



COVID-19 Considerations for Professional Learning

April 27, 2020

The Kentucky Department of Education (KDE) supports both high-quality, standards-aligned instruction and comprehensive professional learning that advances educator effectiveness and student success.

Effective professional learning aligns with standards and goals, addresses the needs of the whole child, focuses on content and pedagogy, occurs collaboratively, is facilitated by educators, focuses on continuous improvement and is on-going.

For online instructional professional learning resources, visit the KDE [Professional Learning Bulletin Board](#) to explore more opportunities for professional growth.

Prior to making any decision, thoughtful consideration should be given to each professional learning experience in order to best meet the needs of educators and students. Each district will have to make decisions that are unique to their student population, faculty, staff and available resources.

In general, when making local decisions, determine:

- What's working and what's not;
- The needs;
- The challenges; and
- Resources or next steps for overcoming those challenges.

Required

[KRS 156.095](#), [KRS 158.070](#), [704 KAR 3:035](#), [704 KAR 3:325](#)

Frequently Asked Questions

1. *Can teachers participate in professional development (PD) for credit while offering Non-Traditional Instruction (NTI) Program services?*

SB177 has been signed into law and allows districts to offer 1,062 hours of instruction. This does not alter language in KRS 158.070(3). Teachers still must accomplish PD during the time of their contracts.

Per KRS 158.070(3)(c), professional development that is approved by a local school or district may be accomplished during non-instructional time during the instructional year, even if it's online. Teachers may engage in professional development online, and this PD may be accomplished during a day that the students are "attending" NTI. However, **the professional learning must be done at a time that is differentiated from and not concurrent with the time of NTI instruction.** This means that during instructional time, the teacher cannot also be working on professional development.



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Again, local schools and districts must approve PD days in the same way as done previously and are encouraged to build this into their amended calendar. Local education agencies (LEAs) would be free to offer professional development remotely, either after school hours or during a differentiated time of the NTI school day.

2. Can teachers participate in professional learning without earning PD credit while offering NTI services?

Yes, based on KRS 158.070(3)(c), teachers may participate in PD while offering NTI services as long as the PD is done at a time that is differentiated from the time of NTI instruction. The professional learning also must be approved in the same manner as normal professional development by the local school or district. Districts are amending their school calendars now for commissioner approval; any PD change should be noted in those amendments.

3. Can the district require teachers to participate in professional learning beyond the 24 hour PD requirement during the non-instructional time of an NTI day?

It is possible for a district to require teachers to participate in professional learning beyond the 24 hour requirement; however, this is a local decision. A requirement to participate in professional learning beyond the four days established in KRS 158.070(3)(c) would depend on district contracts and policy.

4. Can participants earn a stipend for professional learning completed during a NTI day?

No, participants should not earn a stipend for professional learning completed during a NTI day.

5. If school is not in session for students and NTI program services are not being provided, can educators earn PD credit on a contracted day without students? Or if school ends for students and teachers have additional contract days to fulfill, can they participate in PD for credit and/or without earning credit?

Yes, PD can still be accomplished based on the contract days for teachers even if school is not in session and NTI services are not being offered. This training, based on the Executive Order, should be offered remotely.

6. Can professional development credit hours be rolled over into next year if educators earn a surplus of credit for the 2019-2020 school year?

No, there are no statutory or regulatory provisions for rolling over PD credit as KRS 158.070 mandates it be built into the school calendar yearly.



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7. *Typically, the health trainings do not count toward teacher professional development hours, but is it not allowed by statute or regulation? Is this something under local control that could be waived?*

KRS 156.095(3), which pertains to programs offered by the KDE, establishes that the KDE “shall provide or facilitate optional, professional development programs for certified personnel throughout the Commonwealth that are **based on the statewide needs of teachers, administrators, and other education personnel** [emphasis added]. Programs may include classified staff and parents when appropriate. Programs offered or facilitated by the department shall be at locations and times convenient to local school personnel and shall be made accessible through the use of technology when appropriate.”

During this state of emergency, health training for educators, administrators and other education personnel would fit a statewide need. Therefore, as there is no prohibition against it, local schools and districts giving professional development during this time of emergency would be free to count health trainings as part of professional development as long as those trainings comply with other statutory requirements.

Yet, to be clear, this inclusion is limited to the time period covered by the state of emergency declared by the governor. Following this state of emergency, it would be questionable that health trainings would address a need of educators and administrators.

Local District Considerations

- What professional learning will staff need?
- How can virtual professional learning opportunities be utilized?
- How will technology be provided to faculty and staff, if needed?
- What other resources are needed to support professional development?
- What ongoing supports will be provided for professional development implementation?
- How will the professional development be monitored for participation and evidence of implementation?

Communication Plan/Audience

- How will this information be communicated to certified and classified staff?

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