Professional Development Coordinator Spring Forum

March 2022

Kentucky Department of EDUCATION

Welcome!

We are so glad you are here!

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Agenda

- Introduction
- Professional Learning Funding Resources
- KDE Resources for Professional Learning
- Planning and Organizational Resources for PDCs
- Closing

Learning Goals

- Participants will:
  - Strengthen awareness of how federal funding can support professional learning
  - Gain knowledge regarding the multiple professional learning resources available through the Kentucky Department of Education
  - Consider strategies for professional learning planning and implementation

Success Criteria

- Participants will be able to more intentionally plan, implement and evaluate professional learning opportunities for districts and schools

Intentionality

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Federal Funding Resources

Erin Sudduth, Title I, III and Title V

Kathy Collins, Title II, Part A

Lalah Brewer, Title IV, Part A

Guiding Questions…

- What types of federal funding are available for professional learning?
- What considerations should be in place when exploring federal funding options?
- How do I ensure effectiveness of professional development?

Professional Learning Under Title I, Part A

- Professional development expenses must be based on the identified needs of the district and/or school.
- Expenses must be reasonable, allocable, necessary, and documented.
- Includes teachers, principals, other school leaders, paraeducators, parents and families, applicable nonpublic school staff
- Funds can be used to pay for:
  - Registration fees
  - Travel
  - Materials
  - Substitutes
  - Outside consultants
  - Book studies
  - Stipends for participants or for district staff providing training

Professional Learning Under Title II, Part A

- Districts may use Title II funds to provide high-quality, supplemental, personalized professional learning for teachers, instructional leadership teams, principals, or other school leaders
- The professional learning should focus on improving teaching and student learning (see Title II, Part A Handbook)
- Professional learning funded through Title II, Part A must meet an identified need of the district or school
- The professional learning must be evidence-based, to the extent the SEA (in consultation with districts) determines such evidence is reasonably available
- Must be above and beyond the 24 hours of PL required by the district

Title II, Part A …

- Registration fees
- Consultants
- Book studies
- Materials
- Substitutes for teachers that attend a Title II funded PL
- Travel to a Title II funded PL

*Title II, Part A Handbook

Professional Learning Under Title III, Part A

- ESSA 3115(c)(2) requires districts receiving Title III, Part A funds use a portion of those funds to provide effective professional development that is:
  - Designed to improve the instruction and assessment of English learners (ELs);
  - Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
  - Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
  - Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

Title IV, Part A Professional Learning

- Based on Comprehensive Needs Assessment
- Reasonable, necessary, allocable, allowable, documented and supplemental
- Includes any district/school staff and non-public/private school educators
- Funds may be used to pay for:

Registration fees	Outside consultants
Travel	Book Studies
Materials	Substitutes

Stipends for participants or for district staff providing training

Title IV, Part A Content Areas

Well-Rounded Education

- Ensure student access to and success in well-rounded educational opportunities

Safe and Healthy Students

- Provide a safe and healthy learning environment for students
- Physical health and mental health

Effective Use of Technology

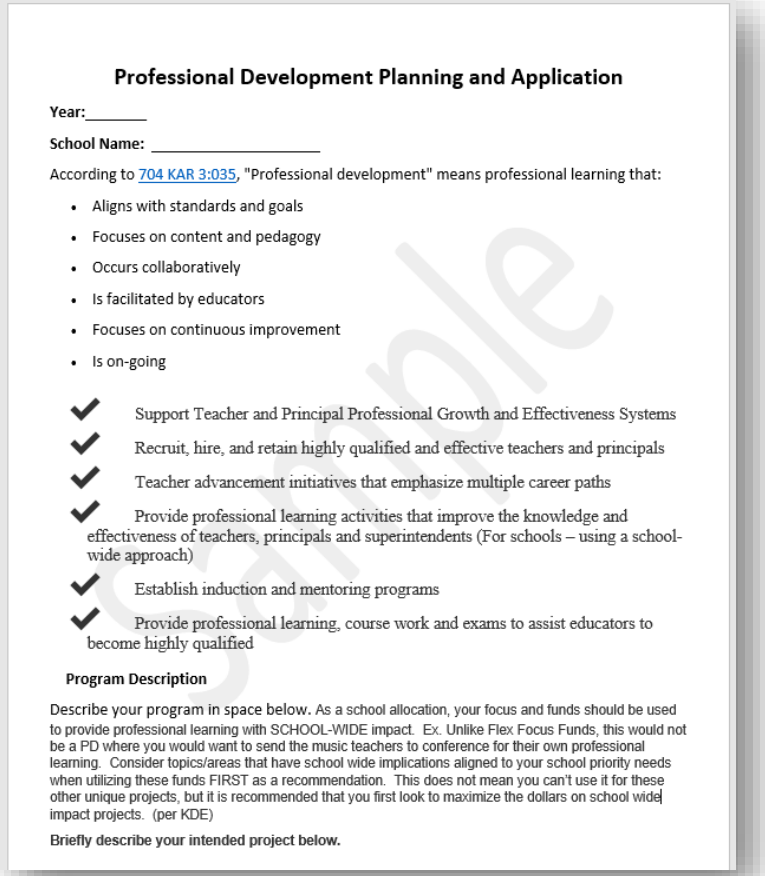
- Maximize and enhance the use of educational technology

Professional Learning Under Title V, Part B – Rural Low-Income Schools (RLIS)

- Districts may use RLIS funds to pay for activities authorized under the following programs:
  - Title I, Part A
  - Title I, Part A Parent and Family Engagement
  - Title II, Part A
  - Title III, Part A
  - Title IV, Part A

Where do I begin?

- Review identified professional development needs as determined by stakeholders and needs assessment process
- Identify how to meet the identified professional development needs
  - Conference attendance, in-district training, consultant, book studies
- Determine method of evaluating effectiveness of professional development



Professional Development Planning and Application

Year:_____

School Name: _____

According to 704 KAR 3:035, "Professional development" means professional learning that:

- Aligns with standards and goals
- Focuses on content and pedagogy
- Occurs collaboratively
- Is facilitated by educators
- Focuses on continuous improvement
- Is on-going

✔ Support Teacher and Principal Professional Growth and Effectiveness Systems

✔ Recruit, hire, and retain highly qualified and effective teachers and principals

✔ Teacher advancement initiatives that emphasize multiple career paths

✔ Provide professional learning activities that improve the knowledge and effectiveness of teachers, principals and superintendents (For schools – using a school-wide approach)

✔ Establish induction and mentoring programs

✔ Provide professional learning, course work and exams to assist educators to become highly qualified

Program Description

Describe your program in space below. As a school allocation, your focus and funds should be used to provide professional learning with SCHOOL-WIDE impact. Ex. Unlike Flex Focus Funds, this would not be a PD where you would want to send the music teachers to conference for their own professional learning. Consider topics/areas that have school wide implications aligned to your school priority needs when utilizing these funds FIRST as a recommendation. This does not mean you can't use it for these other unique projects, but it is recommended that you first look to maximize the dollars on school wide impact projects. (per KDE)

Briefly describe your intended project below.

Sample

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Identifying Appropriate Federal Funding Source

Things to Consider

- Supplement/Not Supplant
- Reasonable, Necessary, Allocable, Allowable and Documented
- Meets Intent of Federal Program
- Aligns with Needs Assessment
- ESEA section 8101(42) definition of professional development activities
- Federal funds cannot be used for required district trainings

Monitoring for Effectiveness

- Professional development doesn't end when the conference or session is over. Monitoring for implementation and effectiveness is a key component in the professional development process.
  - How will you ensure strategies learned in professional development are implemented?
    - Example: Classroom walkthroughs to observe implementation
  - How will you verify the knowledge gained is shared with other staff?
    - Example: Staff and/or PLC meetings
  - How will you determine if the professional development was effective?
    - Example: Participant feedback (exit slips, survey results), review of data for positive impact

Reflection…

- Based on your learning about federal program funding for professional learning, what is the most important aspect to remember?
- What resources would you like to further explore?
- What might be some possible next steps for using this learning to help strengthen your district's professional learning plan?

Contact Information

Erin Sudduth – erin.sudduth@education.ky.gov

Kathy Collins – kathryn.collins@education.ky.gov

Lalah Brewer – lalah.brewer@education.ky.gov

Neil Watts (Title III, Part A) – neil.watts@education.ky.gov

Aaron Graves (Title III, Part A) aaron.graves@education.ky.gov

Shashawna Williams (Title V, Part B) – shashawna.williams@education.ky.gov

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KDE Resources

Renee' Yates, Program Consultant

Chris Patton, Education Academic Program Manager

Jan Sellers, KyMTSS Coordinator

Misty Higgins, Professional Learning Coordinator

Fox DeMoisey, Professional Learning Coordinator

Guiding Questions

- What is the Professional Development diagnostic and how does it support planning professional learning in my district?
- What information is currently available regarding high quality instructional resources (HQIR)?
- What professional learning resources are available to support MTSS implementation?
- What professional learning resources are available from the Kentucky Department of Education to support standards implementation?

Professional Development 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 KSR 158.6451 and the **local needs assessment**. The basis of the professional development plan aligns to 704 KAR 3:035.

704 KAR 3:035

- 704 KAR 3:035. Annual Professional Development Plan
- *Section 2. Each local school and district shall develop a process to design a 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 Web site prior to the implementation of the plan.*

704 KAR 3:035 continued…

- *Section 3. Each school and local district professional development plan shall contain the following elements:*
- *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 the needs assessment, and 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*

Questions on the Diagnostic

1. What is the district mission?

2. Based on the **most critical areas for improvement** identified in the completed **needs assessment** per 703 KAR 5:225 (3), what are the **district's top two areas of professional development** that support continuous improvement?

3. How do the identified **top two areas** of professional development relate to district goals?

Continued…

For the **first** priority need for professional development, complete the following:

a. specific objectives – consider long and short-term changes
b. intended results
c. indicators of success
d. specific targeted audience
e. who is impacted by the professional development
f. specific resources needed for support
g. specific ongoing supports for implementation
h. How will the professional development be monitored for evidence of implementation?

Proposed Revisions

- Currently the diagnostic is in Phase Three and due December 31 for the current school year. It is being proposed to change to Phase Four and due May 1 for the following school year.

- Changes in question language for more intentionality and specificity.

- Questions? Please contact me: renee.yates@education.ky.gov

High Quality Instructional Resources (HQIR)

- District HQIR (High Quality Instructional Resource) Coordinator Role
- High Quality Professional Learning
- Open House Role
- Communications from KDE

HQIR

- Designing Local High Quality Curriculum Pilot
- Consumer Guide
- CG training for co-ops on June 15
- Grant and pilot next steps
- Contact Information: christine.patton@education.ky.gov

Multi-Tiered System of Supports: Resources

Learning Goal: We are learning about professional learning resources available through the Kentucky Department of Education.

Success Criterion:

- Access professional learning resources to support MTSS implementation at the local level.

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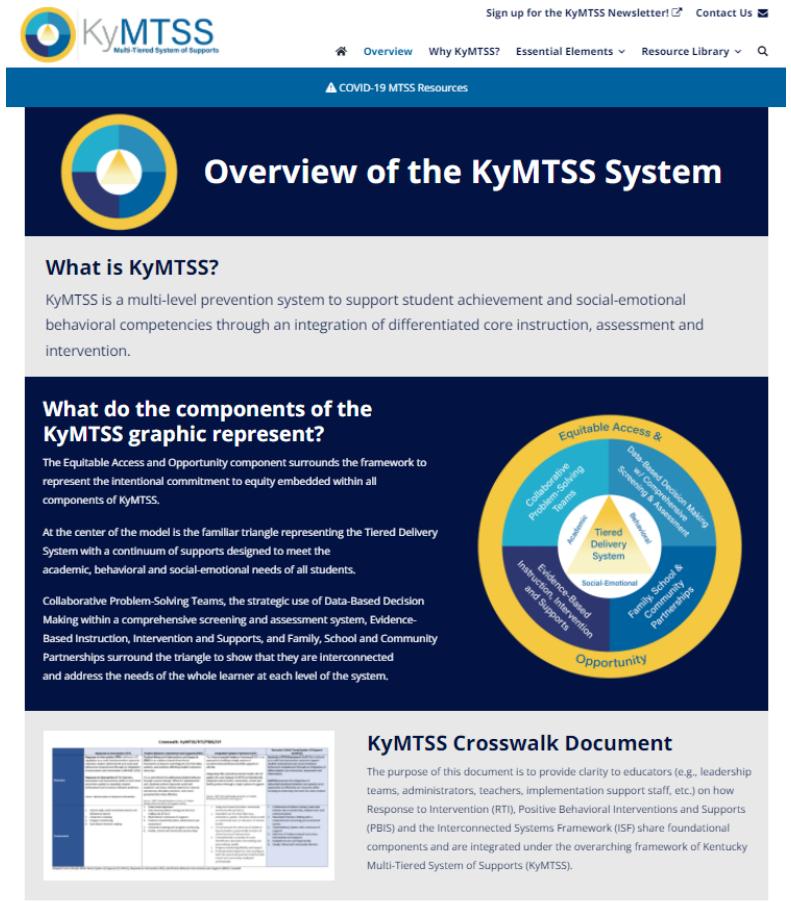
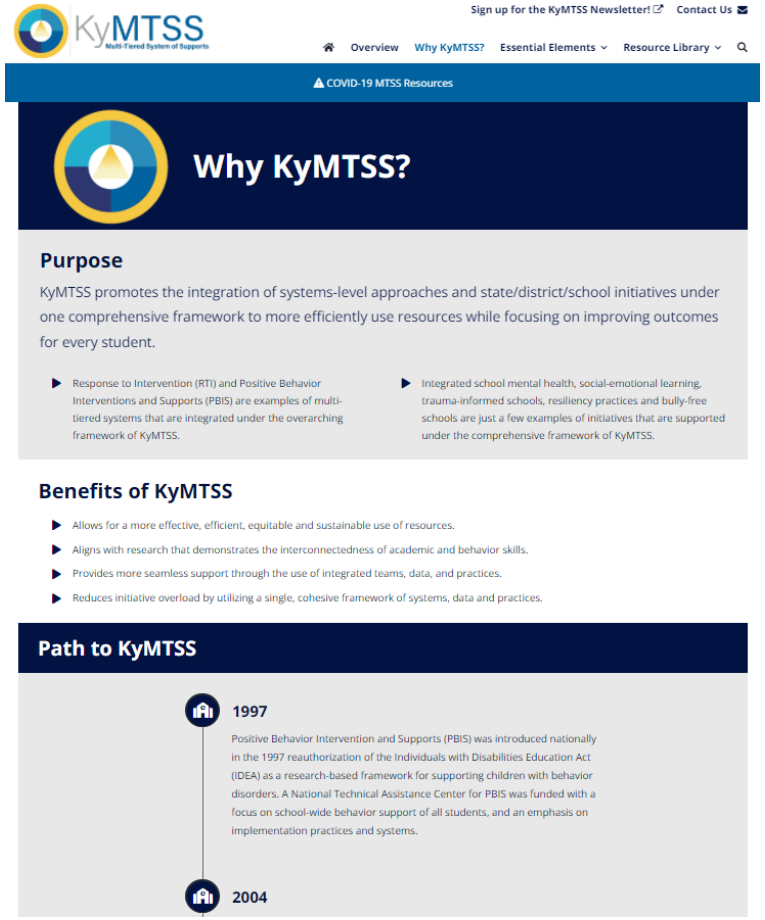
Resources to Support PL

KyMTSS website

- Build a common understanding and language around MTSS
- 6 Essential Elements Briefs
  - Overview
  - Key Implementation Features
- Resource Library:
  - KyMTSS Implementation Guide
  - Resources to support understanding and implementation

KyMTSS Building a Shared Understanding:





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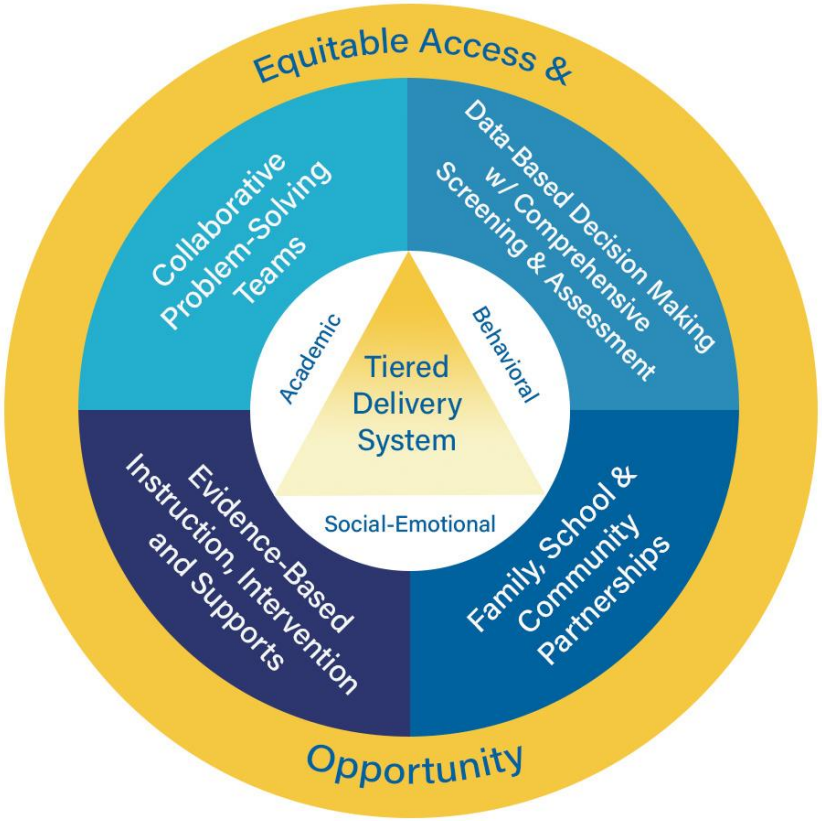
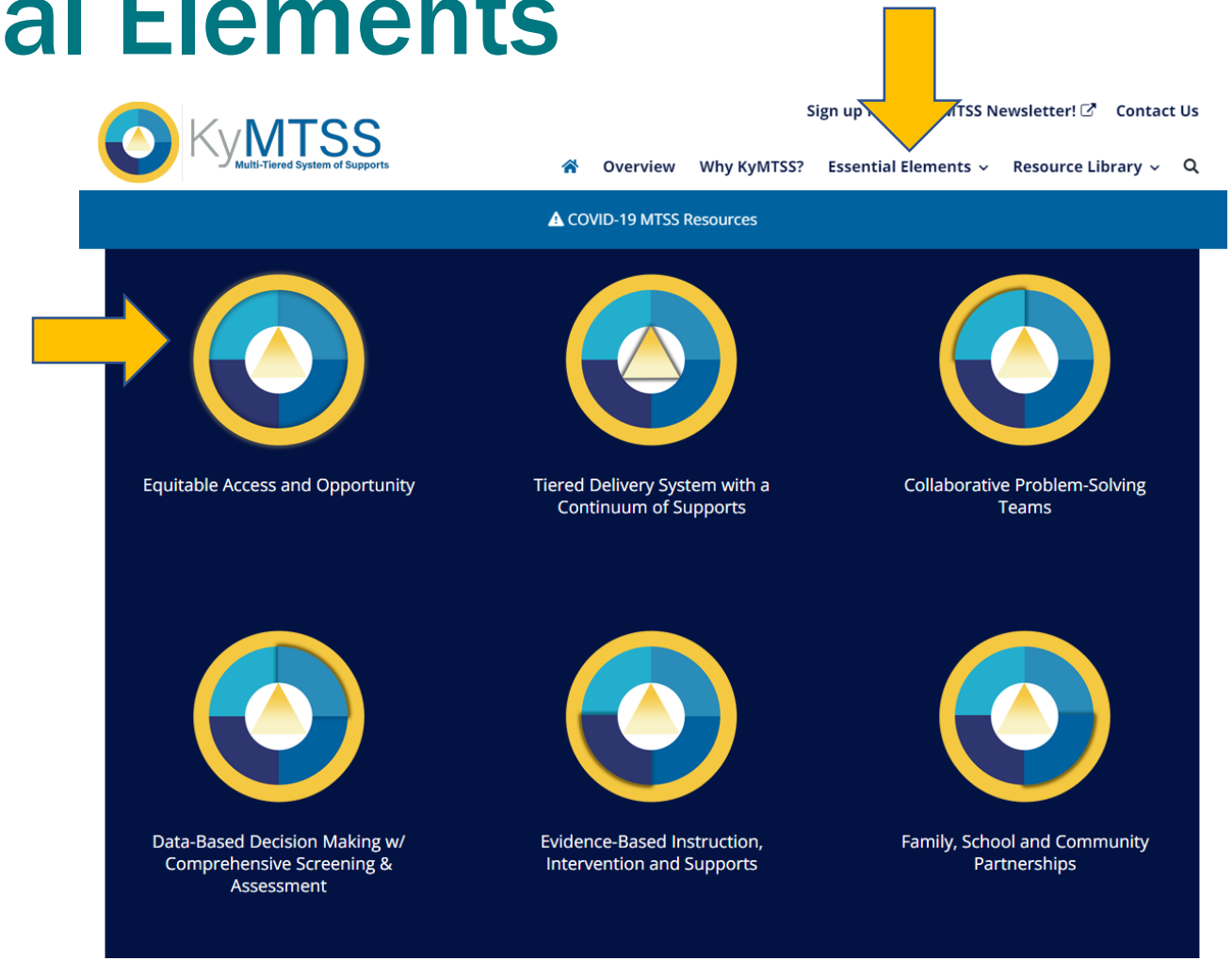
KyMTSS: Six Essential Elements





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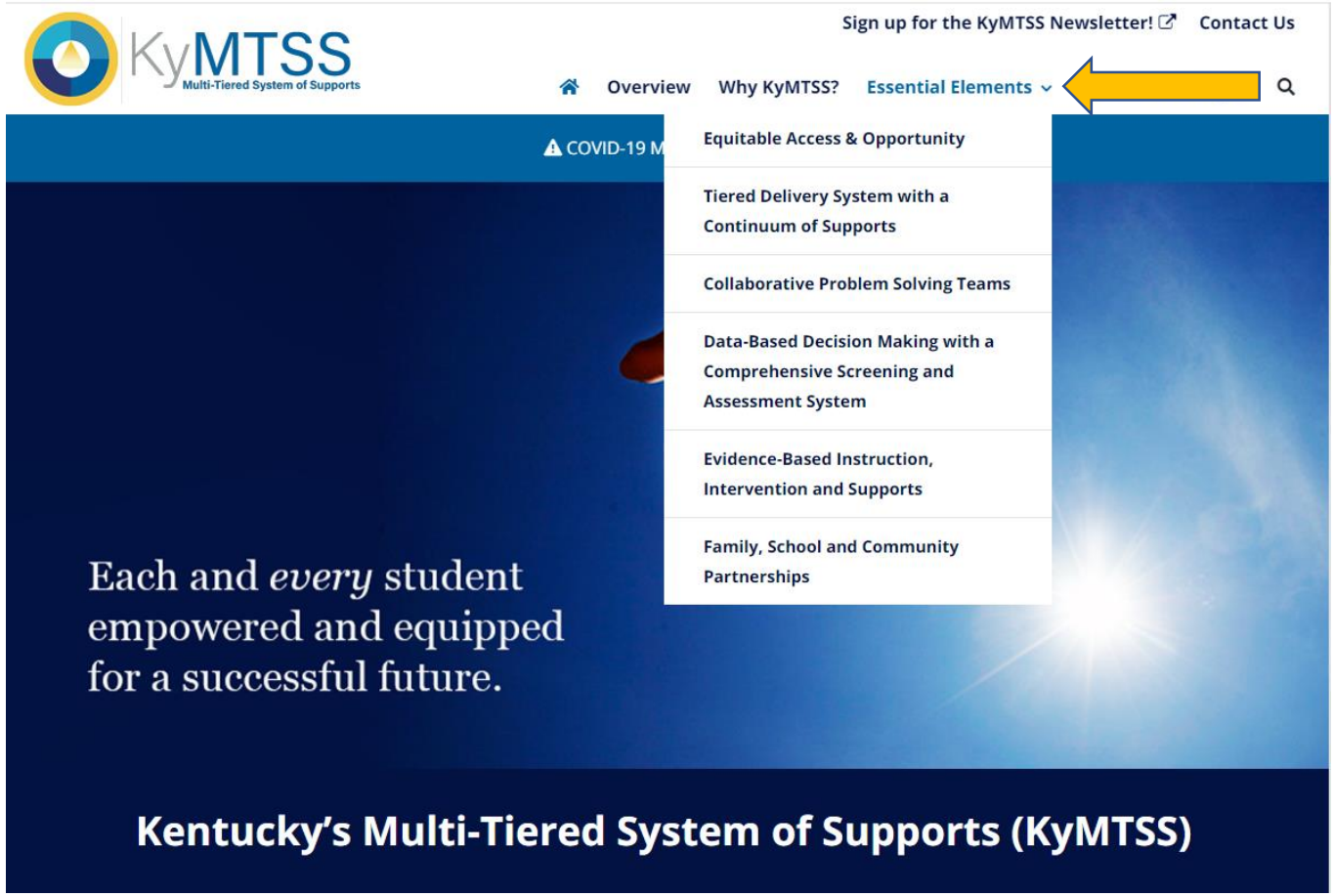
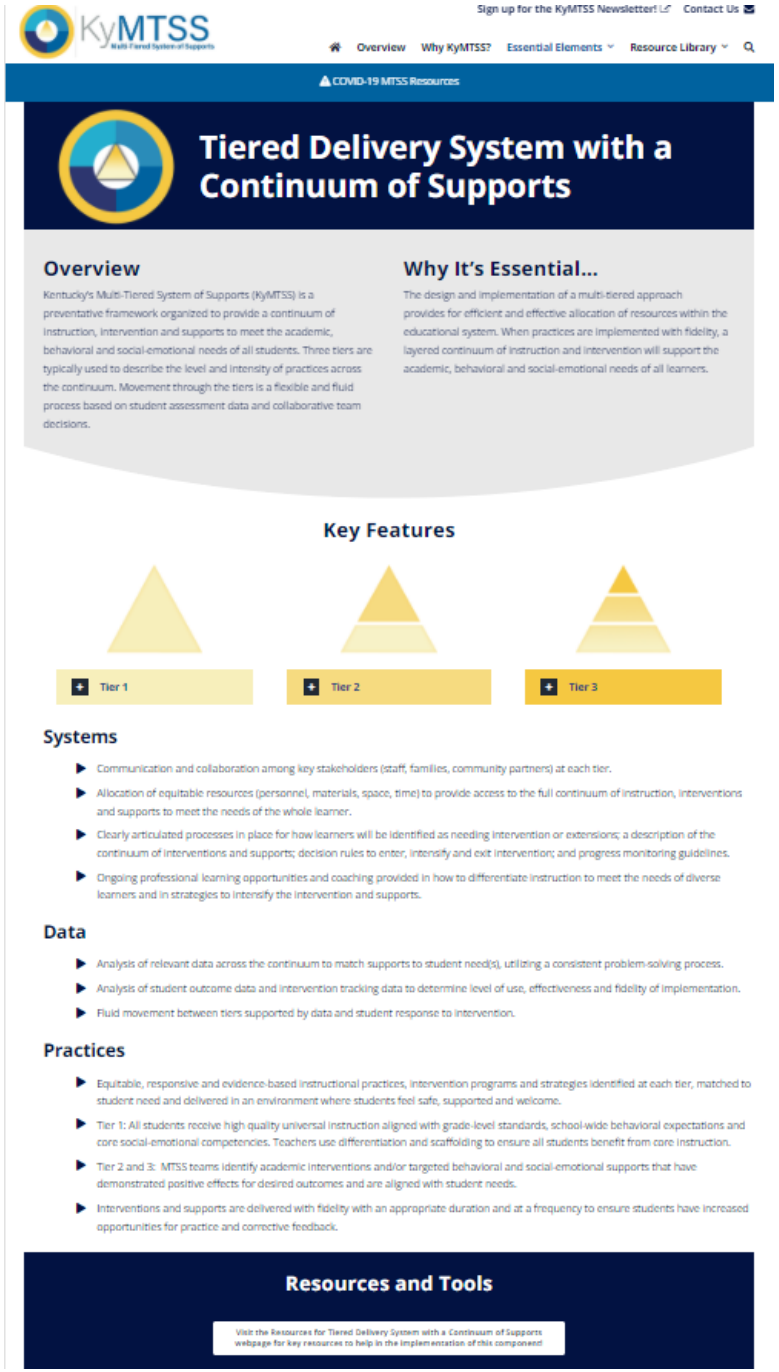
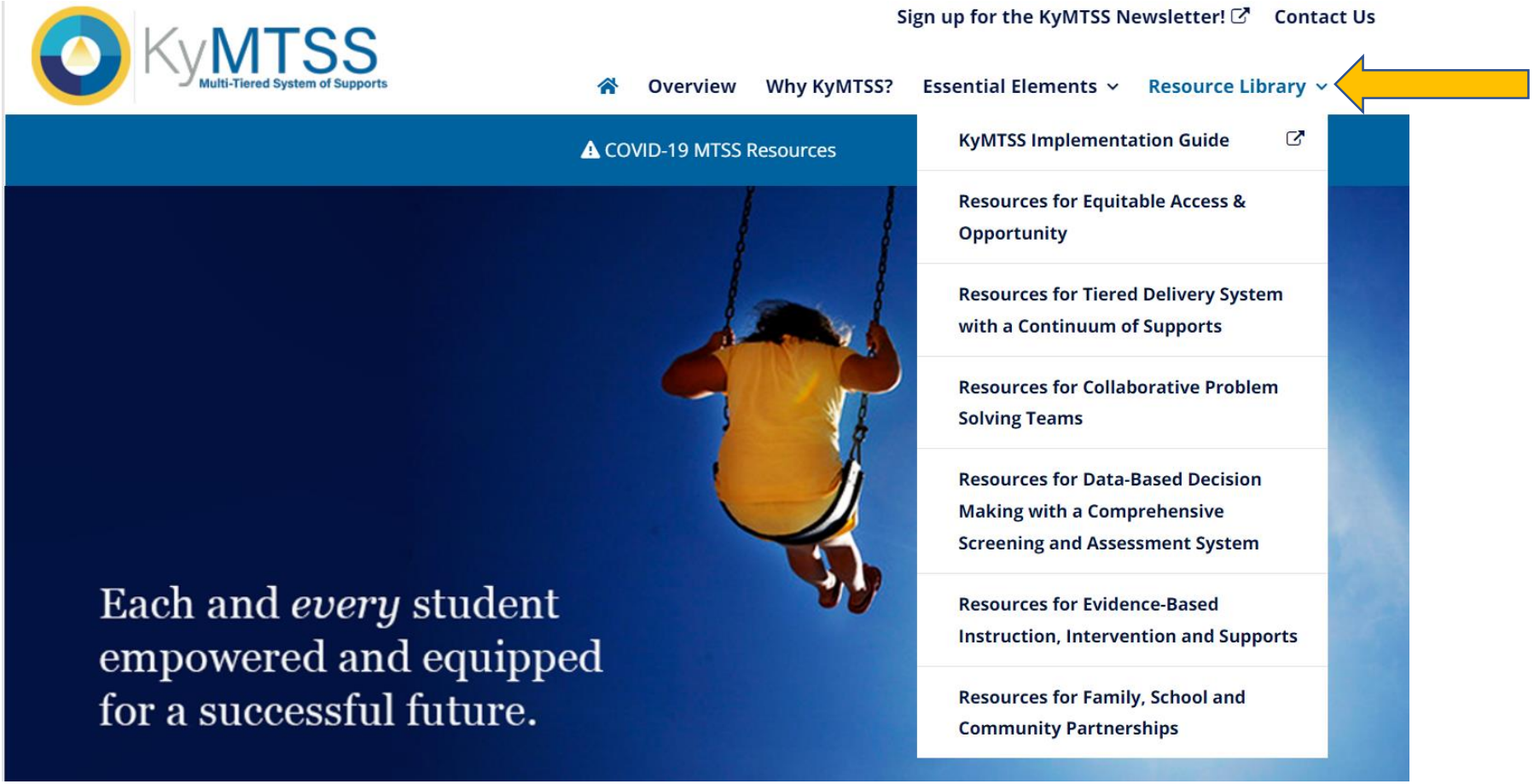
Six Essential Elements





MTSS Implementation



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KyMTSS Implementation Guide

Introduction 1

Kentucky's Multi-Tiered System of Supports 2

An Integrated Framework 2

Essential Elements of the KyMTSS Framework 3

Infrastructure for Effective Implementation 4

Collaborative Problem-Solving Teams (Includes Shared Leadership, Collaboration and Communication) 6

Overview 6

Integration and Alignment of Teams 7

KyMTSS Teaming Structures 8

Effective Teaming Process 12

Communication Protocol 12

Data-Based Decision-Making with a Comprehensive Screening and Assessment System 14

Overview 14

Problem-Solving Process 15

Four-Step Problem-Solving Model 16

Decision Rules 19

Comprehensive Screening and Assessment System 19

Tiered Delivery System with a Continuum of Supports 24

Overview 24

Universal Level of Support: Tier 1 25

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MTSS Implementation: Essential Elements

Resources for Data-Based Decision Making with a Comprehensive Screening and Assessment System

Featured Resources

- Data Analysis Protocol - Four-Step Problem Solving Process
- Selecting an MTSS Data System
- Best Practices in Universal Screening (Social-Emotional Behavioral)

Resources

Assessment

- Academic Screening Tools Chart
- Academic Progress Monitoring Tools Chart
- Selecting a Universal Behavior Screening Tool
- Installing Universal Behavior Screening Tools
- Behavior Screening Tools Chart
- Systematic Screening Tools: Universal Behavior Screeners
- Behavior Progress Monitoring Tools

Data

- Graphing Tool: Universal Screener Reading and Math – Excel
- Behavior Data-Collection with Graphs – Excel
- Student Progress Monitoring Tool
- Intervention Tracking Sheet
- Secondary
- Early Warning and Persistence to Graduation Data Tools – KDE
- Infinite Campus Data Visualization Tool – KDE

Problem Solving Process

- A Data Picture of Our School Template
- Team Initiated Problem Solving (TIPS)
- Root Cause Analysis
- NCII: Clarifying Questions to Create a Hypothesis to Guide Intervention Change
- District Guide for Creating Indicators for Early Warning Systems

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Explore Resources: Independent

As you *access* resources for MTSS implementation, please focus on:

- Which resources could best support next phases of MTSS implementation in your district?
- What might be your next steps in taking this information back to your district?

**5-7 minutes for individual exploration. Jot down your thinking and be ready to share during the breakout room discussion*

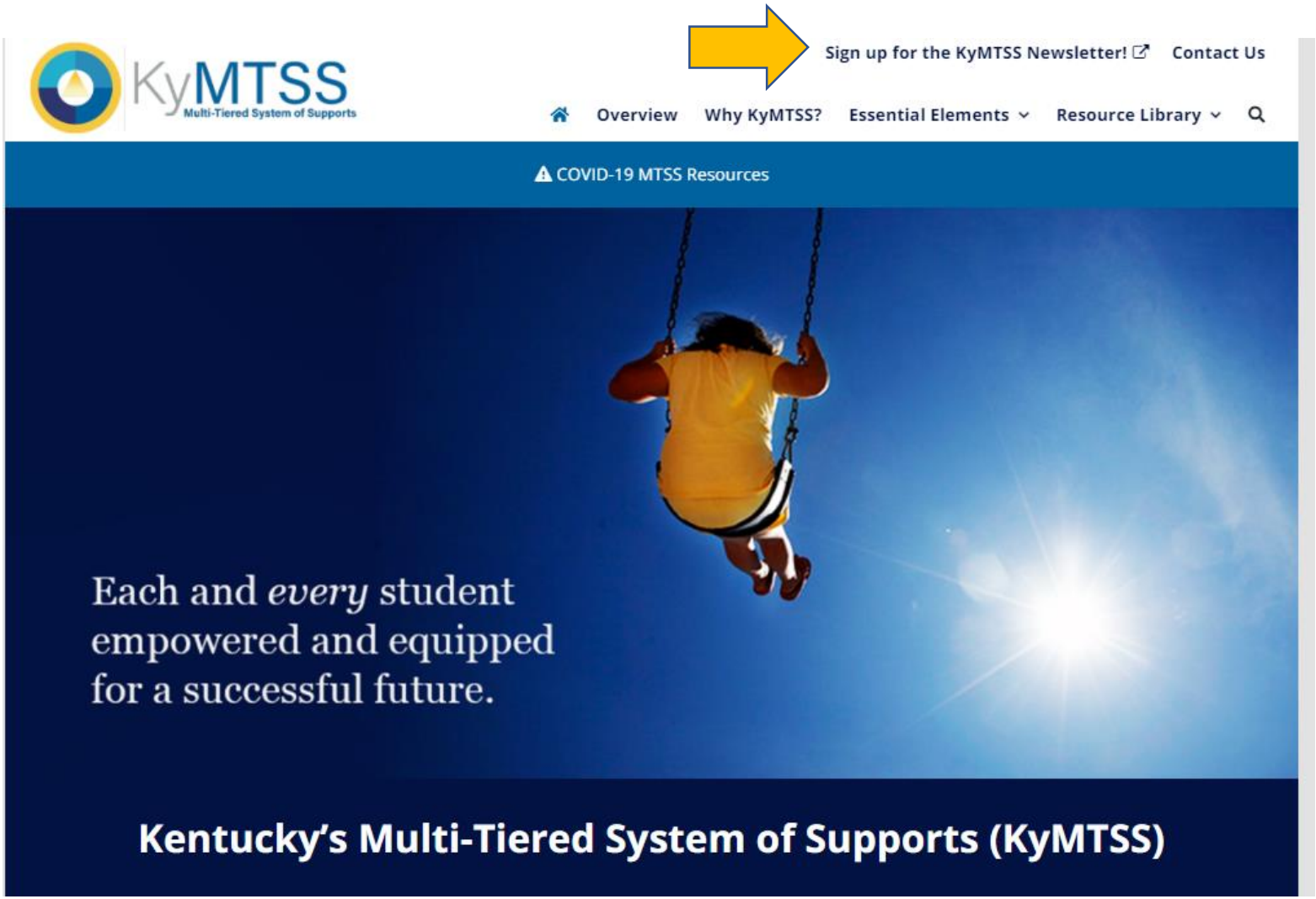
Explore Resources: Breakout Rooms

As you *discuss* resources for MTSS implementation, please focus on:

- Which resources could best support next phases of MTSS implementation in your district?
- What might be your next steps in taking this information back to your district?

**5 minutes open discussion*

Sign up for the KyMTSS newsletter



Questions:

Jan Sellers

jan.sellers@education.ky.gov

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Standards Implementation Resources

Learning Goal: We are learning about professional learning resources available through the Kentucky Department of Education.

Success Criterion:

- Access professional learning resources to support standards implementation at the local level.

Standards Implementation Guides

Purpose: Help schools and districts identify resources available to support different stages of standards implementation

- General Implementation Guide
- Mathematics Implementation Guide
- Reading and Writing Implementation Guide
- Science Implementation Guide
- Social Studies Implementation Guide

General Implementation Guide

Resources to support:

- Alignment of local curriculum and instructional resources to the KAS
- Professional Learning Communities
- Balanced Assessment (Formative Assessment)
- Evidence-Based Instructional Practices
- Accelerating Student Learning
- Family Resources

What resources are available to my school or district to support aligning our local curriculum and instructional resources to the *Kentucky Academic Standards*?

- **Curriculum Development Process in the *Model Curriculum Framework***
  This section of the *Model Curriculum Framework* is designed for school and district leaders to provide guidance on utilizing a systematic process for translating standards into a coherent, high-quality curriculum and selecting instructional resources to support implementation. This process focuses on four crucial phases: (1) Prepare for the Process, (2) Articulate a Program Philosophy, (3) Develop the Curriculum and (4) Implement and Monitor the Curriculum. **Appendix A contains a toolkit of resources to support this process.**

What resources are available to support implementation of effective Professional Learning Communities (PLCs) in my school or district?

- **Professional Learning Communities in the *Model Curriculum Framework***
  This section of the *Model Curriculum Framework* is designed to provide guidance on creating a culture of continuous improvement through the implementation of Professional Learning Communities (PLCs). It takes a closer look at the rationale for the need for PLCs as well as providing clarity on the ongoing work of the PLC process. In addition, this section provides guidance to school and district leaders on implementation and to teachers in being effective members of a highly effective PLC. **Appendix B and C contain a toolkit of resources to support this work**.

- **Building a Culture of Learning Topic Study**
  This study allows educators an opportunity to dig deeper into how Professional Learning Communities (PLCs) can help build a culture of learning in schools and districts. The goal of the study is to develop a common understanding of the benefits of and the work that defines the PLC process, the role of school and district leaders in supporting and implementing PLCs, and what it means to be a teacher in an effective PLC.

What resources are available to support implementation of a comprehensive balanced system of assessment in my school or district?

- **Balanced System of Assessment in the *Model Curriculum Framework***
  This section of the *Model Curriculum Framework* is designed to provide guidance on how teachers and leaders can implement a comprehensive, balanced system of assessments to ensure equitable, high-quality and reliable assessment practices. There is a focus in this section on the formative assessment process and providing stakeholders with effective strategies for noticing, recognizing and responding to the evidence of student learning. This formative

Content Implementation Guides

Resources to support:

- Building background knowledge of the content area standards
- Alignment of instructional resources, assessment and tasks/assignments
- Effective classroom instruction

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Kentucky Academic Standards (KAS) for Mathematics

Resources to Support Implementation

I want to ensure the instruction within my classroom/school/district is grounded in the *KAS for Mathematics*. What resources are essential to developing clarity around the grade-level expectations within the *KAS for Mathematics*?

Getting to Know the KAS for Mathematics Module – Updated December 2021!

Designed to support educators in grounding instruction, the Getting to Know the *KAS for Mathematics* module starts with familiarizing educators with the architecture of the standards before taking a deeper look at the Standards for Mathematical Practice (SMPs/MPs), the Standards for Mathematical Content and the Coherence/Vertical Alignment. Included are a Facilitator's Guide that provides suggestions for structuring each learning session, recommended Discovery Tasks to prompt meaningful investigation of the *KAS for Mathematics* and guidance on talking points to use with the provided PowerPoint. The module has been updated to include resources developed since the initial release and virtual alternatives for many of the Discovery Tasks.

Breaking Down a Standard Resource

Designed to mirror the architecture of the *KAS for Mathematics,* the Breaking Down a Mathematics Standard resource supports clarity by guiding educators to look deeply at:

- the components of the architecture of the standards, contributing to a holistic understanding of the *KAS for Mathematics*
- the instructional implications resulting from that exploration, including the impact on student learning.

Annotated samples are made available for each grade level (K-8) and each conceptual category at the high school level.

Engaging the SMPs: Look Fors & Questions Stems

As a supplement to the *KAS for Mathematics*, the Engaging the SMPs resource provides guidance on ways teachers can design instruction to allow students to engage in the standards for mathematical practices. Engaging the SMPs resource includes Student Look-fors, Teacher Look-fors and potential Question Stems for each of the eight mathematical practices. This resource is included in Section 1C: A Closer Look at the Standards for Mathematical Practice (mentioned above in the Getting to Know the *KAS for Mathematics* module) for those interested in a deeper exploration of the SMPs.

I want to ensure the instructional resources utilized within my classroom/school/district are aligned to the *KAS for Mathematics*. What supports can guide educators through the process of reviewing instructional resources to ensure students have access to grade-level standards, considering how to modify or supplement existing instructional resources when needed?

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General Resources

- Standards Implementation Guidance Documents
- Model Curriculum Framework
- Professional Learning Modules
- Evidence-Based Instructional Practices EBIPs
- Breaking Down a Standard Resources
- Assignment Review Protocols
- Student Assignment Library
- High-Quality Instructional Resources

Content Area Resources

- Reading & Writing Resources
- Mathematics Resources
- Social Studies Resources
- Science Resources
- Health Education & Physical Education Resources
- Visual and Performing Arts Resources
- Computer Science Resources
- Career Studies & Financial Literacy Resources

General Standards Implementation Guide

Reading & Writing Standards Implementation Guide

Mathematics Standards Implementation Guide

Social Studies Standards Implementation Guide

Science Standards Implementation Guide

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Explore Resources: Independent

As you *access* resources for standards implementation, please focus on:

- Which resources could best support next phases of standards implementation?
- What might these resource(s) reveal about instructional needs at the local level, including needs for professional learning?

Explore Resources: Breakout Rooms

As you discuss resources for standards implementation, please focus on:

- Which resources could best support next phases of standards implementation?
- What might these resource(s) reveal about instructional needs at the local level, including needs for professional learning?

Questions?

Fox DeMoisey, Professional Learning Coordinator
fox.demoisey@education.ky.gov

Misty Higgins, Professional Learning Coordinator
misty.higgins@education.ky.gov

Reflections…

- *How can I use these resources to support my work?*
- Based on your learning about KDE resources, what is the most important for you to remember?
- What resources would you like to further explore?
- What might be some possible next steps for using this learning to help strengthen professional learning opportunities in your district?

Contact Information

- Renee' Yates – renee.yates@education.ky.gov
- Chris Patton – christine.patton@education.ky.gov
- Jan Sellers - jan.sellers@education.ky.gov
- Misty Higgins – misty.higgins@education.ky.gov
- Fox DeMoisey – fox.demoisey@education.ky.gov

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Planning and Organization

Tara Isaacs, Jefferson County Public Schools

Stacy Imel, Knox County Public Schools

Josh Blevins, Casey County Public Schools

Guiding Questions

- What are some ways to approach planning PL for my district?
- Who should be involved in the decision-making regarding district PL?
- How do I measure the effectiveness of district PL?
- What are some organizational strategies that I can implement to better support my district?

Casey County Schools

Sample Plan

Professional Learning is a process not an event…

- Beginning the process:

1) Know your audience-who needs what? (most likely a school-based decision around guiding parameters)
2) Set Goals to meet your needs (CSIP? Others? Ex. District initiatives- KYCL)
3) Keep the focus the focus- no one training creates change, creating connections and relevance will
4) Evaluate yourself-How does this impact students, connect to the standards, or improve professional practice?

- Meeting with all District Instructional Directors, including DOS and Super (decisions made on top priorities usually one or two items) to support the DCIP
- I structure a meeting with each school admin team and share district interests along with items that connect or align or have been seen as need (new teachers? CSIP? Needs Assessment) for discussion of school needs and interests and/or new directions- Share the template
- School Admin teams add to or take away as needed. The structure begins as a skeleton then through the 3-4 drafts that are created individual teachers are considered and options given. Typical plans reflect more than 24 hours-some sessions are not applicable to all. **We have in the past also attempted to create teacher choice in venues and topics.
- The planning process specifically names facilitators-Connections- measures of effectiveness- and follow-up…
- Tips and Tricks- seek out opportunities to connect with other professional organizations and schools…

PROFESSIONAL DEVELOPMENT PLAN
2021-2022

SCHOOL: [redacted] Middle School	BUDGET: [redacted]	[redacted]-2053		$$$$$
		consultant	0322	$$$$
		Registration	0338	$$$$
		travel	0580	$$$$
		General	0610	$$$$
		Food/non-instructional	0616	$$$$

Date # of hours	Who will attend?	Facilitator	CSIP connection	Description of Professional Learning	Description of Follow-up	Measure of Effectiveness (Monitoring)	Budget and Source
12 hrs 8/5/21 (6 hrs) - IXL 90 mins 9:00-10:30 8/6/21 (6 hrs) ELA 8:30-10:30 Science 12:00-3:00	CCMS All Certified Staff, Aides, and Office Staff	[redacted] Savvas, IXL, Defined Learning, Amplify	Goal 1, 2, 4, 3	Content specific: Curriculum map updates and integration of new resources i.e. textbooks	Structure time for teachers to collaborate	Learning Walks, PLC discussions	TBD

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Tues. Aug 3	Wed. Aug 4	Thur. Aug 5	Fri. Aug 6	Mon. Aug 9	Tues. Aug 10	Wed. Aug 11	Thur. Aug 12
JUMP START 8-12	JUMP START 8-12 New Teacher Induction 1pm- 3pm	Elementary Open House 5pm-7pm		STAFF WORK DAY= all staff	CCMS/CCHS Open House 5pm-7pm	OPENING DAY-All Staff	First Day Students
	CCHS: Science? Curriculum Updates (3 hr) High Yield/ tech tips (3 hr)	CCHS: 9-12 edgenuity Writing/Literacy (3hr)		CCHS:	CCHS: Curriculum /MTSS 8-11 History English Arts 12-3 Math Science CTE	CCHS 8-9:30 Opening Day Breakfast at CCHS:	
		CCMS: IXL 9-10:30 MTSS (3 hr) Curriculum (morning gaps)	CCMS: Content Updates ELA 8:30-10 Science 12-3	CCMS:	CCMS: Defined Learning Google/PBIS (3 hr) Social Studies MyWorld PD (3hrs) 1-3	CCMS: 8-9:30 Opening Day Breakfast at CCHS:	
			JPE: Science (8:30-10:30) Google/ Education Galaxy (12-3)	JPE:	JPE: MTSS (3 hr) Social Studies (1:00-3:00))	JPE: 8-9:30 Opening Day Breakfast at CCHS:	
		LES: MTSS (3hr) Writing/Literacy (3hr)	LES: Science (8:30-10:30) Google/ Education Galaxy (12-3)	LES:	LES: Curriculum Update Social Studies (1:00-3:00))	LES: 8-9:30 Opening Day Breakfast at CCHS:	
	:	WHE: High Yield (3 hr) Google/ Curriculum (3 hr)	WHE: Science (8:30-10:30) Google/ Education Galaxy (12-3)	WHE:	WHE: NTSS RTI (3hrs) Social Studies (1:00-3:00)	WHE: 8-9:30 Opening Day Breakfast at CCHS:	

CCHS	High Yield (6hr)		Next Step CSIP (3hr) 10/21	
CCMS	High Yield (3hr) 9/21		Next Step CSIP (3hr) 10/21	

JPE	High Yield (6hr) 8/31, 1/11	Literacy (3hr) 9/14	Next Step CSIP (3hr) 9/21	
LES	High Yield (3hr) 9/21	High Yield (3hr) 12/13	Next Step CSIP (3hr) 10/21	
WHE	High yield (3hr) 9/21		Next Step CSIP (3hr) 10/21	

Publish opportunities for all schools through calendars- conflicts are inevitable-potentially creates opportunities for missed trainings to be attended at other locations.

Common stumbling blocks- late hires, medical leaves, failure to sign-in/ verify attendance—organization is vital- keep all offices in communication with each other for contract terms of employment, hours needed, etc.

Last point- 24 hours of PD is a minimum- it is not the maximum. Professional Development (Professional Learning) should be embedded in all school process and attempts made to show connectivity to all school initiatives- only adds validity.

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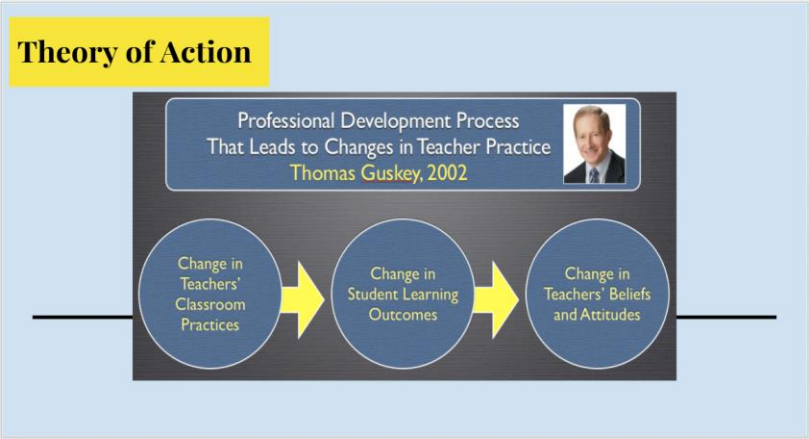
KY-ILN Grants
Learning Forward Academy



Problem of Practice

How can we shift educator practice to improve student learning?

Historical Context

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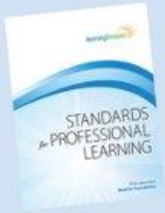
What We Learned

Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Educator Effectiveness and student results
	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Pockets of excellence
Learning Communities		Resources	Data	Learning Designs	Implementation	Outcomes	Lack of support
Learning Communities	Leadership		Data	Learning Designs	Implementation	Outcomes	Resistance
Learning Communities	Leadership	Resources		Learning Designs	Implementation	Outcomes	Lack of focus
Learning Communities	Leadership	Resources	Data		Implementation	Outcomes	Inadequate learning
Learning Communities	Leadership	Resources	Data	Learning Designs		Outcomes	Unsustained change
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation		Misalignment Of goals

*Adapted by Fran Miller (1819), from adaptation by Learning Forward Senior Consultant Chris Bryan from Andersen, D. (1987). Managing complex change. Pittsburgh, PA: The Enterprise Group, Ltd.

What We Learned

Learning Forward in collaboration with 20 other national organizations, distilled the conditions, processes, and practices of effective professional learning into seven standards: **Learning Communities, Leadership, Resources, Data, Learning Design, Implementation, and Outcomes.**



What We Learned

Professional Learning needs to be seen as a *process* instead of an event

What We Learned

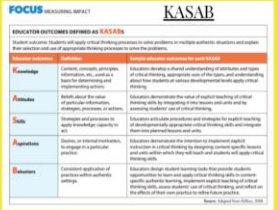
High Quality PD Framework

Innovation Configuration Maps

PD Models

Theory of Action

KASAB



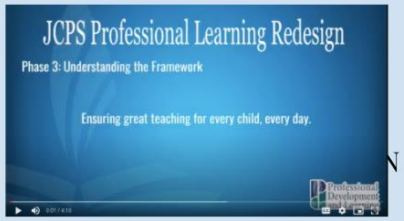
Historical Context

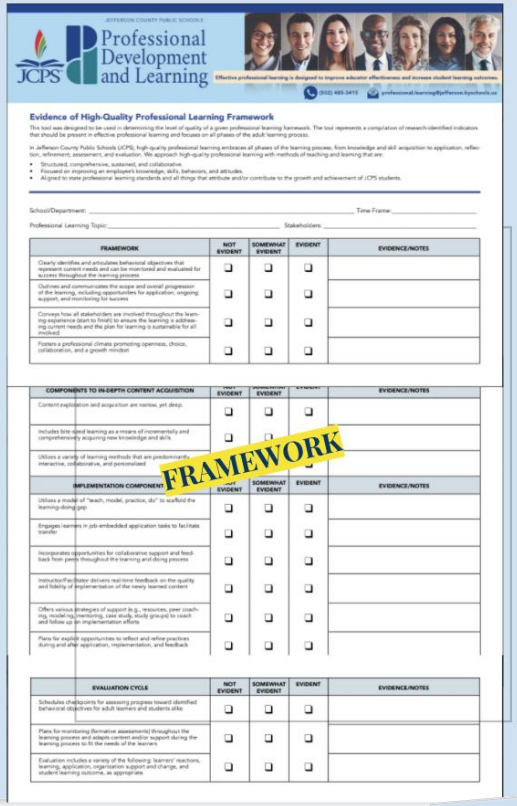
Kentucky Department of EDUCATION

Jefferson County Public Schools

Actions Taken

REDESIGN





FRAMEWORK

HIGH-QUALITY PD MODELS

Actions Taken: Retaining & Supporting Teachers

- New Teacher Onboarding
- New Teacher Induction
- New Teacher Survey
- New Teacher Networking
- School-Based Induction Plan
- New Teacher Support Model
- District Support Teams Handbook
- NBCT Cohorts and PLFs
- Coaching
- Teacher Leadership Pathways

Actions Taken: School PD Planning

Actions Taken: Standards Assessment Inventory (SAI)

- Teacher Perception Inventory
- 50 item web-based inventory
- Confidential
- 20 minutes
- Items aligned to each standard

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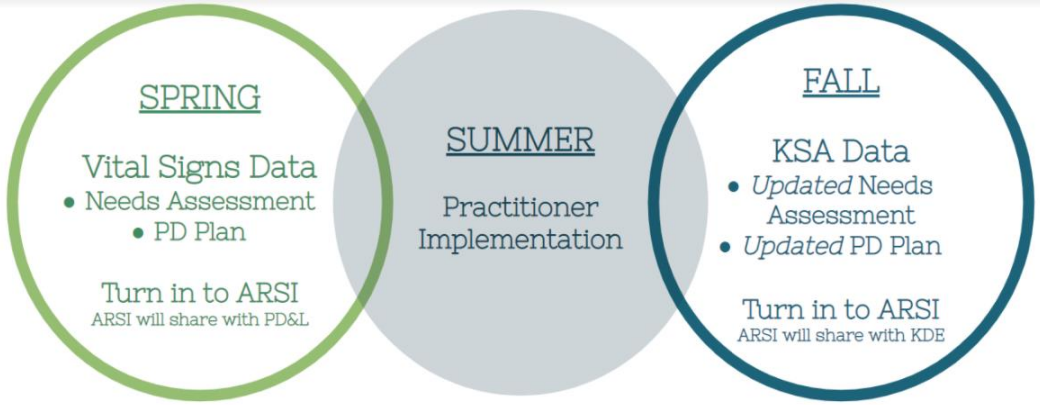
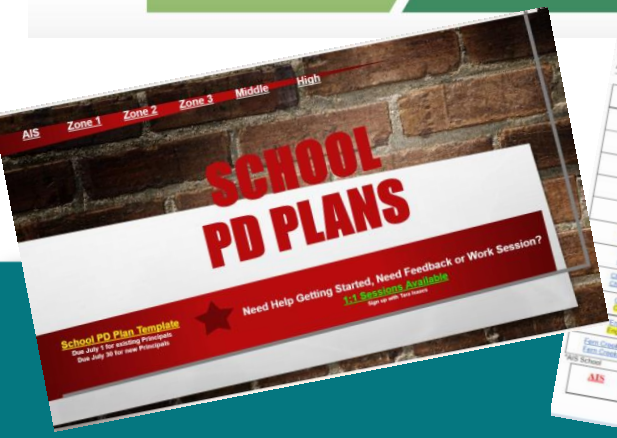


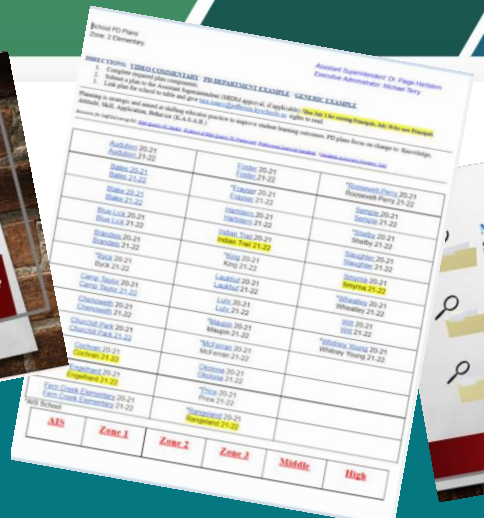
What are some ways to approach planning PL for my district?

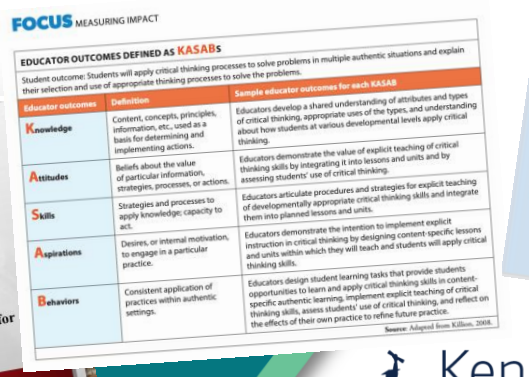
Who should be involved in the decision-making regarding district PL?

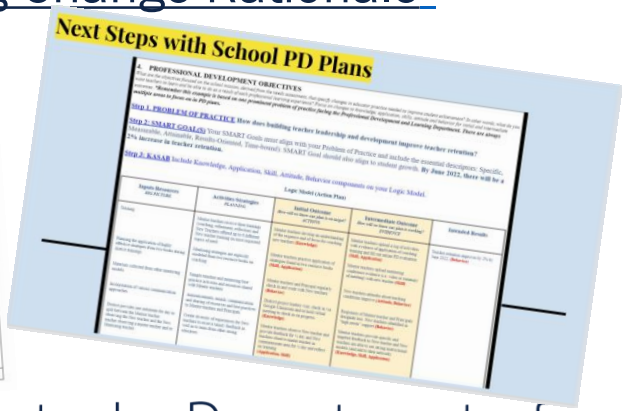
This timeline, which is better aligned with schools' needs, will allow leaders to:

- School PD Plan Aligned to eProv
- District Professional Learning Plan Process
- School PD Planning Change Rationale









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Measuring the effectiveness of District PL?

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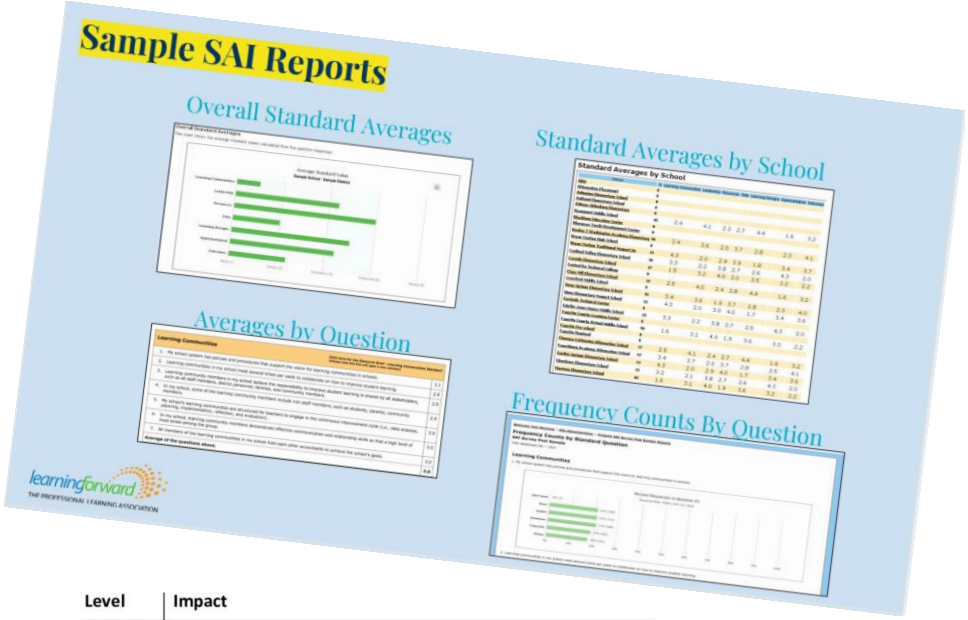
- Assessing Professional Learning (teacher perception survey)
- Comprehensive School Survey
- High-Quality Models, Framework for PDL, Best Practice



- Guskey's 5 Levels of Evaluation (i.e. Levels 3, 4, 5)
  - Are students learning?
  - Are educators shifting practice?
  - What evidence can be found in systems and practice?
  - Innovation Configuration Maps (IC Maps from Learning Forward)

Level	Impact
1	Participant's reactions to the course provision
2	Participant's learning
3	Organisational (i.e. school or department) support and change
4	Participant's use of new knowledge and skills
5	Student learning outcomes

Guskey's five levels of impact

Jefferson County Public Schools

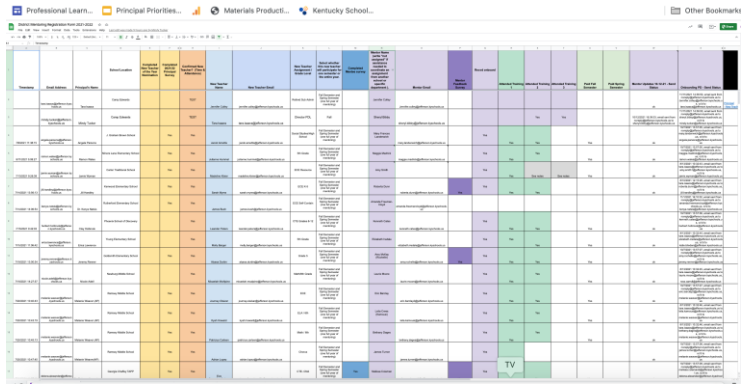
Professional Development and Learning

The Learning Link

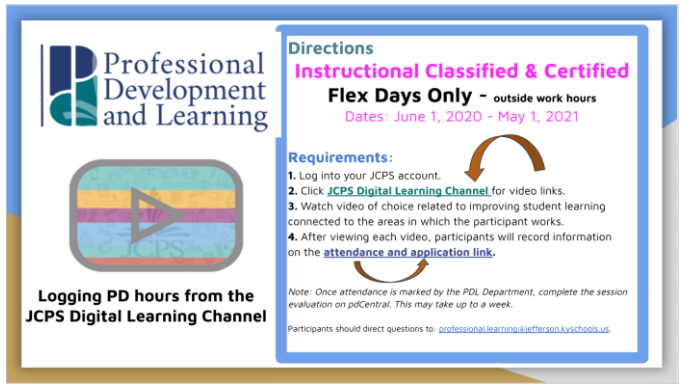
Professional Development & Lear... Home New Teachers and Mentoring PD Support Certified Classified

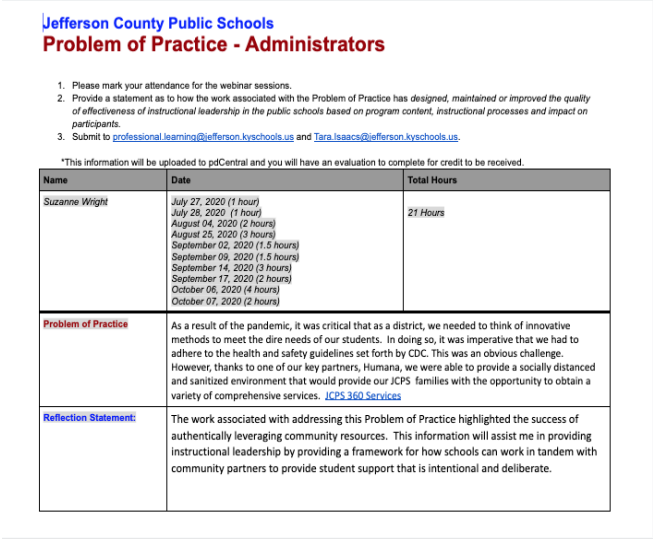
Professional Development and Learning The Learning Link

Contact Professional Development and Learning



NEW TEACHER JCPS 2021-2022





Jefferson County Public Schools

Problem of Practice - Administrators

1. Please mark your attendance for the webinar sessions.
2. Provide a statement as to how the work associated with the Problem of Practice has *designed, maintained or improved the quality of effectiveness of instructional leadership in the public schools based on program content, instructional processes and impact on participants.*
3. Submit to professional.learning@jefferson.kyschools.us and Tara.Isaacs@jefferson.kyschools.us.

*This information will be uploaded to pdCentral and you will have an evaluation to complete for credit to be received.

Name	Date	Total Hours
Suzanne Wright	*July 27, 2020 (1 hour)* *July 28, 2020 (1 hour)* *August 04, 2020 (2 hours)* *August 25, 2020 (3 hours)* *September 02, 2020 (1.5 hours)* *September 09, 2020 (1.5 hours)* *September 14, 2020 (3 hours)* *September 17, 2020 (2 hours)* *October 06, 2020 (4 hours)* *October 07, 2020 (2 hours)*	*21 Hours*
Problem of Practice	As a result of the pandemic, it was critical that as a district, we needed to think of innovative methods to meet the dire needs of our students. In doing so, it was imperative that we had to adhere to the health and safety guidelines set forth by CDC. This was an obvious challenge. However, thanks to one of our key partners, Humana, we were able to provide a socially distanced and sanitized environment that would provide our JCPS families with the opportunity to obtain a variety of comprehensive services. JCPS 360 Services	
Reflection Statement:	The work associated with addressing this Problem of Practice highlighted the success of authentically leveraging community resources. This information will assist me in providing instructional leadership by providing a framework for how schools can work in tandem with community partners to provide student support that is intentional and deliberate.	

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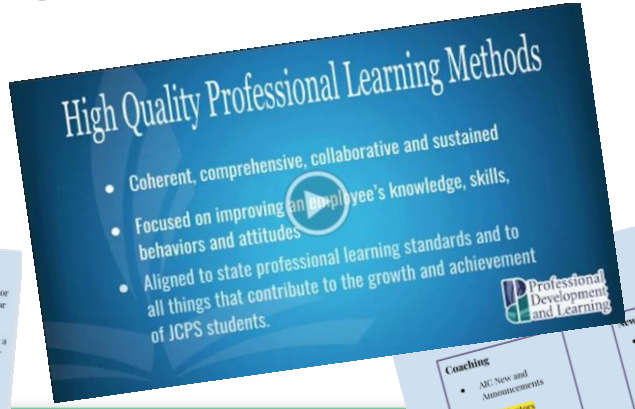
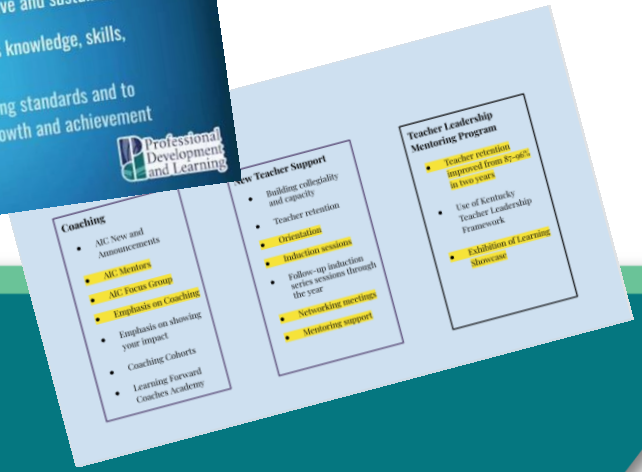
Jefferson County Public Schools
Tips and Tricks to Share

- Ongoing Communication
- Workshops
- Share Examples
- 1:1 Coaching
- Pilots
- Learning Forward
- KDE Contacts
- PD Contacts & Networking
- Connect Theory to Practice
- Understanding the Framework





JCPS

Kentucky Department of EDUCATION

Knox County Public Schools

KCPS utilizes Google Workplace to receive PD requests, grant approvals, manage offerings on a PD calendar, and collect reflection afterward.

Propose the Session

Name of Professional Learning: *

Your answer

School(s): *

- [ ] Central Elementary
- [ ] Dewitt Elementary
- [ ] Flat Lick Elementary

If yes, number of hours of PD credit?

- [ ] 3
- [ ] 6
- [ ] 9
- [ ] 12
- [ ] 15
- [ ] 18
- [ ] Other:

Is this PD closed to your school or open to teachers from other schools?

- ( ) For my school only
- ( ) Open to other schools

Maximum number of participants:

Choose

Teachers Involved?

- [ ] Grades P-6 Teachers

Location: *

Your answer

Facilitator: *

Your answer

Growth Goal: (Must list PGP or CSIP Goal) *

Your answer

Submitted by *

Your answer

Approved by (Principal must approve) *

Your answer

Requests for PD approval are submitted using a Google Form which includes a section for Growth Goal and must list PGP or CSIP goal.

Announcing Opportunity

Knox County Public Schools PD Calendar

Today | Monday, November 1, 2021 | Print | Week | Month | Agenda

Thursday, November 4, 2021

4:30pm District -Nearpod: Creating for Exceptional Students

Tuesday, November 9, 2021

3:15pm LCM/H Teachers Only - Why do you WANT a Questioning Classroom?

Thursday, November 11, 2021

3:00pm KCHS Teachers Only - Differentiation

When Thu, November 11, 2021, 3pm – 6pm

Description Register Here

more details» copy to my calendar

3:30pm CES Teachers Only - Differentiation

Thursday, November 18, 2021

4:30pm District: Nearpod + Flocabulary Integration

Wednesday, November 24, 2021

24 Hours of PD Completed by this date!

Tuesday, December 7, 2021

4:30pm District - Nearpod and Google Workshop for Education

Monday, December 20, 2021

ELEMENTARY KAGAN Day 1 and 2

MIDDLE/HIGH SCHOOL KAGAN Day 1 and 2

Tuesday, December 21, 2021

ELEMENTARY KAGAN Day 1 and 2

MIDDLE/HIGH SCHOOL KAGAN Day 1 and 2

Showing events until 12/31. Look for more

Events shown in time zone: Eastern Time - New York

Google Calendar

Differentiation

Date: November 11
Time: 3:00-6:00
Location: KCHS
Hours: 3
Facilitator: Connie Brookins

frank.shelton@knox.kyschools.us (not shared) Switch account

* Required

Name: *

Your answer

School: *

Choose

Once approved, the PD is added to the district's PD calendar. Teachers can click and register for appropriate PD opportunities.

Kentucky Department of EDUCATION

Learning and Reflecting

Keeping Track of Hours

Each school has a PD liaison who teachers give certificates to.

PD certificates are filed in a binder at each school.

Binders are brought to Central Office at the end of the year.

Reflection

- Based on your learning about planning and organization professional learning, what is the most important for you to remember?
- What resources would you like to further explore?
- What might be some possible next steps for using this learning to help strengthen your district's professional learning plan?

Contact Information

- Tara Isaacs tara.isaacs@jefferson.kyschools.us
  Sheryl Bibby sheryl.bibby@jefferson.kyschools.us
  Jennifer Colley jennifer.colley@jefferson.kyschools.us
- Stacy Imel stacy.imel@knox.kyschools.us
- Josh Blevins josh.blevins@casey.kyschools.us

Feedback

Please scan the QR code ***or*** access the link for a brief survey regarding this training! EILA credit is available and can be requested via the code/link.

https://forms.office.com/r/QJR9kcchZi

Kentucky Department of EDUCATION

Contact Information

- Erin Sudduth – erin.sudduth@education.ky.gov
- Kathy Collins – kathryn.collins@education.ky.gov
- Lalah Brewer – lalah.brewer@education.ky.gov
- Neil Watts (Title III, Part A) – neil.watts@education.ky.gov
- Aaron Graves (Title III, Part A) aaron.graves@education.ky.gov
- Shashawna Williams (Title V, Part B) – shashawna.williams@education.ky.gov
- Misty Higgins – misty.higgins@education.ky.gov
- Fox DeMoisey – fox.demoisey@education.ky.gov
- Renee' Yates – renee.yates@education.ky.gov
- Chris Patton – christine.patton@education.ky.gov
- Jan Sellers – jan.sellers@education.ky.gov
- Kris Jarboe – kris.jarboe@education.ky.gov
- Tara Isaacs tara.isaacs@jefferson.kyschools.us
- Sheryl Bibby sheryl.bibby@jefferson.kyschools.us
- Stacy Imel stacy.imel@knox.kyschools.us
- Josh Blevins josh.blevins@casey.kyschools.us

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