

Professional Learning and Development

Information and Guidance



Kentucky Department of
E D U C A T I O N

Updated July 2024

Kentucky Department of Education

Office of Teaching and Learning

Division of Program Standards

Professional Learning Branch

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Terms of Importance

Excellence in teaching and leadership is a career-long process which requires a commitment to continuous learning and growth. Through district determined processes, teachers and leaders identify their learning needs, engage in learning to improve instructional effectiveness, and increase student results. When district and school leaders understand the importance of educators' continuous improvement, allocate appropriate resources (people, time, funds, materials, and technology) and establish collaborative cultures and support to achieve high levels of implementation, this sustained support over a substantial period of time ensures deep implementation and a refined level of use and increased effects on educator practice and student outcomes.

Professional Development

Professional development is defined in [704 KAR 3:035](#) Section 1(3) as an individual and collective responsibility, which fosters shared accountability among the entire education workforce for student achievement, and

- Aligns with the *Kentucky Academic Standards (KAS)* as provided in [704 KAR 3:303](#) and [704 KAR Chapter 8](#), educator effectiveness standards, individual professional growth goals, and school, school district and state goals for student achievement;
- Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations;
- Occurs among educators who share responsibility for student growth;
- Is facilitated by school and district leaders, including curriculum specialists, principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders;
- Focuses on individual improvement, school improvement and program implementation; and
- Is on-going.

The meaning associated with the term professional development conveys more about the design, logistics and materials needed for learning than the outcomes of the learning for both educators and students. It is primarily the sharing or dissemination of information, skills, and strategies, without intentionality or accountability for implementation, data-based focus, or any expected results that the term conveys.

Professional Learning

Professional learning is continuous and occurs daily in schools, facilitated, and designed by educators and supported by external assistance when necessary. It is important to remember that the name is less important than the practices and results.

Professional *development*, typically a short-term event often focused on awareness building rather than shaping practice, may be a component of professional learning, but without intentional follow-up in terms of implementation, analysis of impact, and further reflection and revision, professional development may never manifest as true professional learning. Professional *learning* is ongoing, relevant, and job-embedded learning for educators at all stages of career development. Professional learning provides opportunities for individual and collaborative professional study, analysis, application, and reflection relevant to ongoing improvements in professional practice and student achievement. Professional learning occurs among collegial groups of administrators and school staff who are united in their commitment to student learning. They share a vision, work, and learn collaboratively, visit and review other classrooms and participate in decision making. Benefits to educators and students include reduced isolation of instructional practices, better informed and committed educators and academic gains for students. Professional learning emphasizes that learning is a process that continues over time, extends into practice and fosters results for both educators and students.

To ensure all students meet school, college and career readiness, district and school leaders need to transform the way they approach educator learning. The shift from professional development to professional learning signals a transition from educators as passive recipients of information to educators as active partners with peers in determining and addressing their learning needs based on student learning goals and their own professional goals. Joellen Killian, of *Learning Forward*, discusses Professional Learning versus Professional Development in the white paper [Terms Carry Meaning](#).

High Quality Professional Learning (HQPL)

Research demonstrates a positive link between high-quality professional learning (HQPL), high-quality instructional resources (HQIRs), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in educator recruitment and retainment.

When designing and/or selecting HQPL at the local level, ensure alignment with the characteristics below:

- Content-focused and standards-aligned: Deepens educators' understanding of what to teach and how to teach it within the context of the Kentucky Academic Standards, local curriculum and high-quality instructional resources.
- Equity-focused: Supports educators in effectively engaging all students in rigorous, grade-level appropriate tasks, including students with acceleration needs, English learners, and students with exceptional needs.
- Considerate of adult learners: Incorporates active learning. Addresses expressed and unexpressed expectations and motivations while attending to mindsets and emotional states, is asset-based, builds on participants' prior knowledge and experience and invites them to connect learning to meaningful goals and immediately useful actions.
- Symmetrical to a vibrant student experience: Is inquiry-based, interactive and collaborative. Involves expert models and practice as educators participate in lessons as learners, plan, internalize, rehearse, observe and reflect with colleagues who teach in the same content area and use the same curriculum.
- Uses models of effective practice: Is based on the local curriculum and provides modeling of high-quality instruction that offers educators a clear vision of what evidence-based practices look like. Models may include, but are not limited to, lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- Provides coaching and expert support: Offers expertise about curriculum, adopted high-quality instructional resources and evidence-based practices, focused directly on educators' and students' individual needs.
- Offers feedback and reflection: Provides job-embedded time for educators to intentionally think about, receive input on and to refine practice.
- Is sustained and continuous: Provides educators with adequate time to learn, rehearse, implement and reflect upon new strategies that facilitate refinements in practice over time.

See: [KY Characteristics of HQPL](#)

Professional Development Plan

Each local school and district shall develop a process to design a professional development plan ([704 KAR 3:035 Section 2](#)) that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district website prior to the implementation of the plan.

According to [704 KAR 3:035 Section 1\(3\)](#), a "needs assessment" means the gathering, sorting, and analysis of student, educator and system data that lead to conclusions regarding the need for content and learning designs for professional development in identified areas related educator performance and student achievement. An effective needs-assessment process should include analyzing school and district data as well as individual professional growth plans and other sources to determine needs for professional learning. These needs also grow out of the identified academic content goals for students. Any time there is a need to change practice, there is a need for professional learning.

Appropriate sources of data for analysis may include student assessment data, School Report Cards, teacher and principal effectiveness ratings, Infinite Campus reports, survey data (IMPACT, locally created surveys to students and parents), walk-through trend data, program reviews, PLC outcomes, SBDM and local board of education minutes, budget expenditures on professional learning, etc. Districts determine the most relevant data sources to review. All district shareholders, including parents and community partners, should be involved in reviewing data and in the development of the needs assessment.

Professional Development Program

A professional development program, as defined in [704 KAR 3:035 Section 1\(5\)](#) is a sustained, coherent, relevant and useful process that is measurable by indicators and provides professional learning opportunities and ongoing support to transfer that learning to practice. An intentional and data-driven professional development plan is an important continuous improvement component for both teachers and students. Flexible, ongoing focus on implementation and refinement of a professional learning program contributes to high levels of success. A program that aligns professional growth and effectiveness and professional learning systems presents educators coherent opportunities to enhance their instruction so students can meet the expectations needed to be college, career and civic ready.

Professional Development Diagnostic

Within the professional development plan, each school and local district professional development plan shall contain the following five (5) elements, which make up the PD Diagnostic:

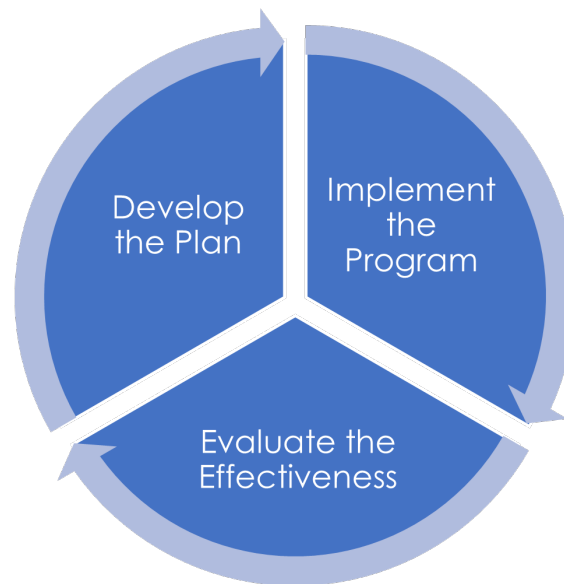
1. A clear statement of the school or district mission;
2. Evidence of representation of all persons affected by the professional development plan;
3. A needs assessment analysis;
4. Professional development objectives that are focused on the school or district mission, derived from needs assessment, and that specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results.

The professional development diagnostic is a component of the overall [comprehensive improvement plan](#) annual requirement for schools and districts. The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#), the elements listed in [704 KAR 3:035](#) Section 3 and the local needs assessment. The professional learning diagnostic is intended to be a tool for schools and districts to use when designing and implementing school and district professional development plans. The diagnostic should not be viewed as a compliance document, but as a guide to reinforce intentional planning of professional learning for schools and districts.

This diagnostic should be uploaded to the [Continuous Improvement Platform](#) (CIP), formerly eProve, during the end of Phase 4 by May 1 (due date) each year. The diagnostic would be for the *upcoming* school year.

The Professional Development Cycle

How does this all fit together? What happens when, and how does it fit into the bigger picture? How can districts and schools continuously develop their programs to increase student achievement? The simple answer: It's a cyclical process.



Develop the Plan

According to [704 KAR 3:035](#), school districts create an annual Professional Development Plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district website prior to the implementation of the plan. According to 704 KAR 3:035 Section 1(3), a "needs assessment" means the gathering, sorting, and analysis of student, educator and system data that lead to conclusions regarding the need for content and learning designs for professional development in identified areas related educator performance and student achievement. An effective needs-assessment process should include analyzing school and district data as well as individual professional growth plans and other sources to determine needs for professional learning. These needs also grow out of the identified academic content goals for students. Any time there is a need to change practice, there is a need for professional learning. Appropriate sources of data for analysis may include student assessment data, School Report Cards, teacher and principal effectiveness ratings, Infinite Campus reports, survey data (IMPACT, locally created surveys to students and parents), walk-through trend data, program reviews, PLC outcomes,

SBDM and local board of education minutes, budget expenditures on professional learning, etc. Districts determine the most relevant data sources to review. All district shareholders, including parents and community partners, should be involved in reviewing data and in the development of the needs assessment. Within the professional development plan, each school and local district professional development plan shall contain the following five (5) elements, that make up the PD Diagnostic:

1. A clear statement of the school or district mission;
2. Evidence of representation of all persons affected by the professional development plan;
3. A needs assessment analysis;
4. Professional development objectives that are focused on the school or district mission, derived from needs assessment, and that specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results.

These elements create the PD Diagnostic and shall answer questions to guide the development of the annual PD Program. A PD plan can be seen as the course of action, created in advance, that must be taken to reach the overarching goals identified for the upcoming school year. Per [KRS 158.070](#), a local board may approve a school's flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar or the regularly scheduled hours in the school work day and receive credit towards the four (4) day professional development requirement within the minimum one hundred eighty-five (185) days that a teacher shall be employed. A flexible schedule option shall be reflected in the school's professional development component within the school improvement plan and approved by the local board. Credit for approved professional development activities may be accumulated in periods of time other than full day segments. No teacher or administrator shall be permitted to count participation in a professional development activity under the flexible schedule option unless the activity is related to the teacher's classroom assignment and content area, or the administrator's job requirements, or is required by the school improvement plan, or is tied to the teacher's or the administrator's individual growth plan. The supervisor shall give prior approval and shall monitor compliance with the requirements of this paragraph. In the case of teachers, a professional development committee or the school council by council policy may be responsible for reviewing requests for approval.

Implement the Program

The annual PD program shall be based upon the needs identified in the PD plan (and diagnostic) and keep in mind that per [704 KAR 3:035](#) professional development shall: Be related to the teachers' instructional assignments and the administrators' professional responsibilities; Be aligned with the school or district improvement plan or the individual professional growth plans of teachers; Occur within learning communities committed to continuous improvement, collective responsibility, and goal alignment; Be facilitated by skillful leaders who develop capacity and advocate and create support systems for professional learning; Be prioritized and monitored by the district; Use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning; Integrate theories, research, and models of human learning to achieve its intended outcomes; Apply current research on systems change and sustain support for implementation of professional learning for long-term instructional improvement as evidenced by student growth; Align its outcomes with educator performance and student curriculum standards; and Focus resources on areas of identified need. The PD plan can be seen as the detailed steps that must take place to meet the established goals of the PD program. Any and all PD that is a part of the program should align with the [KY Characteristics of HQPL](#).

Evaluate the Effectiveness

Identified instructional leaders in a district or school shall evaluate the effectiveness of the PD Program by using any indicators of success as identified in the PD Diagnostic. Success measures should be aligned with the professional development objectives, goals established in [KRS 158.6451](#), and in the local needs assessment.

Professional learning evaluation should be ongoing and dynamic. It is not effective practice to conduct surveys at the end of learning activities and rely on those results as the only source of evaluation. There are many tools available to districts to evaluate professional development. Some resources districts may choose to consider are below. ***These resources are not endorsed by the KDE and should be used and adapted at the district's discretion.***

- [Learning Forward: Evaluating Professional Learning: Measuring Educator and Student Outcomes](#)
- [Rivet Education](#)
- [Measuring Implementation to Impact: A Guide to Evaluating Professional Development](#)
- [Does It Make a Difference? Evaluating Professional Development](#)

**Full implementation of a professional learning plan requires that leaders and learners have a view that includes follow-up and long-term support to yield refined levels of use of the learning. Professional learning plans that focus on sustaining implementation spread differentiated support for implementation over three to five*

years and incorporate coaching, feedback, extended learning, and formative assessment.

The considerations above should be reflected in the design of professional learning as part of carrying out [704 KAR 3:035](#). This regulation defines professional development, outlines the components of all professional development plans at the district level and outlines the job duties of the district Professional Development Coordinator. In addition, the [Model Curriculum Framework](#), established in [KRS 158.6451](#), was developed not only to support districts in the local curriculum development process, but also to increase student achievement and build teacher capacity through professional learning communities (PLCs). The PLC process is specifically designed to create the conditions necessary for educators to become more skillful in their teaching practices through collaboration and focus on a common goal. PLCs foster professional growth and continuous improvement through data-driven and student-centered professional learning. The level of impact the PLC process has on a school or district is largely determined by the degree to which they can understand and embrace the three big ideas that drive the process: (1) a focus on learning, (2) a collaborative culture and collective responsibility and (3) a results orientation. For additional information regarding effective PLC implementation, please see the [Model Curriculum Framework](#).

The Professional Development Coordinator

The duties of the district professional development coordinator, as defined in [704 KAR 3:035](#) Section 5(2), shall include:

- a. Facilitating analysis of student, educator, and system data to conduct the district professional development needs assessment;
- b. Coordinating the intradistrict alignment of professional learning to achieve identified goals and objectives for professional development;
- c. Building capacity of school leaders, school council members and other school and district leaders to plan, access resources, implement and evaluate professional learning;
- d. Disseminating professional development information to school councils, staff members and professional development committees;
- e. Providing technical assistance to school councils on scheduling to allow for job-embedded professional learning opportunities;
- f. Coordinating the planning, implementation, and evaluation of the district professional development plan that is aligned, supportive of and developed in conjunction with school improvement plans;
- g. Coordinating the establishment of local policies, procedures, timetables, necessary forms and letters, assignment of workshop sites, and all other practical elements of professional development, including fiscal management;
- h. Maintaining, verifying and, if appropriate, submitting district and school professional development records, documentation and other pertinent information to the Department of Education;
- i. Explaining the district's professional development plan's objectives, results and needs to school professionals, district staff, board members, civic and parent groups, teacher training institutions and others, as requested;
- j. Maintaining contact with the Department of Education and other agencies involved in providing professional development; and
- k. Identifying, selecting, coordinating, and evaluating the services of third- party professional development providers.

What are the yearly training requirements of Professional Development Coordinators?

As stated in [KRS 156.095](#) Section 2(b), the local district professional development coordinator shall participate in the Kentucky Department of Education annual training program for local school district professional development coordinators. The training program may include, but not be limited to, the demonstration of various approaches to needs assessment and planning; strategies for implementing long-term, school- based professional development; strategies for strengthening teachers' roles in the professional development; and demonstrations of model professional development

programs. The training shall include information about teacher learning opportunities relating to the content standards. The Kentucky Department of Education shall regularly collect and distribute this information.

How long should the PDC retain professional development plans, records, and documentation?

Districts are required to keep professional development plans for five years. Please see the [Kentucky School District Records Retention Schedule](#) for additional information.

PD Requirements in Kentucky

[KRS 158.070\(3\)\(a\)](#) provides that “[e]ach local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of [KRS 156.095](#). At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.”

- [Active Shooter](#)

Per KRS 156.095(7)(a), “[b]y November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming or via a video recording prepared by the Kentucky Department of Criminal Justice Training in collaboration with the Kentucky Law Enforcement Council, the Kentucky Department of Education (KDE), and the Center for School Safety and may be included in the four (4) days of professional development under KRS 158.070.”

“When a staff member subject to the training requirements of this subsection is initially hired after the training has been provided for the school year, the local district shall provide materials on how to respond to an active shooter situation,” (7)(b).

- [Child abuse, neglect prevention, recognition, and reporting](#)

KRS 156.095(8)(a), requires the Kentucky Department of Education (KDE) to “maintain a list of approved comprehensive evidence-informed trainings on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.”

Per KRS 156.095(8)(e), “[a]ll school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors employed by the school district shall complete the implemented training or trainings within ninety (90) days of being hired and then every two (2) years after.”

- [Suicide Prevention](#)

[Senate Bill \(SB\) 2 \(2024\)](#), Section 9 amended KRS 156.095(6)(c)1. to state that “each school year, a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of

possible mental illness, shall be required for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12). The training shall be provided either in person, by live streaming, or via a video recording and may be included in the four (4) days of professional development under KRS 158.070.

“Postvention” is defined to mean “a series of planned supports and interventions with persons affected by a suicide for the purpose of facilitating the grieving or adjustment process, stabilizing the environment, reducing the risk of negative behaviors, and limiting the 6 risks of further suicides through contagion.”

Statute further provides that “[w]hen a staff member subject to the training under subparagraph (1) of this paragraph is initially hired during a school year in which the training is not required, the local district shall provide suicide prevention materials to the staff member for review,” (KRS 156.095(6)(c)2.).

Statute requires the [Kentucky Cabinet for Health and Family Services \(KCHFS\)](#) to “post on its web page evidence-based suicide prevention awareness information, to include recognizing the warning signs of suicide crisis. The web page shall include information related to suicide prevention training opportunities offered by the cabinet or an agency recognized by the cabinet as a training provider” (KRS 156.095(6)(a)).

Other federal and state training requirements:

- [Blood Borne Pathogens](#)

OSHA/U.S. Dept. of Labor, [29 CFR 1910.1030](#). As required by federal OSHA law, school systems, like other employers, must identify personnel that could be exposed to blood or other potentially infectious materials (OPIM) and provide annual training on blood borne pathogens.

Training is a requirement for all employees and the control plan is part of the school’s annual health services program. PD credit should not be issued for the annual training if completed during the contracted school day.

- [Physical Restraint and Seclusion](#)

[704 KAR 7:160](#) Section 2(1) provides that “[e]ach local school district shall establish policies and procedures that:

- (a) Ensure school personnel are aware of and parents are notified how to access the policies and procedures regarding physical restraint and seclusion; [and]
- (c) Require school personnel to be trained in accordance with the requirements outlined in Section 6 of this administrative regulation.”

Section 6(1)(a) establishes that “[a]ll school personnel shall be trained in state administrative regulations and school district policies and procedures regarding

physical restraint and seclusion.”

Furthermore, Section 6(1)(b) provides that “[a]ll school personnel shall be training annually to use an array of positive behavioral supports and interventions to:

1. Increase appropriate student behaviors;
2. Decrease inappropriate or dangerous student behaviors; and
3. Respond to dangerous behavior.

(c) This training may be delivered utilizing web-based applications.

(d) This training shall include:

1. Appropriate procedures for preventing the need for physical restraint and seclusion, including positive behavioral supports and interventions;
2. State administrative regulations and school district policies and procedures regarding physical restraint and seclusion;
3. Proper use of positive reinforcement;
4. The continuum of use for alternative behavioral interventions;
5. Crisis prevention;
6. De-escalation strategies for responding to inappropriate or dangerous behavior, including verbal de-escalation, and relationship building; and
7. Proper use of seclusion as established in Section 4 of this administrative regulation, including instruction on monitoring physical signs of distress and obtaining medical assistance if necessary.”

“School personnel” includes “teachers, principals, administrators, school counselors, social workers, psychologists, paraprofessionals, nurses, librarians, school resource officers, sworn law enforcement officers, and other support staff who are employed in a school or who perform services in the school on a contractual basis,” (Section 1(13)).

Information regarding PBIS professional learning opportunities can be found on the [Positive Behavior Interventions and Supports](#) webpage. Districts may use these resources to provide school-wide instruction for staff purposes although there is no obligation to do so. The issuance of PD credit for participation in the online training is not compulsory but a local decision determined by the district.

- [Seizure Disorders](#)

KRS 158.070(3)(b) requires that “[a]t least one (1) hour of self-study review of seizure disorder materials shall be required for all principals, school counselors, and teachers hired after July 1, 2019.” This self-study review shall be in addition to the four days required under KRS 158.070 (3)(a) and is a one-time requirement - NOT an annual requirement.

- [Cardiopulmonary resuscitation \(CPR\)/First Aid](#)

[702 KAR 1:160](#), Section 2(10) states that “[a] school shall have emergency care procedures, which shall include:

(b) A requirement that whenever children are present during school hours, there shall

be at least one (1) adult present in the school who is certified in a standard first aid course which includes CPR for infants and children.” Refer to district policy to determine local training requirements.

Statutes and Regulations

Professional Development Program and Professional Development Coordinators:

- [KRS 156.095](#) (1)-(10)

Professional Development Planning:

- School Calendar [KRS 158.070](#) (3a-c)
- School Council Role: [KRS 160.345](#) (3d), (6), (8)
- Annual PD Plan [704 KAR 3:035](#) (1)-(7)

EILA:

- [KRS 156.101](#) (4), (5)
- [704 KAR 3:325](#) (1)-(4)

Superintendent Training:

- [KRS 156.111](#) (1)-(6)
- [704 KAR 3:406](#) (1)-(8)

Student Achievement:

- [KRS 158.649](#) (5a), (8)

Turnaround Schools:

- [KRS 160.346](#) (4b), (8a), (8e)
- [703 KAR 5:225](#) (3)

FAQs

Professional Development Hours

Q. Who is required to complete professional development hours?

A. Each local board of education shall use four days of the minimum school term for professional development without the presence of students pursuant to the requirements of KRS 156.095. If the teacher is employed for less than the minimum school term, then the amount of professional development required can be pro-rated at the local school district's discretion, (KRS 158.070 (3)(a)(c)).

Q. What is the time frame for completing the 24 hours of staff professional development during a given school year?

A. The traditional professional development calendar year is July 1 to June 30. PD should be completed prior to the closing day of school if a district follows a traditional PD calendar. This timeline does not apply if the district adopts a flexible PD calendar. Regardless of the calendar (tradition or flexible) district policy may dictate a cutoff date for PD activities to be completed.

Q. Can professional development hours acquired in June carry forward to the upcoming academic year?

A. If the local school district has an established, board-approved flexible professional development plan as defined in KRS 158.070(3) then June PD can be counted for the next academic year. Per KRS 158.070(3)(C) "A local board may approve a school's flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar or the regularly scheduled hours in the school work day and receive credit towards the four (4) day professional development requirement within the minimum one hundred eighty-five (185) days that a teacher shall be employed."

Q. Are full-time or long-term certified subs required to complete the four-day (24 hour) PD requirement?

A. Full-time and long-term substitute professional development requirements are an issue of contract and a local school district decision.

Q. Can PD be required of new teachers prior to July 1 of the new school year?

A. New teachers, whose contracts don't begin until after July 1, should not be asked to complete PD training prior to July 1. A district could recommend that teachers hired before July 1 attend any training occurring prior to July 1, but attendance is at the teachers' discretion.

Q. How do you calculate how many PD hours an employee needs that was hired late?

A. Calculation of PD hours for late hires is optional and at the local school district's discretion. Requirements for late hires or early retiring staff should be reflected in district policy.

Q. When do mandated trainings have to be completed?

A. There is not an exhaustive list of due dates for trainings required of administrators, teachers and/or other district personnel. A sample suggested schedule, however, can be found in the appendix.

Q. Can local board policy prohibit certified staff from taking an accumulated sick day on a day designated in the calendar for professional development?

A. Certified staff can take an accumulated sick day on a designated PD day. Prohibition of this would be in contradiction to KRS 161.155. The district shall allow sick days to be taken on any days of the school year without deduction of salary. The teacher is still responsible for the content of the learning that occurred.

EILA

Q. What is EILA?

A. The Effective Instructional Leadership Act, or EILA, is defined by KRS 156.101, as intensive training designed to improve and maintain the quality of effectiveness of instructional leadership in the public schools of the Commonwealth. Each instructional leader employed by the public schools of the Commonwealth shall participate in a continuing intensive training program designed especially for instructional leaders. A participant's verification of attendance at approved Effective Instructional Leadership Training sessions and programs and copies of program certificates shall be recorded with the professional development coordinator of the instructional leader's school district no later than June 30 of each year. Excess hours, not to exceed 12 earned by a participant during the 30-day period of June 1 through June 30, may be credited toward required hours for the next school year.

Q. Are administrators required to complete the four-day (24 hour) PD requirement and the 21-hour EILA requirement?

A. State law or regulation does not include language regarding the four-day (24 hour) PD requirement for administrators, but each district may include this requirement in district policy at their discretion. However, any person employed in a position listed in the EILA definition of instructional leader (KRS 156.101) is required by law to complete the annual 21-hour EILA requirement. They are not required to complete both.

Q. If a program is approved for credit in the Instructional Leadership Program, may a teacher who participates in that training be awarded professional development credit?

A. Credit for certified staff attending EILA-approved PD is a local district decision. However, all professional learning activities should support the school's improvement plan or an individual's professional growth plan.

Q. When do EILA training hours have to be completed?

A. Verification of attendance at EILA-approved sessions and programs are recorded with the district PDC no later than June 30 of each year. [704 KAR 3:325 Section 3]

Q. What if an administrator does not have 21 EILA hours by the end of the school year (June 30)?

A. Per 704 KAR 3:325 Section 2(3), each local district superintendent shall report to the Kentucky Department of Education the name, position title, social security number and number of EILA hours completed of any instructional leader who fails to complete the annual 21 hour training by August 30. Every two years, a local school district shall send a verification statement to the Kentucky Department of Education and the Education Professional Standards Board, recording the names of all instructional leaders, their position titles, their Social Security numbers, the dates they entered the two- year cycle, and the number of hours of training obtained during the two-year cycle. A local district shall keep on file documentation of compliance with KRS 156.101(4) for each instructional leader employed by the school district, including a copy of all training certificates. By Aug. 30 each year the local school district shall report to the Kentucky Department of Education the name of any instructional leader who fails to complete the 21 hours of training required under KRS 156.101.

Options for Professional Development

Q. Can parent-teacher conferences count as professional development?

A. Parent-teacher conferences cannot be counted as PD hours. However, parent-teacher conferencing skill development is permissible as professional development per 704 KAR 3:035 Section 4(9).

Q. Are assessment analysis activities considered “acceptable” professional development?

A. Assessment analysis can be considered acceptable PD as long as the activity is designed to be a collaborative analysis of students’ assessments with the goal of improving instructional practices.

Q. Is job shadowing an appropriate professional development session/experience?

A. Job shadowing is an appropriate professional learning session/experience as long as the experience supports an identified professional development goal.

Q. Are sports clinics or athletic seminars appropriate for professional development?

A. Sports clinics or athletic seminars are not appropriate for PD. Professional development (704 KAR 3:035 Section (4)(2)(a)) should “be related to teachers’ instructional assignments and administrators’ professional responsibilities.” Coaching is not a responsibility that requires professional development as described above. In addition, athletic director is not a position recognized as “administrative” under KRS 156.101.

Professional Development Evaluation

Q. Who approves professional learning for credit?

A. Determining the quality of professional development and subsequently approving professional development for credit is the responsibility of the local school district. According to KRS 158.070(3), each local board of education shall use four days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning. The professional development coordinator is responsible for coordinating the intradistrict alignment of professional learning to achieve identified goals and objectives for professional development and coordinating the planning, implementation and

evaluation of the district professional development plan that is aligned, supportive of, and developed in conjunction with school improvement plans. This also includes coordinating the establishment of local policies, procedures, timetables, necessary forms and letters, assignment of workshop sites and all other practical elements of professional development, including fiscal management (704 KAR 3:035 Section 5(2)). The Kentucky Department of Education does not determine the quality of professional development, nor does it endorse or approve professional development opportunities KRS 160.345(3).

Q. Are there provisions for quality assurance in the selection of professional development vendors?

A. The district is to establish, through its policies, a quality assurance process for vendor selection and professional development delivery, evaluation and follow-up.

Resources and Tools

Annual Required PD

A non-exhaustive list of PD requirements.

High-Quality Professional Learning

A list of characteristics of high-quality professional learning.

KDE PL Modules

General PL opportunities and content area opportunities provided by KDE.

Learning Forward

A resource that shows you how to plan, implement, and measure high-quality professional learning so you can achieve success with your system, your school, and your students (NOT ENDORSED BY KDE).

Required PD Timeline (SAMPLE)

A guide to help districts in planning required trainings for personnel. This is not an exhaustive list of annual, mandatory trainings or a definitive schedule.

PD Diagnostic

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035.

PLBB

An online catalog of professional learning opportunities (per KRS 156.095 (8), “posting information on the bulletin board by the department shall not be viewed as an endorsement of the quality of any specific provider or program.”).

Professional Learning and Development One-Pager

The professional learning and development requirements determined by law, provided in a visual format for easy access.

Rivet Education

Defines high-quality professional learning and creates tools and services that support education leaders in putting that definition into practice for teachers (NOT ENDORSED BY KDE).

Rivet Professional Learning Partner Guide (PLPG)

A searchable database of national and local professional learning providers that have the expertise to support the adoption and implementation of high-quality instructional materials (HQIM).

Title II, Part A Handbook

Federal funds that provide supplemental resources to school districts to support systems of support for excellence in teaching and leadership.