

Professional Development Coordinator

Information and Guidance



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Professional Development

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.

What is professional development?

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

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

What is a professional development program?

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

An intentional and data-driven professional development plan is an important continuous improvement component for both teachers and students. Flexible, ongoing focus on implementation and refinement of a professional learning

program contributes to high levels of success. A program that aligns professional growth and effectiveness and professional learning systems presents educators coherent opportunities to enhance their instruction so students can meet the expectations needed to be college, career and civic ready.

How is professional development different from professional learning?

Changing the name from professional development to professional learning may seem like a small change, but the goal is to transform the perception of educator development from a passive process, removed from the daily work in schools, disconnected from student and educator standards and designed by those outside the school. Instead, 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.

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. While it is assumed that exposure to new information and ideas will transfer to practice, the reality is it typically does not without:

- A degree of accountability for implementing new knowledge, ideas and strategies with time for reflection, analysis and feedback;
- A focus on topics, skills or strategies chosen out of a desire or need to improve practice as evidenced by observations, reflections and educator performance standards and student content standards; and
- An increased expectation for professional learning impact on educator effectiveness and student outcomes.

Professional learning, however, emphasizes that learning is a process that continues over time, extends into practice and fosters results for both educators and students.

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.

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](#).

Why is professional learning essential for teacher and leader effectiveness?

As a collective unit, the [Kentucky Professional Learning Standards](#) define the conditions, attributes and elements for effective professional learning that leads to successful student learning. Professional learning simultaneously serves three purposes:

<p>Focuses Individual Learning alignment with individual growth goals</p>	<p>Three questions to ask when developing a Professional Growth Plan (PGP):</p> <ol style="list-style-type: none"> 1. What do I want to change about my practice that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know I accomplished my objective? <p>Kentucky educators must consider their own practice, using evidence and data, in the context of their performance criteria aligned to the four measures of planning, environment, instruction and professionalism. When educators identify areas for growth, develop their own relevant and purposeful growth goals and are given support to pursue the goals, greater educator effectiveness occurs, and student learning is a supported.</p>
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<p>Fosters Team Collaboration for School Improvement alignment with team and school improvement goals</p>	<p>Patterns in student data point to strengths and needs across grade levels or a school. The Comprehensive School Improvement Plan (CSIP) can address these issues. A school’s professional learning plan is embedded and reflected in the CSIP.</p> <p>Each professional learning plan shall contain the following (704 KAR 3:035, Section 3):</p> <ul style="list-style-type: none"> • Statement of school or district mission; • Evidence of representation of all persons affected by the plan; • Needs assessment analysis; • Objectives focused on the school or district mission, derived from needs assessment, that specify changes in educator practice needed to improve student achievement; and • Process for evaluating impact on student learning and improving professional learning using evaluation results.
<p>Impacts Program Implementation alignment with state, district and school goals and initiatives</p>	<p>Implementation of new or different standards, curricula, practices, policies and programs are opportunities for professional learning experiences. District, regional and statewide initiatives can benefit from coordination of opportunities for sharing and providing feedback, while also moving more students toward success.</p> <p>Certified school professional development coordinators (KRS 156.095 (2)) in each district are available to provide technical assistance to the school council or personnel:</p> <ul style="list-style-type: none"> • Assisting with needs assessments; • Analyzing school data; • Planning and evaluation assistance; • Organizing district-wide programs; and • Coordinating activities.

Determination of Professional Development Needs

How are professional development needs determined at the school and district level?

Each local school and district shall develop a process to design a professional development plan ([704 KAR 3:035](#) Section 2) that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan

shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district website prior to the implementation of the plan.

According to [704 KAR 3:035](#) Section 1(3), a "needs assessment" means the gathering, sorting, and analysis of student, educator and system data that lead to conclusions regarding the need for content and learning designs for professional development in identified areas related educator performance and student achievement.

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

Appropriate sources of data for analysis may include student assessment data, [School Report Cards](#), teacher and principal effectiveness ratings, Infinite Campus reports, survey data (IMPACT, locally created surveys to students and parents), walk-through trend data, program reviews, PLC outcomes, SBDM and local board of education minutes, budget expenditures on professional learning, etc. Districts determine the most relevant data sources to review. See Appendix A for a seven-step process that begins with analyzing needs for the purpose of developing a professional learning plan.

All district shareholders, including parents and community partners, should be involved in reviewing data and in the development of the needs assessment.

What elements should be included in school and district professional development plans?

As previously stated, 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. Each school and local district professional development plan shall contain the following five elements ([704 KAR 3:035](#) Section 3):

- (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.

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.

Research shows that sustained and intensive professional learning for teachers is related to student achievement gains. An analysis of well-designed experimental studies found that a set of programs which offered substantial contact hours of professional learning (ranging from 30 to 100 hours in total) spread over six to 12 months showed a positive and significant effect on student achievement gains. According to the research, these intensive professional learning efforts that offered an average of 49 hours in a year boosted student achievement by approximately 21 percentile points. Other efforts that involved a limited amount of professional learning (ranging from five to 14 hours in total) showed no statistically significant effect on student learning. (Yoon et al., 2007)

What is the Professional Learning diagnostic?

The professional learning diagnostic is a component of the overall [comprehensive improvement plan](#) annual requirement for schools and districts. The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#), the elements listed in [704 KAR 3:035](#) Section 3 and the local needs assessment. This diagnostic should be uploaded to the [Continuous Improvement Platform](#) (CIP), formerly eProve, between Nov. 1 and Jan. 1 (phase three) each year. See Appendix B for an example of the diagnostic format.

Professional Development Coordinator Responsibilities

What are the required duties of a Professional Development Coordinator?

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

- a) Facilitating analysis of student, educator and system data to conduct the district professional development needs assessment;
- b) Coordinating the intradistrict alignment of professional learning to achieve identified goals and objectives for professional development;

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

What are the yearly training requirements of Professional Development Coordinators?

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

The current Professional Development Coordinator annual training can be found on the [Professional Learning website](#).

Professional Learning Standards

What are the professional learning standards for Kentucky schools and districts?

[The Kentucky Professional Learning Standards](#), adopted in conjunction with [704 KAR 3:035](#), delineate the research-based attributes of effective professional learning that leads to increase in educator effectiveness and student success. Each standard works interactively with others to guide planning, implementation and evaluation of professional learning. *The absence of any one standard has potentially negative consequences for professional learning's overall effectiveness and results.*

Learning Community: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

Within genuine learning communities, educators experience a culture of continuous improvement, goal alignment, shared accountability and collective responsibility for student success.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

Leaders who include teacher leaders and school and district administrators commit to developing the capacity of others for leading and learning, advocate for effective professional learning designed to improve educator practice and student learning and create the systems and structures within schools and districts to support continuous learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

Effective professional learning requires an investment of sufficient resources to accomplish its goals. Leaders must monitor and coordinate all resources such as funding, staff, time, technology and materials allocated to professional learning to ensure optimal use and benefit.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

Planning, implementing and evaluating professional learning requires student, educator and system data. Data analysis and interpretation identify areas of need and offer evidence of progress toward established goals and of changes that result from professional learning.

Learning Designs: Professional learning that increases educator effectiveness

and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

Learning for educators occurs in multiple forms of in-person, blended and online learning. Effective learning experiences, whether formal or informal, integrate research, models and theories about learning in ways that are appropriate for the intended goals and respectful of educator learning preferences.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Implementing new learning requires support that is based on change research, sustained over time and differentiated to align with educators' level of use. It includes constructive feedback designed to strengthen and refine educator practice.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

The purpose of professional learning is to expand, strengthen and refine educator performance and student learning. The outcomes of effective professional learning align with student content standards, educator performance standards and goals of high-priority initiatives to build coherence between educator learning and student success.

All professional learning standards are used in the design of professional learning as part of carrying out [704 KAR 3:035](#). This regulation defines professional development , outlines the components of all professional development plans at the district level and outlines the job duties of the district Professional Development Coordinator. In addition, the [Model Curriculum Framework](#) , established in [KRS 158.6451](#), was developed not only to support districts in the local curriculum development process, but also to increase student achievement and build teacher capacity through professional learning communities (PLCs). The PLC process is specifically designed to create the conditions necessary for educators to become more skillful in their teaching practices through collaboration and focus on a common goal. PLCs foster professional growth and continuous improvement through data-driven and student-centered professional learning. The level of impact the PLC process has on a school or district is largely determined by the degree to which they are able to 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](#).

¹The Kentucky Professional Learning Standards are based on Learning Forward Standards.

Considerations for Professional Learning

When developing school and district plans, keep in mind professional development should ([704 KAR 3:035](#) Section 4(2)):

- (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.

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.

What are the characteristics of High-Quality Professional Learning?

Research demonstrates a positive link between [high-quality professional learning](#) (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also can be effective in recruiting and retaining teachers. 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

- Content focused
- Incorporates active learning
- Uses modeling and models of effective practice
- Supports collaboration in job-embedded contexts
- Provides coaching and expert support
- Offers feedback and reflection
- Sustained and continuous

Please see Appendix C for additional information related to HQPL.

How long are professional development coordinators required to keep professional development plans at the central office?

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

How should schools and districts evaluate professional learning?

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. Guidance regarding planning, implementing and evaluating professional learning can be found in Appendix A. If utilizing this resource, after considering where your district stands in relation to the [seven professional learning policies](#) as outlined by Stephanie Hirsh of *Learning Forward*, determine an intentional focus of your district's professional development plan. Once work to sustain implementation of the plan begins, choosing the most appropriate tools to assess the professional development plan is possible.

Are there any professional development evaluation tools available?

There are many choices available to districts. Some resources districts may choose to consider are below.

[Learning Forward: Evaluating Professional Learning: Measuring Educator and Student Outcomes](#)

[Effective Teacher Professional Development](#)

[Measuring Implementation to Impact: A Guide to Evaluating Professional Development](#)

[Does It Make a Difference? Evaluating Professional Development](#)

Required Trainings

The list below is meant to be a guide to help districts build their individualized list of required trainings for certified personnel. This is not an exhaustive list of annual, mandatory trainings for your district.

Active Shooter

[KRS 156.095](#) (7). Beginning Nov. 1, 2019, and Nov. 1 of each year thereafter, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in-person, by live streaming or via a video recording and may be included in the four (4) days of professional development under [KRS 158.070](#)(3)(a). New employees hired after the training has been provided for the school year shall be provided materials on how to respond to an active shooter situation.

Blood Borne Pathogens

OSHA/U.S. Department of Labor, [29 CFR 1910.1030](#). As required by federal OSHA law, school systems, like other employers, must identify personnel that could be exposed to blood or other potentially infectious materials (OPIM) and provide annual training on blood borne pathogens. Training is a requirement for all employees and the control plan is part of the school's annual health services program. PD credit should not be issued for the annual training if completed during the contracted school day. In schools, the training is typically provided by the district/school nurse.

Physical Restraint and Seclusion

[704 KAR 7:160](#) Section 2 (1). Each local school district shall establish policies and procedures that:

- (a) Ensure school personnel are aware of and parents are notified how to access the policies and procedures regarding physical restraint and seclusion;
- (b) Are designed to ensure the safety of all students, school personnel and visitors; and
- (c) Require school personnel to be trained in accordance with the requirements outlined in Section 6 of this administrative regulation.

Each school district shall establish policies and procedures that ensure all school personnel are aware of and trained annually to use an array of positive behavior supports and interventions. Training is required for all teachers, principals, administrators, school counselors, social workers, other professionals, nurses, school resource officers, other law enforcement officers and other support staff who are employed in a school or who perform services in the school on a contractual basis. Information regarding PBIS professional learning opportunities

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

[704 KAR 7:160](#) 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.

Prevention of Child Abuse and Neglect

[KRS 156.095](#) (8)(e)-(f). All school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district prior to Jan. 31, 2017, shall complete the implemented training or trainings by Jan. 31, 2017, and then every two years after. All school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors employed by the school district hired after Jan. 31, 2017, shall complete the implemented training or trainings within 90 days of being hired and then every two years after. Per KRS 156.095, Section 8 (a), the Department of Education maintains a [posting of approved trainings](#) and other materials for district training. Training approvals are

made by the Kentucky Cabinet for Health and Family Services (KCHFS). The issuance of PD credit for the trainings is determined by the district.

Seizure Disorders

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

Suicide Prevention

[KRS 156.095](#) (6)(c)(1) Beginning with the 2018-2019 school year, and every year thereafter, a minimum of one hour of high-quality suicide prevention training, including the recognition of signs and symptoms of possible mental illness, shall be required for all school district employees with job duties requiring direct contact with students in grades six through 12. The training shall be provided either in person, by live streaming, or via a video recording and may be included in the four days of professional development under KRS 158.070. (2) When a staff member subject to the training under subparagraph (1) of this paragraph is initially hired during a school year in which the training is not required, the local district shall provide suicide prevention materials to the staff member for review.

CPR/AED/First Aid

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. FERPA/ Confidentiality: Districts need to be aware of the general guidelines and measures to protect and prevent access to restricted information. Schools are required to take pre-emptive measures to protect and prevent access to confidential student (and staff) records by unauthorized people.

Frequently Asked Questions

Professional Development Hours

Q. Who is required to complete professional development hours?

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

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

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

Q. Can a teacher present a professional learning session that counts toward the required professional development hours?

A. Districts have the responsibility of approving professional development hours accumulated by their staff members. Districts decide what actions meet the definition of professional learning and can award credit for different purposes. For example, it may be possible to differentiate between the designing of the training session and the presentation or facilitation of the session. [KRS 160.345](#)

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

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

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

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

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

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

Q. What is EILA?

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

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

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

Q. If a program is approved for credit in the Instructional Leadership (21 hours annually) Program, may a teacher who participates in that training be awarded professional development credit?

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

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

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

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

A. Per [704 KAR 3:325 Section 2\(3\)](#), each local district superintendent shall report to the Kentucky Department of Education any instructional leader who fails to complete the annual 21 hour training. Until June 30, 2006, every two years, a local school district

shall send a verification statement to the Kentucky Department of Education and the Education Professional Standards Board, recording the names of all instructional leaders, their position titles, their Social Security numbers, the dates they entered the two- year cycle, and the number of hours of training obtained during the two-year cycle. (b) Beginning July 1, 2006, 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. Beginning Aug. 30, 2007 and by Aug. 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 21 hours of training required under [KRS 156.101](#), the individual's position title, Social Security number, and the number of hours which were completed.

Q. When do mandated trainings have to be completed?

A. There is not an exhaustive list of due dates for trainings required of administrators, teachers and/or other district personnel.

Q. Do most districts, when they have PD days, have all teachers go through the same training programs, or do any districts “break out” teachers into different groups based on subject matter, experience, etc.?

A. While there are regulations that mandate specific, annual professional development, the professional learning engaged in by educators is at the discretion of the local school district ([KRS 160.345](#)). Districts choose which activities will earn professional development credit hours and which will not. All district PD should align to the district's professional development plan as part of their Certified District Improvement Plan (CDIP). Implementation of the professional development plan is also at the discretion of the district.

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.

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](#).

Q. Can a year-long principal learning cadre count for EILA. Is that appropriate?

A. If a learning cadre meets all components of the definition of professional learning in [704 KAR 3:035 Section 4](#) and is aligned to the criteria in [704 3:325 Section 3](#), it is appropriate to submit an application requesting EILA credit. Visit the [EILA Web page](#) to submit an EILA application.

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 based on the KDE Professional Learning Standards.

Q. If schools conduct their own staff development, who is responsible for monitoring the process?

A. The school district is responsible for monitoring all staff development.

Statues and Regulations

Professional Development Programs

[KRS 156.095](#)

Effective Instructional Leadership Act (EILA)

[704 KAR 3:325](#)

Instructional Leader (definition of)

[KRS 156.101](#)

Professional Development Coordinators

[KRS 156.095](#)

System of Evaluation for Certified Staff

[KRS 156.557](#)

School Calendar, School Term, PD, NTI Program

[KRS 158.070](#)

Model Curriculum Framework

[KRS 158.6451](#)

School Councils and Responsibilities

[KRS 160.345](#)

Low-achieving Schools and School Intervention

[KRS 160.346](#)

Appendix A

The table below identifies the seven steps for planning, implementing and evaluating professional learning.

Develop Short- and Long-Term PL Plans	Tasks	Relevant Kentucky Standards for Professional Learning
To plan, implement and evaluate effective professional learning, individual educators, school-based learning teams, school leadership teams and/or district leadership teams.	To accomplish each step, individual educators, school-based learning teams, school leadership teams and/or district leadership teams . . .	Learning Communities, Leadership, Resources, Data, Learning Design, Implementation, Outcomes

Step 1	Analyze student learning needs	·Gather and analyze multiple forms of student data. ·Identify trends, patterns and areas of need.	Data Standard
Step 2	Identify characteristics of the classroom, department, school and district community	·Gather data about the learning community. ·Identify the features of the community (culture, processes, census estimates, perceptions, etc.) that influence student, educator and system learning.	Data and Learning Communities Standards
Step 3	Review student growth and school and district improvement goals	·Review school and district SMART goals for student learning. ·Identify the focus for educator learning.	Outcomes Standard
Step 4	Develop educator professional growth/learning goals based on steps 1-3	·Develop teacher professional growth goals. · Use knowledge, aspirations, skills, attitudes and behaviors (KASAB) needed to help write goals. ·Develop professional learning goals for school/team focus.	Data and Outcomes Standards

Steps 1-4 constitute the required needs assessment as defined in 704 KAR 3:035 and informs the Comprehensive District Improvement Plan (CDIP)/Comprehensive School Improvement Plan (CSIP).

Step 5	Study available research and evidence-based professional learning options.	·Identify research - or evidence-based practices. ·Explore available professional learning related to goal(s). ·Determine available resources.	Learning Communities, Leadership, Resources, Learning Designs, Implementation, Outcomes Standards
Step 6	Create the professional learning plan.	·Identify the learning experiences to achieve goals. ·Develop strategies for applying and refining learning over time. ·Identify indicators of achieving the goal(s). ·Submit budgets for approval.	Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards

Step 7	Implement, evaluate and sustain the professional learning.	<ul style="list-style-type: none"> · Carry out the plan. · Implement learning over time. · Reflect on progress and adjust as needed. · Identify evidence of change in educator practice. · Evaluate progress and results. 	Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards
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Appendix B

CIP Professional Learning Diagnostic

The purpose of this diagnostic is to support the district system of designing and implementing a professional development plan that aligns to the goals established in KSR 158.6451 and the local needs assessment.

Plan basis:

[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 website prior to the implementation of the plan.

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.*

1. What is the district mission?
2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

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?
4. For your first priority for professional development, complete the following:

- a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short-term changes that need to occur in order to meet the goal.
 - b. What are the intended results? (student outcomes, educator beliefs, practices, etc.)
 - c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.
 - d. Who is the targeted audience for the professional development?
 - e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)
 - f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)
 - g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)
 - h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.
5. For the second priority for professional development, complete the following:
- a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.
 - b. What are the intended results? (student outcomes, educator beliefs, practices, etc.)
 - c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.
 - d. Who is the targeted audience for the professional development?

- e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)
- f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)
- g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)
- h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Optional extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question three and a-h as seen in questions four and five.



Characteristics of High-Quality Professional Learning

Research demonstrates a positive link between high-quality professional learning (HQPL), 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 recruiting and retaining teachers. 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 and 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.

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Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-quality professional development for all teachers: Effectively allocating resources. Research & Policy Brief. National Comprehensive Center for Teacher Quality