

# Professional Learning and Development

## Information and Guidance



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

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## Terms of Importance

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

### Professional Development

Professional development is defined in [704 KAR 3:035](#) Section 1(4) as an individual and collective responsibility, which fosters shared accountability among the entire education workforce for student achievement that:

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

Regulation further defines "professional development program" as meaning a "sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice," (704 KAR 3:035, Section 1(5)).

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

## **Professional Learning**

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

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

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

## **High Quality Professional Learning (HQPL)**

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

and retainment. When designing and/or selecting HQPL at the local level, it is important to ensure alignment with the characteristics below:

- Aligned with state academic standards, school and/or district goals, and other professional learning activities: Professional learning is more likely to be effective if it is part of a coherent program. Alignment helps build common goals and shared vocabulary to sustain instructional improvements. It reduces confusion and uncertainty about what to teach and how to teach using evidence-based practices to support instruction.
- Is content-focused: Professional learning that focuses on teaching strategies associated with specific content curriculum supports teacher learning within their classroom contexts. This includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as reading and writing, mathematics, science, or social studies.
- Incorporates active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same learning experiences they are designing for their students. It should utilize authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture-based and have no direct connection to teachers' classrooms and students.
- Uses models and modeling of effective practice: Models and modeling of instruction provide teachers with a clear vision of what best practices look like. Models may include, but are not limited to, lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- Supports collaboration, typically in job-embedded contexts: HQPL creates space for teachers to share ideas and collaborate in their learning, often in a job-embedded context that relates new instructional strategies to teachers' students and classrooms. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district. Professional Learning Communities (PLCs) offer a collaborative, job-embedded model that can be a source of efficacy and confidence for teachers and result in widespread improvement within and beyond the school level.
- Provides coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- Offers feedback and reflection: HQPL frequently provides built-in time for teachers to intentionally think about, receive input on and make changes to their practice by facilitating reflection and soliciting feedback.

- Is sustained and continuous: HQPL provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time. See: [KY Characteristics of HQPL](#)

## **Professional Development Plan**

Per [704 KAR 3:035](#), 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 website prior to the implementation of the plan.

"Needs assessment" is defined as "the gathering, sorting, and analysis of student, educator, and system data that lead to conclusions regarding the need for content and learning designs for professional development in identified areas related to educator performance and student achievement," (704 KAR 3:035, Section 1(4)).

An effective needs-assessment process should include analyzing school and district data as well as individual professional growth plans and other sources to determine needs for professional learning. These needs also grow out of the identified academic content goals for students. Any time there is a need to change practice, there is a need for professional learning.

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

## **Professional Development Program**

"Professional development program" is defined as "a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice," ([704 KAR 3:035](#), Section 1(5)).

An intentional and data-driven professional development plan is an important continuous improvement component for both teachers and students. Flexible, ongoing focus on implementation and refinement of a professional learning program contributes to high levels of success. A program that aligns professional growth and effectiveness and professional learning systems presents educators coherent opportunities to enhance

their instruction so students can meet the expectations needed to be college, career and civic ready.

## **Professional Development Diagnostic**

Within the professional development plan, per [704 KAR 3:035](#), Section 3, each school and local district professional development plan shall contain the following five (5) elements, which make up the PD Diagnostic:

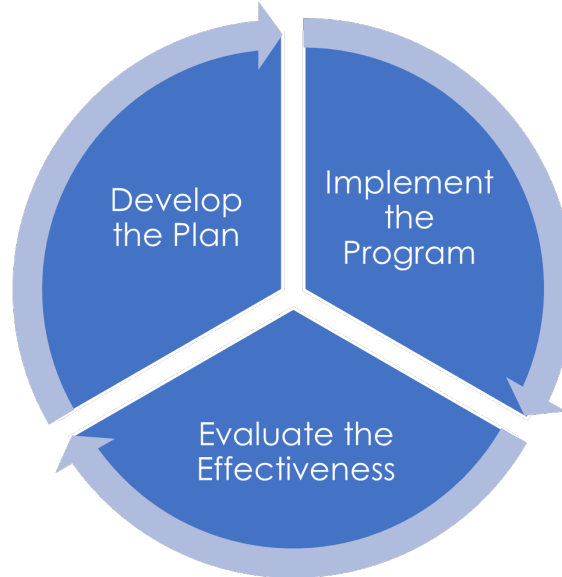
1. A clear statement of the school or district mission;
2. Evidence of representation of all persons affected by the professional development plan;
3. A needs assessment analysis;
4. Professional development objectives that are focused on the school or district mission, derived from needs assessment,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

These elements create the PD Diagnostic and shall answer questions to guide the development of the annual PD Program. A PD plan can be seen as the course of action, created in advance, that must be taken to reach the overarching goals identified for the upcoming school year.

The professional development diagnostic is a component of the overall [comprehensive improvement plan](#) annual requirement for schools and districts ([703 KAR 5:225](#)). The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#), the elements listed in [704 KAR 3:035](#) and the local needs assessment. The chosen indicators of success and ongoing supports help move the district/school toward considering more job-embedded, ongoing professional learning throughout the year to encourage systematic change over time. The professional learning diagnostic is intended to be a tool for schools and districts to use when designing and implementing school and district professional development plans. The diagnostic should not be viewed as a compliance document, but as a guide to reinforce intentional planning of professional learning for schools and districts.

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

## The Professional Development Cycle



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

### **Develop the Plan**

[704 KAR 3:035](#) requires school districts to create an annual professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district website prior to the implementation of the plan.

"Needs assessment" is defined as "the gathering, sorting, and analysis of student, educator and system data that lead to conclusions regarding the need for content and learning designs for professional development in identified areas related educator performance and student achievement, (704 KAR 3:305, Section 1(3)).

An effective needs-assessment process should include analyzing school and district data as well as individual professional growth plans and other sources to determine needs for professional learning. These needs also grow out of the identified academic content goals for students. Any time there is a need to change practice, there is a need for professional learning. Appropriate sources of data for analysis may include student assessment data, School Report Cards, teacher and principal effectiveness ratings, Infinite Campus reports, survey data (IMPACT, locally created surveys to students and parents), walk-through trend data, program reviews, PLC outcomes,

SBDM and local board of education minutes, budget expenditures on professional learning, etc. Districts determine the most relevant data sources to review. All district shareholders, including parents and community partners, should be involved in reviewing data and in the development of the needs assessment.

## **Flexible Professional Development Plan**

Per [KRS 158.070\(3\)\(b\)1](#), “a local board may approve a school’s flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar or the regularly scheduled hours in the school work day and receive credit towards the four (4) day professional development requirement within the minimum one hundred eighty-five (185) days that a teacher shall be employed.”

For schools that implement a flexible schedule option, statute requires that it be “reflected in the school’s professional development component within the school improvement plan and approved by the local board. Credit for approved professional development activities may be accumulated in periods of time other than full day segments.” (KRS 158.070(3)(b)2).

Statute further provides that “no teacher or administrator shall be permitted to count participation in a professional development activity under the flexible schedule option unless the activity is related to the teacher’s classroom assignment and content area, or the administrator’s job requirements, or is required by the school improvement plan, or is tied to the teacher’s or the administrator’s individual growth plan. The supervisor shall give prior approval and shall monitor compliance with the requirements of this paragraph. In the case of teachers, a professional development committee or the school council by council policy may be responsible for reviewing requests for approval. (KRS 158.070(3)(b)3).

## **Implement the Program**

The annual PD program shall be based upon the needs identified in the PD plan (and diagnostic) in addition to the following requirements provided in [704 KAR 3:035](#), Section 4(2) which states that professional development shall:

- (a) Be related to the teachers’ instructional assignments and the administrators’ professional responsibilities;
- (b) Be aligned with the school or district improvement plan or the individual professional growth plans of teachers;
- (c) Occur within learning communities committed to continuous improvement, collective responsibility, and goal alignment;

- (d) Be facilitated by skillful leaders who develop capacity and advocate and create support systems for professional learning;
- (e) Be prioritized and monitored by the district;
- (f) Use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
- (g) Integrate theories, research, and models of human learning to achieve its intended outcomes;
- (h) Apply current research on systems change and sustain support for implementation of professional learning for long-term instructional improvement as evidenced by student growth;
- (i) Align its outcomes with educator performance and student curriculum standards; and
- (j) Focus resources on areas of identified need.

The PD plan can be seen as the detailed steps that must take place to meet the established goals of the PD program. Any and all PD that is a part of the program should align with the [\*KY Characteristics of HQPL\*](#).

## Evaluate the Effectiveness

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

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

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

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

The considerations above should be reflected in the design of professional learning as part of carrying out [704 KAR 3:035](#). This regulation defines professional development, outlines the components of all professional development plans at the district level and outlines the job duties of the district Professional Development Coordinator. In addition, the [Model Curriculum Framework](#), established in [KRS 158.6451](#), was developed to support districts in the local curriculum development process. It can also assist to increase student achievement and build teacher capacity through professional learning communities (PLCs). The PLC process is specifically designed to create the conditions necessary for educators to become more skillful in their teaching practices through collaboration and focus on a common goal. PLCs foster professional growth and continuous improvement through data-driven and student-centered professional learning. The level of impact the PLC process has on a school or district is largely determined by the degree to which they can understand and embrace the three big ideas that drive the process:

- (1) a focus on learning,
- (2) a collaborative culture and collective responsibility and
- (3) a results orientation.

For additional information regarding effective PLC implementation, please see the [Model Curriculum Framework](#).

## The Professional Development Coordinator

[KRS 156.095\(3\)](#) requires each local superintendent to "appoint a certified school employee to fulfill the role and responsibilities of a professional development coordinator who shall disseminate professional development information to schools and personnel. Upon request by a school council or any employees of the district, the coordinator shall provide technical assistance to the council or the personnel that may include assisting with needs assessments, analyzing school data, planning and evaluation assistance, organizing districtwide programs requested by school councils or groups of teachers, or other coordination activities," (a).

Statute further provides that the manner of appointment, qualifications, and other duties of the professional development coordinator shall be established by the local board of education," (b).

The local district professional development coordinator may participate in the Kentucky Department of Education annual training program for local school district professional development coordinators. The training can be accessed on the [Professional Learning Webpage](#).

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

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

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

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

## PD Requirements in Kentucky

[KRS 158.070\(3\)\(a\)](#) provides that “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.”

The table and information provided in the [required professional development](#) document details the trainings for certified personnel listed in KRS 156.095 and federal law. The table provides a four-year recurring professional development training schedule through academic year 2039-2040 and a full description of each training required in KRS 156.095. 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.

## Statutes and Regulations

### *Professional Development Program:*

- [KRS 156.095](#)

### *Professional Development Planning:*

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

### *EILA:*

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

### *Superintendent Training:*

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

## Frequently Asked Questions

### Professional Development Hours

*Q. Who is required to complete professional development hours?*

A. Per [KRS 158.070\(3\)](#), "each local board of education shall use four days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (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."

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

A. The traditional professional development calendar year is July 1 to June 30. PD should be completed prior to the closing day of school if a district follows a traditional PD calendar. This timeline does not apply if the district adopts a flexible PD calendar. Regardless of the calendar (traditional or flexible) district policy may dictate a cutoff date for PD activities to be completed. If the teacher is employed for less than the minimum school term, then the amount of professional development required can be pro-rated at the local school district's discretion, (KRS 158.070 (3)(a)).

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

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

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

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

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

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

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

A. [KRS 156.095](#) requires all certified district employees to complete at least one hour of each of the following trainings within 12 months of the initial hire date and at least every four years thereafter: Active Shooter; Child Abuse, Neglect Prevention, Recognition, and Reporting; Suicide Prevention; and Seizure Disorders. Calculation of PD hours for late hires is optional and at the local school district's discretion. Requirements for late hires or early retiring staff should be reflected in district policy.

*Q. When do mandated trainings have to be completed?*

A. KRS 156.095 requires all certified district employees to complete at least one hour of each of the following trainings within 12 months of the initial hire date and at least every four years thereafter: Active Shooter; Child Abuse, Neglect Prevention, Recognition, and Reporting; Suicide Prevention; and Seizure Disorders. As required by federal OSHA law, school systems, like other employers, must identify personnel that could be exposed to blood or other potentially infectious materials (OPIM) and provide annual training on blood borne pathogens.

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

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

## EILA

*Q. What is EILA?*

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

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

A. [KRS 156.095](#) requires all certified district employees to complete at least one hour of each of the following trainings within 12 months of the initial hire date and at least every four years thereafter: Active Shooter; Child Abuse, Neglect Prevention, Recognition, and Reporting; Suicide Prevention; and Seizure Disorders. As required by federal OSHA law, school systems, like other employers, must identify personnel that could be exposed to blood or other potentially infectious materials (OPIM) and provide annual training on blood borne pathogens. Also, any person employed in a position listed in the EILA definition of instructional leader ([KRS 156.101](#)) is required by law to complete the annual 21-hour EILA requirement. KRS 156.101(2) defines “instructional leader” as “an employee of the public schools of the Commonwealth employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.”

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

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

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

A. Per [704 KAR 3:325](#), Section 3(4), verification of attendance at EILA-approved sessions and programs are recorded with the district professional development coordinator no later than June 30 of each year.

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

A. Per [704 KAR 3:325](#) Section 2(3), by August 30 of each year, "the local district superintendent shall report to the Kentucky Department of Education the name of any instructional leader who fails to complete the annual 21 hour training required under KRS 156.101, the individual's position title, Social Security number, and the number of hours which were completed." 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 of each year, the local school district shall report to the Kentucky Department of Education the name of any instructional leader who fails to complete the 21 hours of training required under KRS 156.101.

## **Options for Professional Development**

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

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

*Q. Are assessment analysis activities considered "acceptable" professional development?*

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

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

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

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

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

## **Professional Development Evaluation**

*Q. Who approves professional learning for credit?*

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

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

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

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

## Resources and Tools

### **Professional Learning Training Schedule and Required PD**

#### **High-Quality Professional Learning**

A list of characteristics of high-quality professional learning.

#### **KDE PL Modules**

General PL opportunities and content area opportunities provided by KDE.

#### **Learning Forward**

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

#### **PD Diagnostic**

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

#### **PLBB**

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

#### **Rivet Education**

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

#### **Rivet Professional Learning Partner Guide (PLPG)**

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

#### **Title II, Part A Handbook**

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