Professional Development Coordinators Annual Training

July 2026

Kentucky Department of EDUCATION

Guiding Questions

- What are the responsibilities of the district Professional Development Coordinator?
- Which professional development experiences are required by law?
- What resources are available from KDE to support professional learning in Kentucky school districts?

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Professional Development Coordinators

What are the responsibilities?

Major Responsibilities...

- Use data to plan, design, facilitate and/or evaluate professional learning
- Connect professional learning with effective instructional practices based on student data
- Provide professional learning data to councils, committees and staff
- Collaborate with shareholders to develop a professional development plan and calendar
- Foster capacity building of school leaders, staff and councils to plan and evaluate learning
- Support and assist leaders, staff and councils with planning PL opportunities
- Keep professional development records for certified and administrative staff

Legislative Responsibilities…

- 704 KAR 3:035 Annual Professional Development Plan
- KRS 156.095 Professional Development Programs
- KRS 158.070 Flexible Professional Development and School Calendar
- KRS 160.345 SBDM Roles
- KRS 156.101 Effective Instructional Leadership Act (EILA)
- 704 KAR 3:325 Effective Instructional Leadership Act

704 KAR 3:035 Professional Development Plan

- Definition of a Professional Development Program
- District process requirement, including a Needs Assessment
- Elements of a Professional Development Plan
- Definition of Professional Development
- Professional Development Coordinator (PDC) Qualifications and Requirements

704 KAR 3:035 Designing the Annual PD Plan

Develop a *Process*…

- Conduct district needs assessment using input from **all** shareholders
- Analyze needs assessment data to develop district and school comprehensive improvement plans (CDIP and CSIPs)
- Design professional development plans that directly align with district and school needs and integrate into improvement plans
- Make plans available to the public prior to implementation

Plan, Implement and Evaluate Professional Learning Needs

704 KAR 3:035 Professional Development Plan Elements

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***

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.*

Professional Development (PD) Planning Tool

The purpose of the PD plan is to support the district/school in designing and implementing professional development 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

PD Plan Basics

- Each district/school will use needs assessment data to select two (2) areas requiring professional development. These areas will be autogenerated based on the needs assessment data. (This is a change for 2027)
- Ongoing communication between district/school leadership of plan effectiveness is necessary for cohesive overall improvement.
- The PD Plan can be revised throughout the year if needed.
- Uploaded to Cognia by May 1, 2027.
- The PD Diagnostics are not available for upload after June 30 each year.

Content from the Professional Development (PD) Planning Tool

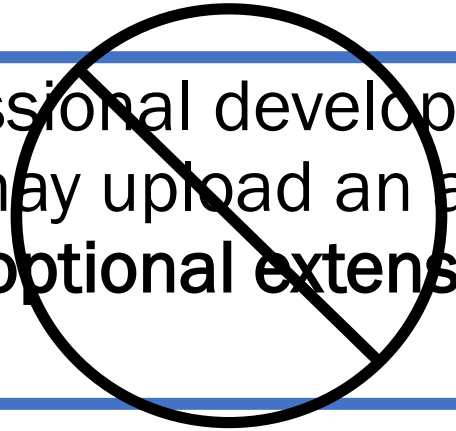
- What is the district/school mission?
- Top two areas requiring professional development (as determined by the needs assessment)
- Long-term/short-term objectives
- Intended results
- Evidence of implementation
  - What data will be collected?
  - Who will collect data?
  - Frequency of data analysis?

Questions continue…

- Indicators of success
- Targeted audience
- Specific resources
  - New- Funding sources
  - Start date/end date/ongoing dates
  - Supplies and resources
  - Ongoing supports

Change for 2027

If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space below.**



Change for 2027: The last section has been updated to **not need a response**. If you do not have additional information to attach, you do not have to put N/A in the box for this section.

STRONG Responses VS WEAK Responses

3a. For the first identified area, what are the specific **objectives** (long-term and short-term) for this professional development?

Standards Clarity-Teachers will have a clear understanding of specific standards related to their content, depth of knowledge, prerequisites, and extensions. Teachers will be able to write "I can" statements around each standard for their grade level.

3c iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Student writing samples will be collected by teachers monthly and analyzed in PLCs. Best practices, intervention, instruction will be discussed during PLC time. Classroom observations will be conducted weekly. Next Level writing prompts will be given, scored, and analyzed three times a year.

3f. What specific resources are needed to support…

XXXX will be brought into the district for writing instruction at the start of the school year and again throughout the year for follow up training in September, November, February. Writing curriculum will be purchased with school Title II funds to support teachers.

3a. For the first identified area, what are the specific **objectives** (long-term and short-term) for this professional development?

Higher test scores

3c iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

During PLCs

3f. What specific resources are needed to support…

PLC time

Professional Development Planning Tool

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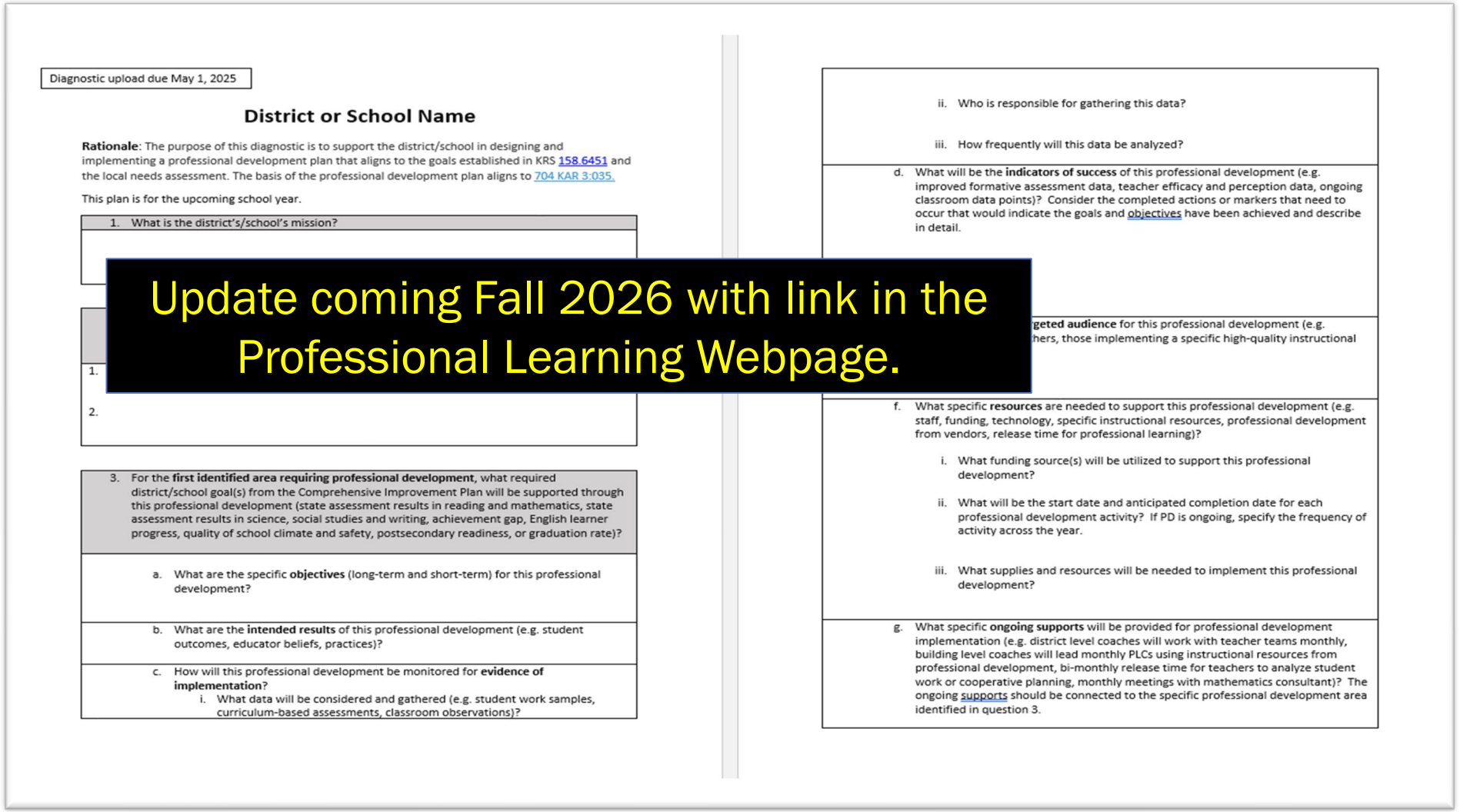
This worksheet is designed to support the district/school during the PD planning. The boxes in the tool represent the questions on the PD Plan in Cognia.



Diagnostic upload due May 1, 2025

District or School Name

Rationale: The purpose of this diagnostic is to support the district/school 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.

This plan is for the upcoming school year.

1. What is the district's/school's mission?

1.

2.

3. For the **first identified area requiring professional development**, what required district/school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, or graduation rate)?

   a. What are the specific **objectives** (long-term and short-term) for this professional development?

   b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

   c. How will this professional development be monitored for **evidence of implementation**?
      i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations)?
      ii. Who is responsible for gathering this data?
      iii. How frequently will this data be analyzed?

   d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and describe in detail.

geted audience for this professional development (e.g. hers, those implementing a specific high-quality instructional

   f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?
      i. What funding source(s) will be utilized to support this professional development?
      ii. What will be the start date and anticipated completion date for each professional development activity? If PD is ongoing, specify the frequency of activity across the year.
      iii. What supplies and resources will be needed to implement this professional development?

   g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly PLCs using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperative planning, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Update coming Fall 2026 with link in the Professional Learning Webpage.

3 Take A Ways....

- Upload due date: **May 1, 2027** for the 2027-2028 school year
- Priority Needs will be automatically generated from the Needs Assessment
- Use the system to support your PD planning process in the spring of 2027

- Questions? Please ask. Renee.yates@education.ky.gov

KRS 156.095 Professional Development Programs

- Professional learning should improve instruction:
  - Related to content and responsibilities
  - Aligned with needs
  - Committed to continuous improvement
  - Skillfully and intentionally facilitated
  - Prioritized and monitored
  - Sustainable
  - *In planning the use of the four (4) days for professional development under KRS 158.070, **school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans.** The district may use up to one (1) day to provide district-wide training and training that is mandated by state or federal law.*

KRS 158.070 School Calendar

Each 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***.

KRS 158.070 Flexible PD Plans

Flexible PD plans are options for certified and administrative staff using the following criteria:

- approved by the local school board
- includes professional learning that is aligned with the classroom assignment/administrative requirements of the individual
- included in the CDIP/CSIP
- approved by district administration
- monitored for compliance by district administration

KRS 160.345 SBDM Councils

- Provide professional learning data to councils, committees and staff
- Foster capacity building of school leaders, staff and councils to plan and evaluate learning
- Support and assist leaders, staff and councils with planning PL opportunities

The policies adopted by the local board to implement school-based decision making shall also address the following:...(d) ***Professional development plans*** *developed pursuant to KRS 156.095*

156.095*: In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans.*

EILA (Instructional Leader) - KRS 156.101

- The Effective Instructional Leadership Act defines an “instructional leader” as requirements identified within KRS 156.101, the **Effective Instructional Leadership Act (EILA)** frequently referred to as the “EILA law.”

- **“Instructional Leader”** shall be defined as an employee of the public schools of the Commonwealth employed as as principal, assistant principal, supervisor of instruction, guidance counselor, director of special education or other administrative position deemed by EPSB to require an administrative certificate.

- Each instructional leader shall participate in a continuing intensive training program designed especially for instructional leaders. This intensive training program to include no fewer than twenty-one (21) participant hours of instruction

Effective Instructional Leadership Act (EILA) 704 KAR 3:325

- Intensive and designed specifically for instructional leaders.
- Competency- based training designed to improve the effectiveness of the instructional leader.
- Evaluated for approval in terms of program content, instructional processes, and impact upon participants.
- Content of proposed training must align with PSEL (Professional Standards for Educator Leaders) standards.
- **Conferences** do not require, and do not receive, an EILA number. 704 KAR 3:325 (Sec. 3(2a)) allows districts to award up to six hours of EILA credit to instructional leaders, each school year, for educational conferences.
- Verification of attendance at approved EILA training and copies of program certificates shall be recorded with the professional development coordinator no later than June 30 of each year.

- Required for certified instructional leaders

  21 hours for continuity

  42 hours for renewal (see 16 KAR 3.090 for specific requirements)

  - 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 August 30 each year thereafter, the local school district shall report to the Kentucky Department of Education the name of any instructional leader who fails to complete the twenty-one (21) hours of training required under KRS 156.101. Use the "Less Than 21 Hours" link within the EILA application to complete the report.

- All certificates shall be kept on file for three (3) years by each local district for each participant. If a participant becomes employed by another district, the original file shall be sent to the instructional leader and a duplicate copy to the new employing district.

- Approval of a training program shall be granted for a period of one (1) year.

- **Proposals must be submitted at least thirty (30) days prior to the first scheduled program to be reviewed for approval. Proposals submitted after the professional learning session has occurred will not be reviewed.**

Senate Bill 70

Pilot Project Guidance – Performance-Based Professional Development

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

Requirements:

- The project is designed by two (2) or more teachers.
- The project addresses *identified* school or district needs, both academic and/or nonacademic.
- Completion of the project can satisfy up to three (3) days of the requirement to complete four (4) days of professional development (KRS 158.070).
- Completed projects shall be shared with the Kentucky Department of Education (KDE) who will study the completed pilot projects for their impact on schools and districts to determine the attributes of quality performance-based professional development and the best practices for measuring its effectiveness.

Timeline:

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

Implementation details:

The LEA shall determine parameters for the project, including but not limited to:

(a) A project application process;

(b) Review and approval of project proposals;

(c) Submission of completed project analysis and results;

(d) Evaluation of completed projects;

(e) The awarding of professional development credit, including the amount of the credit and when it will be credited; and

(f) The awarding of a stipend, if applicable.

Project goal:

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

KDE Contact: Laura McCullough – Academic Program Consultant

Phone: (502) 892-6637 ext. 4149

Email: laura.mccullough@education.ky.gov

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PDC Responsibilities in Review

- Use data to plan, design, facilitate and/or evaluate professional learning
- Connect professional learning with effective instructional practices based on student data
- Provide professional learning data to councils, committees and staff
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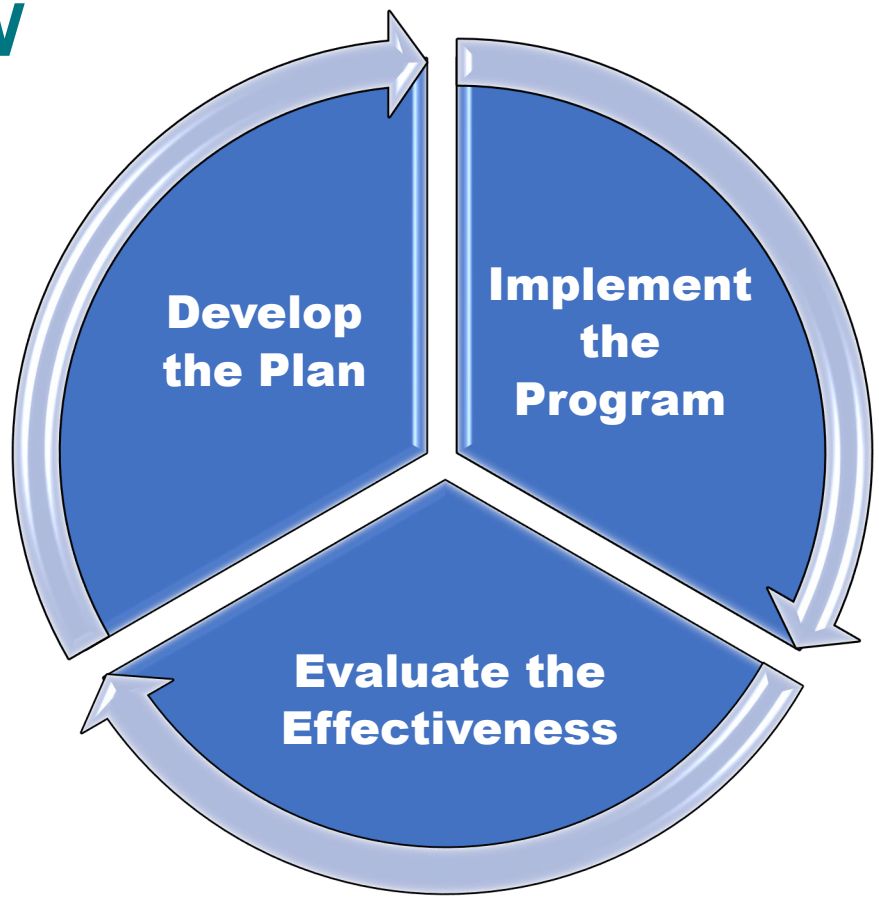

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Required Professional Development

What is mandated by state or federal law?

Required Professional Development...

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- Active Shooter Training
- Child Abuse and Neglect Training
- Seizure Disorder Training
- Suicide Prevention Training
- Bloodborne Pathogens Training
- Physical Restraint and Seclusion Training
- First Aid/CPR
- Professional Learning Training Schedule

House Bill (HB) 48 (2025)
Professional Learning Training Schedule
August 1, 2025

Kentucky Department of EDUCATION

HB 48 (2025) requires the Kentucky Department of Education (KDE) to create a four (4) year recurring professional development training schedule to be implemented by schools and districts that includes all professional development for certified personnel required in KRS 156.095 and federal law.

HB 48 (2025), Section 3(2) amends KRS 156.095 to require all certified school district employees to **complete at least one (1) hour of each of the following trainings within twelve (12) months of initial hire and at least once every four years thereafter:**
a) How to respond to an active shooter situation training prepared by the Department of Criminal Justice Training;
b) Child abuse and neglect prevention, recognition, and reporting training from the list of trainings approved by the department;
c) 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; and
d) Self-study review of seizure disorder materials.

This table below provides a four-year recurring professional development training schedule through academic year 2039-2040. A full description of each training required in KRS 156.095 is also provided.

This is not an exhaustive list of annual, mandatory trainings and includes only those required by KRS 156.095 and federal law for all certified employees. Some certified personnel may be required to complete additional trainings beyond what is provided in the reoccurring schedule below depending upon the individual's assigned role and responsibilities.

Policy	Training	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032	2032 - 2033	2033 - 2034	2034 - 2035	2035 - 2036	2036 - 2037	2037 - 2038	2038 - 2039	2039 - 2040
KRS 156.095(2)(a)	Active Shooter Situation	X				X				X				X		
KRS 156.095(2)(b)	Child Abuse and Neglect	X				X				X				X		
KRS 156.095(2)(c)	Suicide Prevention	X				X				X				X		
KRS 156.095(2)(d)*	Seizure Disorders	X				X				X				X		
29 CFR 1910.1030*	Blood Borne Pathogens	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*PD credit may *NOT* be included within the annual 24-hour requirement if completed during the contractual school day (KRS 158.070(3)).

Active Shooter Training – KRS 156.095 (2) (a)

- Per KRS 156.095(2), “[a]ll certified school district employees and public charter school employees shall complete at least one (1)hour of each of the following trainings within twelve (12) months of initial hire and at least once every four (4) years thereafter:
- (a) How to respond to an active shooter situation training prepared by the Department of Criminal Justice Training in collaboration with the department, the Kentucky Law Enforcement Council, and the Center for School Safety,”

Child Abuse and Neglect Training – KRS 156.095 (2)(b)

- Per KRS 156.095(2), “[a]ll certified school district employees and public charter school employees shall complete at least one (1) hour of each of the following trainings within twelve (12) months of initial hire and at least once every four (4) years thereafter:
- (b) Child abuse and neglect prevention, recognition, and reporting training from the list of trainings approved by the department in accordance with subsection (7) of this section;

Child Abuse and Neglect Training – KRS 156.095 (7)

- KRS 156.095(7) requires the KDE to develop and 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. Local boards of education must “adopt one (1) or more trainings from the list approved by the department to be implemented by schools,” KRS 156.095(7)(d).

Child Abuse and Neglect Training – KRS 156.095

- Statute further requires, that the trainings be web-based or in-person and cover, at a minimum, the following topics:
- 1. Recognizing child physical, sexual, and emotional abuse and neglect;
- 2. Reporting suspected child abuse and neglect in Kentucky as required by KRS 620.030 and the appropriate documentation;
- 3. Responding to the child; and
- 4. Understanding the response of child protective services.

- Trainings must also include a questionnaire or other basic assessment tool upon completion to document basic knowledge of training components. The list of available trainings may be accessed via the KDE's Child Abuse and Neglect: Prevention, Recognition and Reporting webpage

Child Abuse and Neglect Training – KRS 156.095 (8)(a)

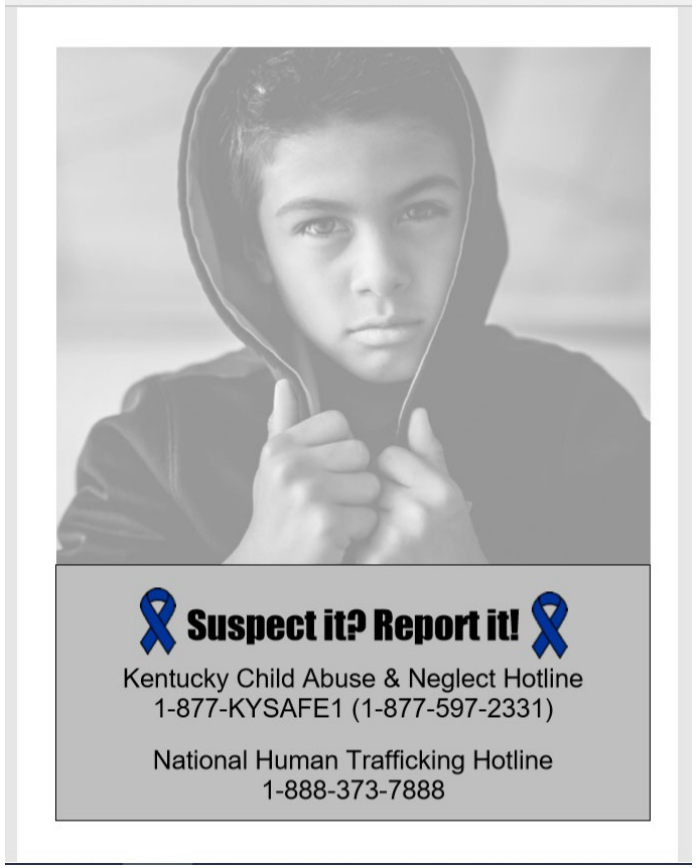
Child Abuse and Neglect: Prevention, Recognition and Reporting - Kentucky Department of Education

- The following trainings have been approved for district use. In accordance with SB119 and KRS 156.095, each local school board shall adopt one or more trainings for implementation within the schools.
- Face It: Recognizing and Reporting Child Abuse and Neglect
  - Free-of-charge. Developed by Kosair Charities Face It Movement in partnership with Kentucky Youth Advocates.
- Child Abuse and Neglect: Recognition and Reporting
  - Free-of charge. Developed by the Central Kentucky Educational Cooperative.
- Child Abuse: Mandatory Reporting (KY) (vectorsolutions.com)

Statewide Child Abuse and Neglect Hotline Information

- Every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, and the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services.

[Child Abuse and Neglect: Prevention, Recognition and Reporting - Kentucky Department of Education]



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Suicide Prevention Training – KRS 156.095 (2)

- Per KRS 156.095(2), “[a]ll certified school district employees and public charter school employees shall complete at least one (1) hour of each of the following trainings within twelve (12) months of initial hire and at least once every four (4) years thereafter:
- (c) 1. 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.
- 2. As used in this paragraph, "postvention" means 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 risk of further suicides through contagion.”

Suicide KRS 158.039(1)

- KRS 158.039(1) requires the Kentucky Cabinet for Health and Family Services (KCHFS) to “post on its website high-quality, evidence-based suicide prevention awareness information, which shall include information on recognizing the warning signs of suicide crisis. The website shall include information related to suicide prevention training opportunities offered by the cabinet or an agency recognized by the cabinet as a training provider.”

Seizure Disorder Training

- Per KRS 156.095(2), “[a]ll certified school district employees and public charter school employees shall complete at least one (1) hour of each of the following trainings within twelve (12) months of initial hire and at least once every four (4) years thereafter:
- (d) Self-study review of seizure disorder materials."
- This self- study review shall be in addition to the four days required in KRS 158.070(3).

Bloodborne Pathogens Training – OSHA/Department of Labor 29 CFR 1910.1030

- School systems must identify personnel that could be exposed to blood or OPIM (other potentially infectious materials) and provide annual training on bloodborne pathogens

- Training is a requirement for all employees and the control plan is part of the school's annual health services program

Physical Restraint and Seclusion Training – 704 KAR 7:160 Section 6

- Section 6(1)(a) All school personnel shall be trained in state administrative regulations and school district policies and procedures regarding physical restraint and seclusion.
- (b) All school personnel shall be trained 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.

First Aid and CPR Training

Training is not required for all staff. However, 702 KAR 1:160 Section 2(10)(b) states that ***there shall be at least one 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

Training Resources

- https://kycss.org/training-and-compliance/active-shooter/
- School Safety and Resiliency Act - Kentucky Department of Education
- https://www.education.ky.gov/curriculum/ProfLern/Pages/Child-Abuse-and-Neglect-Prevention-Recognition-and-Reporting.aspx
- https://www.education.ky.gov/school/sdfs/Pages/Suicide-Prevention-and-Awareness.aspx
- https://www.education.ky.gov/districts/SHS/Pages/District-Health-Coordinators-Briefcase.aspx

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Available PL Resources from the Kentucky Department of Education

- KY Learning Hub – Asynchronous PL Offerings
- Professional Learning Bulletin Board - ending
- Kentucky Academic Standards Resources
- PDC Cohorts

KY Learning Hub

- The **Kentucky Learning Hub** is KDE's statewide professional learning platform built on Canvas, designed to provide high-quality, accessible learning experiences for Kentucky educators.
- It serves as a central location where educators can discover, enroll in, and complete professional learning, while also empowering KDE offices and approved content creators to design, publish, and maintain engaging courses that align with statewide priorities.
- Login - KY Learning Hub

PLBB

The Professional Learning Bulletin Board (PLBB) is now being retired. The offerings on the PLBB are transitioning to our new catalog, with a focus through the lens of the KY Learning Hub.

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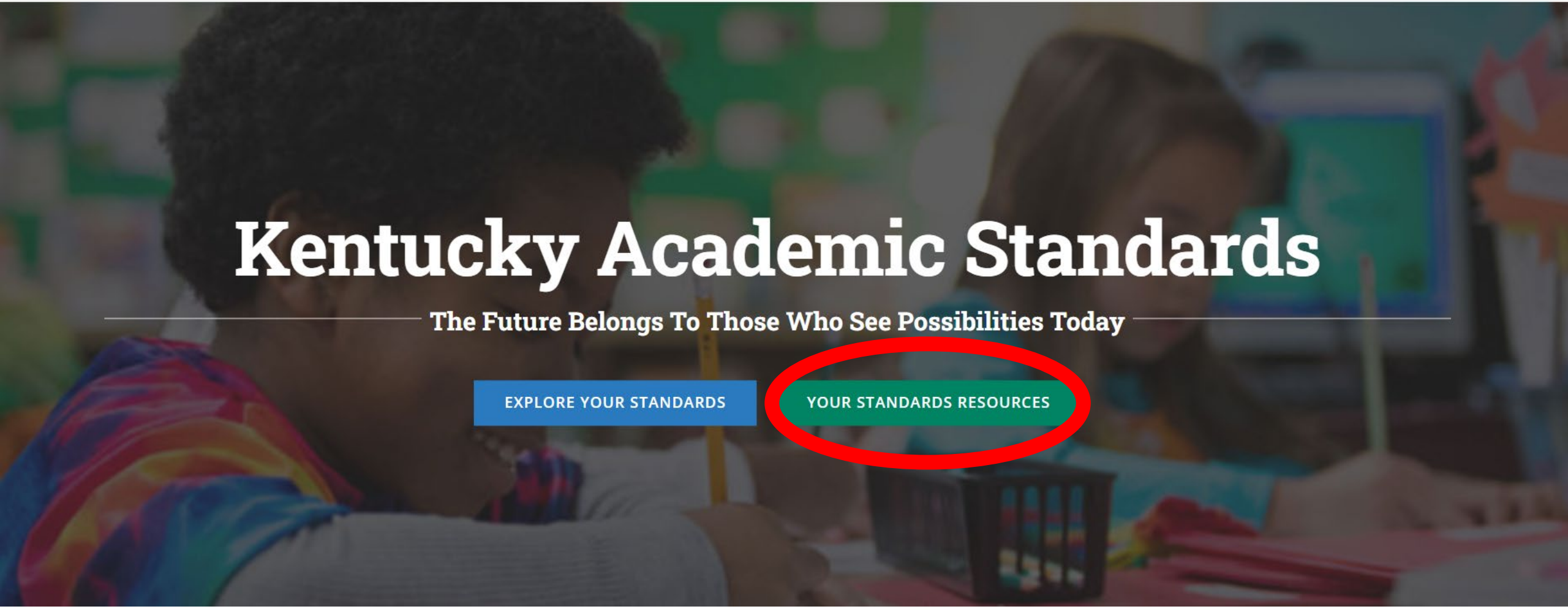
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KY Standards
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EXPLORE YOUR STANDARDS
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General Resources

Standards Implementation Guidance Documents

Model Curriculum Framework

High-Quality Instructional Resources

Professional Learning Modules

Integrating Deeper Learning and HQIRs

Evidence-Based Instructional Practices EBIPs

Student Assignment Library

Standards Family Guides & Resources

Learning Acceleration

Writing Across Disciplines

Course Codes Standards Documents

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

Model Curriculum Framework

The Model Curriculum Framework (MCF), per KRS 158.6451, is designed to provide guidance to schools and districts in implementing research-based practices that support standards implementation and promote increased access to grade-level learning for all Kentucky students.

MCF Section I: Curriculum Development Process (CDP)

MCF Section I: CDP

- Reading & Writing Instructional Resources Consumer Guide
- Mathematics Instructional Resources Consumer Guide
- Science Instructional Resources Consumer Guide
- Curriculum Implementation Framework
- Curriculum-Based Professional Learning (CBPL) Guidance Document
- Curriculum Implementation Monitoring Toolkit
- Continuous Improvement Playbook for Curriculum Implementation
- Aligning Tier 2 Intervention with Tier 1 Instruction When Using an HQIR

MCF Section II: Professional Learning Communities (PLCs)

MCF Section II: PLCs

- Intellectual Preparation Guide
- Facilitation Guide: Leading Intellectual Preparation in PLCs
- PLC Observation Tool

MCF Section III: Comprehensive System of Assessment (CSA)

MCF Section III: CSA

- What is a Comprehensive System of Assessment?
- Curriculum-Embedded Assessments: Core of the System
- Implementing a Comprehensive System of Assessment: KY Learning Hub Course

MCF Section IV: Evidence-Based Instructional Practices (EBIPs)

MCF Section IV: EBIPs

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Go to Se

Curriculum Development Process

Phase 1: Prepare for the Process

- Step 1: Develop a Timeline
- Step 2: Determine the Budget
- Step 3: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

- Step 1: Analyze *KAS*, Content-Area Research and Local Needs
- Step 2: Articulate K-12 Instructional Vision

Phase 3: Develop the Curriculum

- Step 1: Identify, Evaluate and Select High-Quality Instructional Resources
- Step 2: Create Curriculum Document Template
- Step 3: Develop Curriculum Supports

Phase 4: Implement and Monitor the Curriculum

- Step 1: Set Implementation Goals
- Step 2: Provide Ongoing Professional Learning
- Step 3: Gather Data to Monitor Progress
- Step 4: Analyze Data and Make Adjustments

Strengthening Tier 1 Instruction

FROM VISION TO IMPACT

1

COMMON INSTRUCTIONAL VISION

2

Access to Strong Local Curriculum & HQIR(s)

3

High-Quality Professional Learning

4

High-Quality Instruction

IMPROVED STUDENT EXPERIENCE & OUTCOMES

Kentucky Department of EDUCATION

CBPL Guidance Document Structure

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Curriculum-Based Professional Learning
Guidance Document

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CBPL Guidance Document Structures

Each stage includes a list of the type of CBPL experiences necessary to reach the outcomes of that stage.

Stage 2: Early Implementation PL

Early Implementation professional learning (PL) is designed to provide job-embedded PL opportunities that are collaborative and experiential in nature and to deepen understanding of the curriculum and what is required for effective implementation. The focus of Early Implementation PL is for leaders and teachers (including co-teachers) to:

- Continue unit internalization and engage in unit reflection;
- Introduce lesson internalization and use selectively in PLCs for key lessons;
- Engage in lessons as learners that mirror the student experience;
- Participate in lesson rehearsal sessions focused on refining key aspects of the curriculum, supported by coaching, when possible;
- Examine models (e.g., classroom observations, curated videos) that elevate exemplary practices aligned to strong implementation;
- Introduce student work analysis and begin to analyze data from curriculum-embedded assessments to identify strengths and gaps in student learning and needs for additional PL; and
- Provide ongoing feedback using a locally determined classroom observation tool (e.g., HQIR/HQPL vendor-specific tool, KDE-provided early implementation observation tool).

Sample Curriculum Review Cycle

How should districts establish a Curriculum Development Process for the different content areas?

Content Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Reading and Writing	Year 1: Develop	Year 2: Implement & Monitor	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust	Year 6: Monitor & Plan	Year 1: Develop	Year 2: Implement & Monitor
Mathematics	Year 6: Monitor & Plan	Year 1: Develop	Year 2: Implement & Monitor	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust	Year 6: Monitor & Plan	Year 1: Develop
Social Studies	Year 5: Monitor & Adjust	Year 6: Monitor & Plan	Year 1: Develop	Year 2: Implement & Monitor	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust	Year 6: Monitor & Plan
Science	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust	Year 6: Monitor & Plan	Year 1: Develop	Year 2: Implement & Monitor	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust
World Language & Visual Performing Arts	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust	Year 6: Monitor & Plan	Year 1: Develop	Year 2: Implement & Monitor	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust
CTE & Health/PE	Year 2: Monitor & Adjust	Year 3: Monitor & Adjust	Year 4: Monitor & Adjust	Year 5: Monitor & Adjust	Year 6: Monitor & Plan	Year 1: Develop	Year 2: Implement & Monitor	Year 3: Monitor & Adjust

CDIP, HQIRs and Professional Learning

- Many district goals focus on improving proficiency in one or more content areas.
- One effective strategy for improving proficiency is to provide teachers and students with access to High-Quality Instructional Resources (HQIRs).
- Effective implementation of HQIRs requires ongoing high-quality professional learning (HQPL).

How might a district's PD Plan incorporate specific HQPL experiences needed to improve the quality of instruction and student outcomes?

Questions

Fox DeMoisey

fox.demoisey@education.ky.gov

Misty Higgins

misty.higgins@education.ky.gov

Key Resources:

- Model Curriculum Framework
- Curriculum-Based Professional Learning Guidance Document
- Structuring Professional Learning Cycles

"PDC Exchange" Cohort– 2026-2027

- 1 Hour Virtual Session via TEAMS
- Months include:
  - September
  - November
  - January
  - March
  - May
- Updates statues/regulations, In depth collaborations on PD tools, community of practice through the KY Learning Hub.

PL Offerings

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KY NUMERACY COUNTS

Mathematics Leadership Collaborative

SCHOOL KIT

Target Audience: roles supporting grades 4-8
Interested in joining? Scan the QR code and then fill it out to receive information

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Kentucky Early Literacy Leadership Network

(KyELLN)

Interested in Joining?

Are you interested in participating in the Early Literacy Leadership Network? Are you interested in joining the advisory cabinet? Fill out the Google Form to be contacted with more information.

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