrrg! Tech Conference (PDC Pts)		7.00
(K)	03/29/2017	Wellness Committee Mtg #3	Service to the Profession	2.50
(K)	03/08/2017	Ruby Payne Conference		6.50
(K)	03/02/2017	AVID Elective Teacher Regional Workshop-At Augusta MS	Professional Standards	7.00
(K)	02/15/2017	Wellness Committee Mtg #2		2.50
(K)	01/11/2017	PDC Mtg #2	Professional Standards	2.50
(K)	10/26/2016	Preparing to Live on KPERS, Social Security and Savings	Service to the Profession	0.50
(K)	10/12/2016	Saving for Retirement at Any Age	Service to the Profession	0.50
(K)	10/04/2016	Tech Tuesdays: Google Basics	Professional Standards	0.75

Frontline: Professional Growth







My Portfolio - Holly Francis

User Information

Employee ID: FRANHOLL
Certificate ID: 5218378542

Administrative Center | Email: hfrancis@usd402.com | Title: Asst Superintendent

Kansas Licensure Related Information:

Current Certificate Date Range:**7/30/2015 to 7/30/2021**

Update Certificate Dates | Show All Years

Level	Date Complete	Title	Category	Points
PDC Points : 7/30/2015-7/30/2021 (37 Records)				
(K)	08/10/2017	August 10 Staff Development (Welcome Back/Wellness Fair Exhibits/PM Faculty Meeting)	Professional Standards	7.33
(K)	08/09/2017	K-2 What's New with Pathways?: 1 Day (Summer Option I)	Content Standards	7.00
(K)	07/13/2017	KLC: You Lead Now		20.00
(K)	06/15/2017	ED Camp	Professional Standards	7.50
(K)	05/31/2017	Arrrg! Tech Conference (1 College Credit)		7.00
(K)	05/31/2017	Arrrg! Tech Conference (PDC Pts)		7.00
(K)	03/29/2017	Wellness Committee Mtg #3	Service to the Profession	2.50
(K)	03/08/2017	Ruby Payne Conference		6.50
(K)	03/02/2017	AVID Elective Teacher Regional Workshop-At Augusta MS	Professional Standards	7.00
(K)	02/15/2017	Wellness Committee Mtg #2		2.50
(K)	01/11/2017	PDC Mtg #2	Professional Standards	2.50
(K)	10/26/2016	Preparing to Live on KPERS, Social Security and Savings	Service to the Profession	0.50
(K)	10/12/2016	Saving for Retirement at Any Age	Service to the Profession	0.50
(K)	10/04/2016	Tech Tuesdays: Google Basics	Professional Standards	0.75

Appendices

- FAQ
- Misc. License Information
- LFK-State Standards for Professional Learning
- District Professional Development Schedule
- District PDC Meeting Agendas/Minutes

F.A.Q.

Do I use my points to recertify?
Staff may use professional development points entered in My Learning Plan at the knowledge, Application, and/or Impact levels for relicensure purposes.

How do I use points for salary advancement?
Licensed staff may use college credits and or Impact level points for salary advancement. See Slide 20 for additional details,

Can points be used for both licensure and salary advancement?
Yes. All points that are eligible for salary advancement can be used for relicensure.

Do college courses have to be submitted for approval in My Learning Plan?
It is highly recommended that all college courses be submitted in MLP. If you do not hold a Master Degree, courses MUST be submitted as they must be included in your official transcript when you renew your license. College credits must also be entered if you plan to use them for salary advancement.

How far in advance can I complete paperwork for relicensure?
No more than 6 months in advance of your expiration date.

F.A.Q.

Routes to the Classroom Chart

Routes to the Classroom Wheel

Kansas Teacher Licensure Regulation Changes-2014

Kansas Educator Code of Conduct

F.A.Q.

LFK/KSDE Professional Learning Standards Overview

Coffeyville Professional Development Schedule

2021-2022 Back to School Schedule

2021-2022 Professional Development Schedule

Coffeyville Professional Development Meeting Agendas/Minutes

February 2022 Minutes

COFFEYVILLE

USD 445