

Pilot Project Guidance – Performance-Based Professional Development

Summary: School districts shall allow teachers to develop and implement a performance-based professional development project ([KRS 156.560](#)).

Requirements:

- The project is designed by two or more teachers.
- The project addresses *identified* school or district needs, both academic and/or nonacademic.
- Completion of the project can satisfy up to three of the four required days of professional development ([KRS 158.070](#)).
- Completed projects shall be shared with the Kentucky Department of Education (KDE), which will study the completed pilot projects for their impact on schools and districts to determine the attributes of quality performance-based professional development and the best practices for measuring its effectiveness.

Timeline:

- The pilot project will begin in the 2023-2024 school year and continue through the 2025-2026 school year.
- KDE will share findings and recommendations for revising the professional development policy by Aug. 1, 2027.

Implementation details:

The local education agency (LEA) shall determine parameters for the project, including but not limited to:

- (a) A project application process;
- (b) Review and approval of project proposals;
- (c) Submission of completed project analysis and results;
- (d) Evaluation of completed projects;
- (e) The awarding of professional development credit, including the amount of the credit and when it will be credited; and
- (f) The awarding of a stipend, if applicable.

Project goal:

- To produce measurable outcomes of positive impact on student achievement.

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Kentucky Department of
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Pilot Project Guidance Document – Performance-Based Professional Development

Purpose: This document is designed to support district leaders in their approach to establishing a pilot program for teachers to

Element (Systems, structures, procedures, processes, etc.)	Considerations	Priority Area(s)	Action Item(s)	Completion
(a) A project application process;	<ol style="list-style-type: none"> 1. Is there a formal application that teachers submit? 2. Is the application clear, accessible and thorough? 3. Is there a list of requirements that must be met on the application to move 	<input type="checkbox"/> (a) 1 <input type="checkbox"/> (a) 2 <input type="checkbox"/> (a) 3 <input type="checkbox"/> (a) 4 <input type="checkbox"/> (a) 5		X _____ 

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	<p>forward in the review process (including the characteristics of high-quality professional learning, alignment to CDIP or CSIP, etc.)?</p> <p>4. Is there a set deadline for application submission?</p> <p>5. Is there a limit on the number of applications accepted?</p>			
(b) Review and approval of project proposals;	<p>1. Are there district personnel appointed as the lead(s) of the professional development pilot program?</p> <p>2. Are applications reviewed in a timely manner?</p> <p>3. Is the review and approval process objective, not based on subjective opinion, but following the outlined requirements as stated on the application?</p> <p>4. Is there a set deadline for final project approval?</p>	<input type="checkbox"/> (b) 1 <input type="checkbox"/> (b) 2 <input type="checkbox"/> (b) 3 <input type="checkbox"/> (b) 4		X _____
(c) Submission of completed project analysis and results;	<p>1. Are there clear and concise directions on when and where to submit project analysis and results?</p> <p>2. Are teachers aware of what needs to be included in the project analysis prior to submission?</p>	<input type="checkbox"/> (c) 1 <input type="checkbox"/> (c) 2		X _____
(d) Evaluation of completed projects;	<p>1. Is evaluation of the project based on data and predetermined requirements laid out in the application?</p> <p>2. Are evaluations done in a timely manner?</p> <p>3. Is evaluation feedback returned within a set number of days?</p>	<input type="checkbox"/> (d) 1 <input type="checkbox"/> (d) 2 <input type="checkbox"/> (d) 3		X _____

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<p>(e) Awarding of professional development credit, including the amount of the credit and when it will be credited;</p>	<ol style="list-style-type: none"> 1. Does the professional development credit awarded align with the time commitment outlined in the approved application? 2. Is professional development credit given following the submission of completed project analysis and results? 3. Is there a set number of days for the LEA to award credit to the teachers who completed the project? 4. Does the number of credit hours awarded satisfy up to three of the four days of professional development required under KRS 158.070 (3)(a)? 	<input type="checkbox"/> (e) 1 <input type="checkbox"/> (e) 2 <input type="checkbox"/> (e) 3 <input type="checkbox"/> (e) 4		X _____
<p>(f) Awarding of a stipend, if applicable.</p>	<ol style="list-style-type: none"> 1. Is stipend eligibility determined prior to the beginning of the application process? 2. Are stipend details provided to stakeholders at the beginning of the application process? 3. Is stipend disbursement consistent? 4. If using Title II, Part A funds, does the stipend follow the guidelines of being reasonable, allocable, necessary and documented? 	<input type="checkbox"/> (f) 1 <input type="checkbox"/> (f) 2 <input type="checkbox"/> (f) 3		X _____

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