



Comprehensive Professional Learning System for Kentucky Educators

Overview

Preparing Kentucky's students for college and careers requires an effective and continuously improving education system and workforce. Continuous, career-long professional learning is a core factor to achieving this success. To achieve state and local goals for all students pre-K-12, Kentucky must establish a comprehensive system of professional learning for its education workforce. This workforce includes employees who directly or indirectly support the education of Kentucky's pre-K-12 students.

Professional learning is a comprehensive, sustained, and intensive approach to increase student achievement that strengthens and improves educators' effectiveness in meeting individual, team, school, school district, and state goals. Professional learning is not an isolated event or a set of events; rather, it is ongoing, relevant, job-embedded learning for educators at all stages of career development. Professional learning supports educators in meeting and exceeding standards of performance, implementing new initiatives, and refining professional practice to increase student achievement.

Professional learning provides opportunities for individual and collaborative professional study, analysis, application, and reflection relevant to ongoing improvements in professional practice and student achievement. For professional learning to have its greatest impact, it must be aligned with state and local goals for student achievement and with individual professional goals for effectiveness and career advancement and the systems that support these goals such as curriculum, assessment, and instruction; educator preparation, certification, and recertification; educator effectiveness; and data and information, among others. Decisions about professional learning are made collaboratively by educators, among educators, their colleagues, and their supervisors, and based on student, educator, and system data.

Purpose of Professional Learning in Kentucky

Continuous professional learning contributes to improved educator effectiveness and student achievement. The purpose of educator professional learning in Kentucky is to increase student achievement by ensuring that every student engages in effective learning every day to meet Kentucky's Core Academic Standards for college and career readiness. For this purpose to be realized, all members of the education workforce responsible for student achievement must engage in continuous professional learning.

Commendations about Professional Learning in Kentucky

As a national leader in education reform, Kentucky has made significant advances in providing education programs to support educator and student learning. Chief among the efforts are Kentucky's Unbridled Learning initiative and Senate Bill 1. Past emphasis on quality professional learning developed and established as a part of Kentucky Education Reform Act (KERA) and Kentucky Teacher Internship Program (KTIP) also contribute. Yet as demands for increased rigor in student learning, and expectations for teacher, principal, school, and district effectiveness grow, Kentucky cannot rely on its past success to move ahead. Effective systems continuously review and refine their policies, practices, and infrastructure by building on previous successes and commit all its resources, talents, and efforts to ensure that each student is prepared for college and careers.

Assumptions about Comprehensive Professional Learning

- Educator effectiveness is a significant factor in student success.
- Professional learning is a significant vehicle for increasing educator effectiveness.
- Professional learning begins with the completion of an educator's preparation program and occurs continuously throughout an educator's career.
- Professional learning is a shared responsibility of individual members of the education workforce, schools, school districts, state department of education, and other education and non-education agencies, providers, institutions, and organizations.
- Collaborative, job-embedded professional learning aligned with student content standards and educator effectiveness standards ensures that all Kentucky students engage in effective learning every day.
- The success of professional learning is measured in terms of its impact on educator effectiveness and student achievement.
- Ongoing monitoring and evaluation of professional learning improves its quality and results.
- Professional learning is one system of support that works in coherent

partnership with other state, district, and school systems (e.g., certification, recertification, personnel, curriculum, assessment) to support educator effectiveness and student achievement.

Definition of Professional Learning

Professional learning is an individual and collective responsibility that fosters shared accountability among the entire education workforce for student achievement. See Appendix One for proposed definition of professional learning.

Policy Recommendation 1: Replace Kentucky’s existing definition of professional learning with new definition in Appendix One (156.095; KAR 3:035).

Guidance Recommendation A: Expand expectations, guidelines, and descriptions for meeting the new requirement of 50 hours (see Policy Recommendation 9) (e.g., collaborative learning, grade-level, and team meetings, co-teaching, coaching, peer visitation, curriculum planning, developing and analyzing formative assessments, analyzing student work, instructional rounds), and the 24 hours under current policy allocated for individual growth of professional learning.

Kentucky’s Professional Learning System

Kentucky’s Professional Learning System meets the indicators of effectiveness listed below.

Policy Recommendation 2: Adopt the indicators of effective professional learning (A-H).

- A. Meets Kentucky’s Standards for Professional Learning. (See Appendix Two for proposed revisions to Kentucky’s Standards for Professional Learning adopted from *Standards for Professional Learning*, 2011):

Policy Recommendation 3: Replace Kentucky’s professional development standards with the most current, research-based *Standards for Professional Learning* and require an annual evaluation to assess the extent to which educator professional development meets the standards (KAR 3:035). (See Appendix Two and Guidance Recommendation Z).

Guidance Recommendation B: Provide resources to develop knowledge about and use of the standards in planning, implementing, and evaluating professional learning.

- B. Is governed by appropriate rules and regulations to support its alignment with other local and state priorities and goals for student achievement, and its effectiveness and results are supported with appropriate guidance to ensure full and equitable implementation.

Policy Recommendation 4: Review all rules, regulations, and guidance for alignment with the standards and definition and amend any inconsistencies (e.g., KRS 156.095; KRS 156.101; KRS 156.101; KRS 156.111; KRS 158.070; KRS 160-345; KRS 160.345; 703 KAR 5:225; 704 KAR 3:035; 704 KAR 3:345; 704 KAR 3:406, etc.).

Guidance Recommendation C: Define the roles and responsibilities for all educators and stakeholders, with direct or indirect influence on learning, e.g., teachers, teacher leaders, principals, SBDM Councils, non-instructional staff, district administration, Kentucky Department of Education (KDE), third-party providers, higher education, regional cooperatives, etc. (See Appendix Three for description of proposed roles and responsibilities of stakeholders in professional learning).

- C. Aligns with state, district, and school improvement goals for student achievement, Kentucky's Core Academic Standards, teacher and principal effectiveness system, individual professional growth goals, and school, school district, and state goals for student achievement.

Policy Recommendation 5: Revise related policies such as school improvement and educator effectiveness for seamlessness and consistency in terminology, expectations, and definitions (e.g., district improvement, school improvement, accountability, certification/recertification, and educator effectiveness).

Policy Recommendation 6: Require professional learning for recertification to meet all professional learning policies and guidelines and be based on an individual professional growth and career advancement plan whose goals are aligned with state and local priorities, Characteristics of Highly Effective Teaching and Learning, goals for student achievement, and individual and career-advancement goals and incorporate evidence of achievement of the established goals (Note: Aligned to TPGES, PPGES, and EPSB).

Policy Recommendation 7: Require all newly certified educators to develop a professional learning plan aligned with individual areas for growth based on preparation and certification data and to use the plan in a mentoring and induction program and add to it goals for professional learning related to student/client performance and local and state priorities (Note: Aligned to TPGES, PPGES, and EPSB).

Guidance Recommendation D: Create guidance for schools and districts to assess alignment of professional learning with school improvement goals, district and school goals for student achievement, and individual professional growth goals and mechanisms for reviewing plans and awarding completion "credit" based on achievement of the stated goal(s).

Guidance Recommendation E: Establish a state-supported system with models, tools, resources, templates, and coaching to support schools and districts to incorporate effective professional learning within school improvement plans.

Policy Recommendation 8: Establish statewide terminology, standards, and definition of professional learning.

- D. Engages educators in continuous, collaborative, job-embedded professional learning that uses student, educator, and system data to assess individual and collaborative learning needs, integrates research-based professional learning practices, uses evidence to demonstrate the effectiveness of learning, integrates sustained support for full implementation, and aligns with school improvement goals and fits within the school-day schedule.

Policy Recommendation 9: Add to current policy requiring 24 hours per year of professional learning by revising KRS 158.070 to incorporate into the employee workday scheduled time for each educator to have an additional annual minimum of 50 hours of data-informed, job-embedded professional learning focused on student success.

Guidance Recommendation F: Create a statewide tool kit for schools, districts, and third-party providers to implement data-informed, job-embedded professional learning focused on student success. (See Appendix Five for description of proposed third-party-provider system).

- E. Supports career-long professional growth and development that begins upon certification with effective mentoring and induction following guidelines included in Kentucky Teacher Internship Program (KTIP) and continues throughout an educator's career. See Appendix Four for more information on Mentoring and Induction.

Guidance Recommendation G: Provide a resource that links the Kentucky teacher preparation and certification standards used in KTIP programs with the Kentucky Teacher Professional Growth and Effectiveness (TPGES) Framework and Characteristics of Highly Effective Teaching and Learning.

Guidance Recommendation H: Provide a resource that links Kentucky administrator preparation and certification standards with Principal Professional Growth and Effectiveness System.

Guidance Recommendation I: Provide a resource that links Kentucky administrator preparation and certification standards with as "yet to be developed" District Leader Professional Growth and Effectiveness System.

Guidance Recommendation J: Provide resources on statewide, district, and school initiatives and programs to use in mentoring and induction programs for

newly hired staff to accelerate readiness to implement new programs.

Guidance Recommendation K: Develop a continuum of educator professional growth over the course of a career including at least four stages of professional practice.

Guidance Recommendation L: Revise the *Kentucky Guide to Teacher Reflective Practice* to support all educators reflect on their practice, analyze their current stage of practice using data, identify areas for growth, and initiate the development of an individual professional growth plan.

Guidance Recommendation M: Collaborate with colleges, universities, and other organizations on teacher-leader development programs.

Guidance Recommendation N: Identify effective practices for supporting mentoring and induction programs such as professional learning communities that support peer-to-peer learning for new teachers and principals, reducing class/work load, reducing class size, providing observation feedback, scheduling, mentor selection, training, and supervision, etc.

Guidance Recommendation O: Create a Model Mentoring and Induction Framework that will help districts and schools design seamless mentoring and induction programs. The model should include:

- Multi-year induction requirements;
- Mentor training and on-going professional learning with a focus on classroom/workplace observation;
- Focus on formative assessments and how to leverage data for student success;
- Common planning time for teachers to conduct informal mentoring;
- Program evaluation to measure the impact of mentoring and induction support on teaching/leadership practices and student learning;
- Differentiated support for educators at all levels; and
- Effective use of teacher leaders (e.g., NBCTs, content network leaders, teachers of the year, Milken Award winners).

- F. Allocates local, state, federal, and other resources for professional learning (funding, time, personnel, technology, and materials) through a transparent, equitable, and collaborative process that includes educators affected. (See Appendix Five for more information on proposed third-party-provider system).

Guidance Recommendation P: Establish recommended guidelines for allowable expenses for professional learning and minimum allocations based on school performance. Schools are required to allocate a minimum of 3% of their general funds to allowable professional learning expenses; underperforming schools are required to allocate a minimum of 6% of their general funds to

allowable professional learning expenses; underperforming Title I schools maintain the federal requirement of 10% of allocated federal funds to allowable professional learning expenses.

Guidance Recommendation Q: Establish a statewide system of support for reviewing and reporting investments, including staff, time, funding, technology, and materials, in professional learning within districts, state agencies, state-supported organizations, etc., and require other third-party providers of professional learning to follow the state's established system when any state or local resources are used.

Policy Recommendation 10: Create and maintain an online Third-Party Provider Information and Review System. Require all third-party providers to register with the Kentucky Department of Education via a searchable online information database.

Policy Recommendation 11: Require all providers of professional learning within the state to participate in the Third-Party Information and Review System.

Guidance Recommendation R: Establish an expectation that consumers of professional learning from third-party providers are required to provide a rating of the services and products within 90 days of the completion of the service or delivery. All participants and the person who contract for the services will provide the reviews. Access to the system will be open to all. Ratings by reviewers will be anonymous.

Guidance Recommendation S: Develop additional tools to accompany the third-party provider system.

- G. Requires skillful leadership and facilitation to ensure use of effective practices in individual, team and school, and district professional learning (Note: Interface with TPGES, PPGES, and EPSB).

Policy Recommendation 12: Revise leadership standards to incorporate knowledge, skills, and dispositions for leading professional learning. The 2008 ISLLC—practices, standards, and functions standard 2 is insufficient to address the role and responsibilities of school and district leaders to lead and facilitate professional learning. (Note: Interface with TPGES, PPGES, and EPSB).

Policy Recommendation 13: Require leadership certification programs to include leadership of professional learning in preparation curriculum.

Guidance Recommendation T: Develop, in partnership with other agencies, resources and opportunities to support leadership development in professional learning for use within local school districts.

- H. Requires schools, school districts, education agencies, organizations, and providers, institutions of higher education, and Kentucky Department of Education to monitor and evaluate the quality, effectiveness and results of professional learning for accountability and continuous improvement purposes (See Appendix Six for more specific recommendations and guidelines for monitoring and evaluating professional learning).

Guidance Recommendation U: Require an annual report to the Kentucky Department of Education, Kentucky State Board of Education, and/or state legislature on the quality and effects of professional learning focused on meeting individual, team, school, and district improvement goals.

Guidance Recommendation V: Adopt guidelines for ongoing evaluation of the quality and impact of professional learning and reporting annually to local school boards and educators.

Guidance Recommendation W: Provide a multi-year phase in of this requirement beginning with schools and districts in greatest need.

Guidance Recommendation X: Develop guidance, tools, resources, and support system for schools and districts to meet this requirement.

Guidance Recommendation Y: Showcase successful approaches as models of excellence.

Guidance Recommendation Z: Incorporate into CIITS a data collection system to assess the degree to which professional learning:

- Meets standards of quality
- Advances educator performance (including administrators). Meets the individual learning needs of educators and students
- Aligns with *Standards for Professional Learning*, rigorous student content standards and educator performance standards, and with local school/district improvement plans
- Produces results for students aligned with identified needs and KCAS.

Guidance Recommendation AA: Hold districts responsible for collecting, analyzing, and acting upon evaluation data.

- CIITS is the primary vehicle for collecting data for analysis.
- CIITS collects data so state and districts can address four criteria listed above.
- Evaluations result in a determination of strengths of professional learning, gaps, and recommendations for improvement.
- School districts conduct annual evaluation of professional learning quality and results and report results to KDE and to district community. Report includes strengths, gaps, and recommendations for improvement.

- KDE reviews each district's annual evaluation of professional learning quality and results, reports to the State Board of Education and state legislature, and publishes commendations and recommendations to districts.
- KDE develops a system for doing an annual, in-depth, on-site analysis of a sampling of districts' (equitable, highest need, geographic, and size distribution) professional learning plans and student growth data to publish commendations and help address the district/schools solve problems, support leadership, and/or recommendations.

Appendix One: Proposed Definition of Professional Learning

Professional learning is an individual and collective responsibility that fosters shared accountability among the entire education workforce for student achievement, and

- aligns with Kentucky’s Core Academic Standards, educator effectiveness standards, individual professional growth goals, and school, school district, and state goals for student achievement;
- focuses on content, pedagogy, pedagogical content-knowledge, as specified in certification requirements, Characteristics of Highly Effective Teaching and Learning, and other related job-specific performance standards and expectations;
- occurs among educators at school or in their workplace who share accountability for student results;
- is facilitated by well-prepared school and district leaders including curriculum specialists, principals, coaches, mentors, master teachers, or other teacher leaders;
- serves simultaneously three purposes for professional learning—individual improvement (alignment with individual growth goals), school and team improvement (alignment with school and team improvement), and program implementation (alignment with state, district, and school improvement goals and initiatives);
- occurs several times per week during the workday (a minimum of 50 hours per school year—with the intent to acknowledge the ongoing professional learning most educators are currently doing and to focus it more closely on individual, team, school, district, and state improvement goals--among established teams of educators in which educators engage in a continuous cycle of improvement that —
 - assesses student, educator, school, and district learning needs through a thorough, rigorous analysis of educator and student performance (**data analysis**);
 - defines a clear set of educator learning goals based on analyzed data and aligned with school, school district, and state improvement goals (**individual, team, and school short- and long-term goal development**);
 - engages educators in learning experiences to achieve educator professional learning and school, district, and state improvement goals identified by implementing coherent, sustained, and evidenced-based learning designs, including and not limited to curriculum development, examining student work, developing instructional units or lessons, lesson study, action research, developing and scoring summative and formative assessments, peer observation, coaching and other approaches that improve instructional and leadership effectiveness and student achievement (**job-embedded professional learning**);
 - provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge, skills, practices, and dispositions to the classroom or workplace (**follow-up support**);
 - uses formative and summative measures to assess the effectiveness of professional learning in achieving educator learning goals, improving

teaching and leadership, and ensuring all students meet Kentucky's Core Academic Standards (**evaluation of professional learning**);

- informs ongoing improvements in teaching, leadership, and student learning (**reflecting on and revising practice**); and
- is supported by external assistance when expertise does not reside within the team or school to achieve intended outcomes (**access to external experts**).

Professional learning may also include courses, workshops, institutes, networks, and conferences provided by for-profit and nonprofit third-party providers outside the school such as higher education institutions, regional education cooperatives, technical assistance providers, networks of content-area specialists, and other education organizations and associations that

- address educator professional growth goals;
- advance ongoing school-based professional learning that focuses on implementation of learning to improve student achievement; and
- use a variety of learning approaches, platforms, methods and models (e.g., face-to-face, electronic, online, blended, individual, small group, large group); and
- support a minimum of 24 hours of professional learning beyond the workday.

Policy Recommendation 1: Replace Kentucky's existing definition of professional learning with new definition in Appendix One (156.095; KAR 3:035).

Guidance Recommendation A: Expand expectations, guidelines, and descriptions for meeting the new requirement of 50 hours (see Policy Recommendation 9) (e.g., collaborative learning, grade-level, and team meetings, co-teaching, coaching, peer visitation, curriculum planning, developing and analyzing formative assessments, analyzing student work, instructional rounds), and the 24 hours under current policy allocated for individual growth of professional learning.

Appendix Two: Proposed Kentucky Standards for Professional Learning (adopted from *Standards for Professional Learning, 2011*)

Professional learning that increases educator effectiveness and results for all students

- occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- requires prioritizing, monitoring, and coordinating resources for educator learning.
- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- integrates theories, research, and models of human learning to achieve its intended outcomes.
- applies research on change and sustains support for implementation of professional learning for long-term change.
- aligns its outcomes with educator performance and student curriculum standards.

Policy Recommendation 3: Replace Kentucky's professional development standards with the most current, research-based *Standards for Professional Learning* and require an annual evaluation to assess the extent to which educator professional development meets the standards (KAR 3:035).

Guidance Recommendation B: Provide resources including professional learning, models, case studies, marketing and communication tools, time, and funding to develop knowledge about and promote use of the standards in planning, implementing, and evaluating professional learning.

Appendix Three: Proposed Roles and Responsibilities for Professional Learning

Professional learning requires the commitment and support of multiple stakeholders who share responsibility to undertake and support the professional learning of the Kentucky education workforce which include education agency employees with direct and indirect responsibility for supporting student learning. The following 15 individuals, teams, and agencies are considered stakeholders and thus have defined roles and responsibilities to participate in support, or advocate effective professional learning designed to meet state, district, and school improvement goals.

1. Teachers

Teachers are certified professionals, such as pre-K-12 general and special education teachers, bilingual instructors, career and technical instructors, and teacher leaders (coaches, mentors, department heads) who have primary responsibility for the learning process and academic outcomes of students. They advocate, nurture, and sustain the Characteristics of Highly Effective Teaching and Learning to advance college- and career-ready students. They engage in continuous and collaborative professional learning that improves professional practice to support the learning of all students.

2. Building Administrators/Principals

Building administrators include principals, assistant principals, counselors, and others in leadership roles who are responsible for advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional learning and growth. They are engaged in continuous and collaborative professional learning that supports student achievement, effective leadership practices, and school improvement.

3. District Administrators

District administrators include the superintendent and central office leadership staff who are responsible for advocating, supporting, and sustaining a district culture conducive to student learning and staff professional learning and growth. They are engaged in continuous professional learning that improves professional practice in support of role-specific responsibilities, effective leadership practices, and district and school improvement efforts.

4. Instructional Assistants

Instructional assistants are instructional or teaching support staff, paraprofessionals, or classroom aides who meet specific competencies as outlined in state and federal legislation and work under the supervision of certified school professionals. Instructional assistants work in educational settings including schools, early childhood programs, and out-of-school time programs, and they interact directly with, but do not have the primary responsibility for, a group of students. Their professional learning is aligned with and dependent on the learning goals for students with whom they work.

5. Academic Support Staff

Academic support staff include school nurses, therapists, psychologists, library media specialists, social workers, and others who support the academic program. They provide ancillary services and resources, in collaboration with the teacher, to support student development. They are engaged in continuous and collaborative professional learning that improves professional practice to support student achievement.

6. Support Personnel

Support personnel include administrative assistants, transportation and food service personnel, library aides, building and grounds maintenance and security staff, and custodians. Support personnel interact with students, families, community members, and organizations on a regular, but non-instructional basis, including the supervision of children during non-instructional times. Their professional learning impacts the school and district educational environment, improves their job performance, and aligns with district and school improvement efforts.

7. Local Boards of Education

Local Boards of Education include community members who promote learning and achievement within the district and throughout the community. Local school boards adopt policy and allocate resources to support and sustain continuous and collaborative professional learning to meet district and school improvement goals.

8. Family

Family includes parents, grandparents, guardians, caregivers, mentors, and advocates who support student learning and are involved in the continuous school improvement process. They advocate for and support professional learning of district and school personnel, recognizing the importance of dedicated time and resources. They are involved in continuous and collaborative learning to increase their knowledge and skills specific to child development and school improvement.

9. Community

Community includes businesses, social-services agencies, health-care providers, advocacy groups, museums, libraries, and individual volunteers. The community works with schools to provide support for both staff and students by removing obstacles to learning, encouraging high-academic achievement, and empowering students to prepare for college and careers. They also work with school systems to provide needed resources to support student achievement and continuous and collaborative professional learning.

10. Regional Providers

Regional providers include education cooperatives, Kentucky Center for Mathematics, The Collaborative Center for Literacy Development, University of Kentucky Partnership Institute for Mathematics and Science Education Reform (PIMSER), Kentucky Virtual Schools, Collaborative for Teaching and Learning (CTL), Kentucky Leadership Academy (KLA), and Early Childhood Regional Training Centers. They provide technical

assistance, professional learning, and direct service to students in a variety of settings to support district and school improvement efforts within one or more service areas. Regional providers engage in relevant and timely professional learning. They design and implement professional learning aligned with state policy and guidelines to support individual, school and team, district, and state improvement goals.

11. Kentucky Department of Education

The Kentucky Department of Education (KDE) includes state level decision-makers and professional and support staff who develop and implement policy, specifications and programs; provide information, assistance, and professional learning guidance and leadership; and evaluate programs to support academic achievement in Kentucky's educational system. KDE collaborates with stakeholders to develop, implement, and sustain an effective system of professional learning. KDE staff engages in continuous and collaborative professional learning to support state, district, and school improvement efforts.

12. Institutions of Higher Education

Institutions of Higher Education (IHE) include community colleges, universities, and other public and private postsecondary schools that focus on educator preparation and continuing professional learning. These institutions contribute to the educational research base and provide a variety of programs that develop content, leadership, and instructional expertise. IHEs collaborate with districts and schools to ensure research is relevant and practical to the field. IHEs engage in relevant and timely professional learning, as well as contributing to the design and implementation of professional learning aligned with state policy and specifications and individual, school, district, and state improvement goals.

13. Alternate Paths to Certification Program Providers

Alternate certification program providers include those entities, which may include professional organizations and IHEs that provide training, educator preparation, and ongoing professional learning to teachers and administrators outside of a traditional preparation program. Their professional learning focuses on providing research-based and evidence-informed services and programs to aspiring educators in Kentucky.

14. Professional Associations

Professional associations include members and affiliates that come together for a specific purpose to advance educator or student learning. They advocate for, and communicate about policy and provide opportunities for networking and professional learning through a variety of designs and modalities. The members engage in relevant and timely professional learning to support student learning and organizational effectiveness.

15. Other External Agencies/Providers/Organizations

Other external providers include vendors, organizations, agencies, and individuals that provide professional learning to support educators at all levels of the educational system. Many providers work with schools, districts, and other stakeholders to identify

and address the professional learning needs; develop or provide programs or resources to address professional learning needs; and assess the implementation of programs, strategies, or tools. External providers design and implement professional learning aligned with state policy, specifications, and local district, school, and individual improvement plans. Their professional learning focuses on improving the quality and effectiveness of professional learning and serving their clients' needs.

Appendix Four: Mentoring and Induction

Mentoring and induction for all educators are critical for developing teaching and leaders as learning professions and to increasing student achievement. School faculties include more new educators now than any time in recent history. To implement Kentucky Core Academic Standards and other new initiatives, mentoring and induction programs must be comprehensive, multiyear, and collaborative. The following assumptions guide mentoring and induction.

- Induction strategies may need to extend beyond the first year of the Kentucky Teacher Internship Program and the Kentucky Principal Internship Program.
- Mentoring is a form of professional learning.
- Mentoring and induction supports are included in the continuum of continuous professional development and should be utilized in addition to other strategies to support teachers and principals.
- Teaching and leading are complex work.
- The domains of teaching and leading including professional knowledge, practice and engagement.
- Effective teacher and leader induction includes entry, orientation and support beyond the initial year.
- New school, district, and state initiatives require focused professional learning for all new professionals so they are prepared to implement the initiatives effectively.
- Mentoring and induction programs for Kentucky educators must be flexible to adapt to the changing environment in education and to develop the capacity of new staff to implement new programs and initiatives. Mentoring and induction programs

Guidance Recommendation G: Provide a resource that links the Kentucky teacher preparation and certification standards used in KTIP programs with the Kentucky Teacher Professional Growth and Effectiveness (TPGES) Framework and Characteristics of Highly Effective Teaching and Learning.

Guidance Recommendation H: Provide a resource that links Kentucky administrator preparation and certification standards with Principal Professional Growth and Effectiveness System.

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Guidance Recommendation J: Provide resources on statewide, district, and school initiatives and programs to use in mentoring and induction programs for newly hired staff to accelerate readiness to implement new programs.

Guidance Recommendation K: Develop a continuum of an educator professional growth over the course of a career including at least four stages of professional practice.

Guidance Recommendation L: Revise the *Kentucky Guide to Teacher Reflective Practice* to support all educators reflect on their practice, analyze their current stage of practice using data, identify areas for growth, and initiate the development of an individual professional growth plan.

Guidance Recommendation M: Collaborate with colleges, universities, and other organizations on teacher-leader development programs.

Guidance Recommendation N: Identify effective practices for supporting mentoring and induction programs such as professional learning communities that support peer-to-peer learning for new teachers and principals, reducing class/work load, reducing class size, providing observation feedback, scheduling, mentor selection, training, and supervision, etc.

Guidance Recommendation O: Create a Model Mentoring and Induction Framework that will help districts and schools design seamless mentoring and induction programs. The model should include:

- Multi-year induction requirements;
- Mentor training and on-going professional learning with a focus on classroom/workplace observation;
- Focus on formative assessments and how to leverage data for student success;
- Common planning time for teachers to conduct informal mentoring;
- Program evaluation to measure the impact of mentoring and induction support on teaching/leadership practices and student learning;
- Differentiated support for educators at all levels; and
- Effective use of teacher leaders (e.g., NBCTs, content network leaders, teachers of the year, Milken Award winners).

Appendix Five: Recommendations for Third-Party Providers Information and Review System

Implementation of Kentucky's Core Academic Standards, individual, team, school, district, and state improvement requires thoughtful consideration by schools, school systems, and the state education agencies about how they use internal and external service providers, particularly those for professional learning. Decisions about how to invest resources in professional learning are challenging and require thoughtful, and sometimes innovative, considerations to ensure a return on investments made. As more schools and school districts consider their service and product needs for implementing more rigorous content standards, it will be helpful to have tools to assist them in making better decisions about resource investments. It will also be helpful to clarify the responsibilities of both providers and consumers so that any resource investment impacts educators and students.

For schools, school systems, and state education agencies, the Third-Party Provider Information and Review System provides tools to assist in reviewing, screening, selecting, implementing, and evaluating resources for professional learning. It is specifically designed to facilitate decisions in selecting third-party providers, those whose services and products are purchased to meet unique school and district needs that cannot be met with internal resources.

For third-party providers of services and products to support professional learning, Third-Party Provider Information and Review System outlines how to engage in the review, screening, selection, implementation, and evaluation process to increase the alignment between identified needs of a potential consumer and services and products available. Third-party providers include a wide range of providers such as for-profit and not-for-profit entities, organizations, or associations, institutions of higher education, regional cooperatives, consultants, or others whose services are purchased.

Five assumptions undergird the development of Third-Party Provider Information and Review System

- When schools or school systems specify their professional learning needs based on student, educator, and system data, needs are clearer and more focused.
- When schools and school systems use identified student and educator learning needs as their primary criteria for screening, reviewing, and selecting providers of professional learning, the fit between the identified needs and the services and products provided will be tighter resulting in a greater return on investments.
- Thoughtful planning, monitoring, and evaluation of implementation of purchased services and products increase the potential for impact.
- Sharing resources across classrooms, schools, school systems, regional areas, and states increases the potential for impact on educator and student learning.

- Consumers and providers share responsibility for ensuring high levels of return on investments.
- Systems for screening, reviewing, and evaluating investments in professional learning must be integrated into routine processes and supported with technology to alleviate any undue burden for consumer or providers and be easily accessible to both entities.

Code of Responsibilities for Professional Learning Providers

I/we agree to

- Provide high-quality professional learning services or products that
 - are based on Kentucky's Standards for Professional Learning;
 - are based on available and provided research- or evidence;
 - align directly to the consumer's needs;
 - provide ongoing support for implementation; and
 - provide guidance for evaluating effectiveness and impact.
- Develop in collaboration with potential consumers memoranda of understanding, service contracts, work plans, or purchase agreements that make explicit goals, indicators of success, timeline, cost, roles, responsibilities, and other conditions related to the services of products.
- Represent accurately the potential for impact and results of the products and services.
- Disclose to consumers potential conflicts of interest upon discovery of such conflicts.
- Abide by the laws (statutes, rules, court decisions, etc.) of the states in which we are doing business.
- Provide all services and products within the time designated unless the contract for services has been mutually renegotiated.
- Make explicit use agreements for products or services beyond the scope of the contract.
- Provide references from similar clients and evaluations of previous services when asked.
- Hold consumer success as the first priority.
- Conduct all consumer interactions, services, and other communication with professionalism.
- Regard any communication, service, interaction, etc., as confidential unless an explicit written agreement is sought from the authorizing person within the consumer agency.
- Provide ongoing constructive feedback to consumer representatives about the progress of the service or product.
- Maintain a current list of services, evidence, and clients who have agreed to provide information to other potential clients about the provider's services and products.

Code of Responsibilities for Professional Learning Consumers

I/we agree to

- Provide high-quality professional learning to educators by committing to implement Kentucky's Standards for Professional Learning.
- Sustain resources to support full implementation of professional learning.
- Identify explicit professional learning needs based on student, educator, and system data and communicate identified needs to potential providers.
- Engage participants or representatives of participants in developing the expected goals, indicators of success, timeline, roles, responsibilities, expected scope of implementation, and other information to clarify expectations for their engagement in professional learning.
- Develop in collaboration with potential or selected third-party providers memoranda of understanding, service contracts, work plans, or purchase agreements that make explicit goals, indicators of success, timeline, cost, roles, responsibilities, expected scope of implementation, and other conditions related to purchased services or products.
- Disclose potential or real conflicts of interest to potential or selected provider prior to execution of final agreement.
- Conduct all provider interactions, services, and other communication with professionalism.
- Regard any communication, service, interaction, etc., as confidential unless an explicit written agreement is sought from the authorizing person within the provider organization.
- Provide ongoing constructive feedback to provider about the progress of the service or product.
- Provide timely and accurate information via the Third-Party Provider Information and Review System.

Third-Party Provider Information and Review System

The following recommendations are offered to guide the development of a system for a Third-Party Provider Information and Review System.

Policy Recommendation 10: Create and maintain an online Third-Party Provider Information and Review System. All third-party providers register with the Kentucky Department of Education via a searchable online information database.

Policy Recommendation 11: Require all non-district providers of professional learning within the state to participate in the Third-Party Information and Review System. (Currently, KRS 156.095 sec. 6 states participation in the use of the bulletin board is "voluntary" for providers.)

Guidance Recommendation P: Establish recommended guidelines for allowable expenses for professional learning and minimum allocations based on school performance. Schools are required to allocate a minimum of 3% of their general funds to allowable professional learning expenses; underperforming schools are required to allocate a minimum of 6% of their general funds to allowable professional learning expenses; underperforming Title I schools maintain the federal requirement of 10% of allocated federal funds to allowable professional learning expenses.

Guidance Recommendation Q: Establish a statewide system of support for reviewing and reporting investments, including staff, time, funding, technology, and materials, in professional learning within districts, state agencies, state-supported organizations, etc., and require other third-party providers of professional learning to follow the state's established system when any state or local resources are used.

Guidance Recommendation R: Establish an expectation that consumers of professional learning from third-party providers are required to provide a rating of the services and products within 90 days of the completion of the service or delivery. All participants and the person who contract for the services will provide the reviews. Access to the system will be open to all. Ratings by reviewers will be anonymous.

Guidance Recommendation S: Develop additional tools to accompany the third-party provider system. They will include:

For KDE:

- Recommended registration data to collect, e.g., provider's name, address, phone, email, website, fax, tax number, MUNIS number, clients (with their permission), services, products, evidence of results, date of most recent update, program title, qualifications of presenter/instructor, objectives of program, program length, follow-up support, cost of program and materials, and any specific arrangements needed, other additional information which potential customers may access
- Recommended fields for searching, e.g., type of service or products, type of provider, responses to various review questions.
- Recommended review data to collect
- Recommendation for maintenance of the database
- Others?

For schools and school systems:

- Process for reviewing and selecting third-party providers
- Process for monitoring implementation and evaluation of third-party provider services and products
- Request for Proposal framework

- Memorandum of Understanding framework
- Guidelines for cross-district collaboration on third-party providers
- Guidelines for reviewing and commenting on third-party providers services and products
- Sample indicators of success
- Guidelines for providing constructive feedback
- Evaluation guidelines and sample survey questions including demographic information and recommendations for evaluation over time, e.g., 30 days, 60 days, 90 days, etc. (from the Evaluation Work Group, perhaps)
- Others?

For individuals:

- Process for reviewing and selecting third-party providers
- Guidelines for reviewing and commenting on third-party providers services and products
- Sample indicators of success
- Guidelines for providing constructive feedback
- Others?

For providers:

- Provider registration form
- Process for interacting with potential customers
- Guidelines for supporting customers
- Process for analyzing customer reviews and comments
- Alignment of products and services with Standards for Professional Learning
- Others?

Guidance Recommendation T: Develop, in partnership with other agencies, resources and opportunities to support leadership development in professional learning for use within local school districts.

Appendix Six: Monitoring and Evaluating Professional Learning

Ongoing monitoring and evaluation of professional learning improve its quality and results. If professional learning serves as a core vehicle for improving educator performance and student achievement, it must be of the highest quality, accessible to all educators, and focused on individual, team, school, district, and state improvement goals. To meet the Kentucky Standards for Professional Learning, schools, districts, third-party providers (including regional cooperatives), and others are required to conduct and report annually on the quality and impact of professional learning in meeting its goals for student achievement. The following assumptions guide ongoing evaluation of professional learning.

- The primary purpose of evaluation is to improve quality and results of professional learning. Evaluation of professional learning should not be confused with the evaluation of personnel.
- Evaluation of professional learning measure attainment of learning outcomes related to students' attainment of Core Academic Standards and educators' attainment of performance standards. These outcomes should be congruent to those detailed in the CSIP and CDIP and are not in addition to.
- Evaluation requires a body of evidence that is drawn from naturally occurring products and processes of professional learning; the continuous collection of evidence over time; assessment of inputs, outputs, and outcomes of professional learning; the use of multiple sources and types of data; and evidence to be used to inform decisions about improving the quality and results of professional learning.
- A professional learning monitoring and evaluation system balances formative and summative measures.
- Representatives of all stakeholder groups are involved in the development, execution and analysis of the evaluation of the professional learning system.

To achieve consistent quality in and equitable access to professional learning for all educators in Kentucky so that they are prepared to meet district and state performance standards, to achieve school, district, and state goals, and to create effective learning for all Kentucky's students, Kentucky requires that all providers of professional learning monitor and evaluate the quality and results of their efforts. Specific guidelines for school, district, regional, third-party, and state evaluations of professional learning are below.

- Since professional learning must be continuous, consistent, and ongoing, monitoring and evaluation must show regular progress toward clearly identified educator, team, school, district, and state goals.
- Monitoring and evaluation of professional learning must take into account the unique needs and characteristics of all students and educators.

- Monitoring and evaluation of professional learning must be articulated and integrated with the goals of educator, school, district, and state improvement plans.
- Data collected about the efficacy of the professional learning system must play an important role within a statewide accountability system and be used as an indicator of school and district overall performance.
- The monitoring and evaluation system itself must be monitored and evaluated.
- Evaluation is a summative event; monitoring is a formative event. Both are necessary to provide an accurate a picture of the delivery and efficacy of the professional learning system.
- Instruments or tools designed for monitoring and evaluation purposes should gather both quantitative and qualitative data. Decisions made about the efficacy of the professional learning system should be based on data relating both to rule/baseline compliance and effect on learning.
- Data should flow in both directions: from LEA teams to the state, and back from the state to LEAs. Districts and schools must demonstrate how they are using data from previous years to plan professional learning for the following year.

Guidance Recommendation U: Require an annual report to the Kentucky Department of Education, Kentucky State Board of Education, and/or state legislature on the quality and effects of professional learning focused on meeting individual, team, school, and district improvement goals.

Guidance Recommendation V: Adopt guidelines for ongoing evaluation of the quality and impact of professional learning and reporting annually to local school boards and educators.

Guidance Recommendation W: Provide a multi-year phase in of this requirement beginning with schools and districts in greatest need.

Guidance Recommendation X: Develop guidance, tools, resources, and support system for schools and districts to meet this requirement.

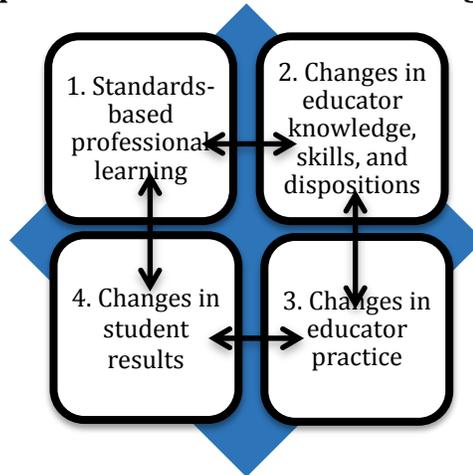
Guidance Recommendation Y: Showcase successful approaches as models of excellence.

Guidance Recommendation Z: Incorporate into CIITS a data collection system to assess the degree to which professional learning:

- Meets standards of quality
- Advances educator performance (including administrators). Meets the individual learning needs of educators and students

- Aligns with *Standards for Professional Learning*, rigorous student content standards and educator performance standards, and with local school/district improvement plans
- Produces results for students aligned with identified needs and KCAS.

Relationship Between Professional Learning and Student Results



1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

Source: Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author, p. 16.

Guidance Recommendation AA: Hold districts responsible for collecting, analyzing, and acting upon evaluation data.

- CIITS is the primary vehicle for collecting data for analysis.
- CIITS collects data so state and districts can address four criteria listed above.
- Evaluations result in a determination of strengths of professional learning, gaps, and recommendations for improvement.
- School districts conduct annual evaluation of professional learning quality and results and report results to KDE and to district community. Report includes strengths, gaps, and recommendations for improvement.
- KDE reviews each district's annual evaluation of professional learning quality and results, reports to the State Board of Education and state legislature, and publishes commendations and recommendations to districts.

- KDE develops a system for doing an annual, in-depth, on-site analysis of a sampling of districts' (equitable, highest need, geographic, and size distribution) professional learning plans and student growth data to publish commendations and help address the district/schools solve problems, support leadership, and/or recommendations.

Sample sources of data for evaluations focused on the four criteria:

| Criteria | Evidence Needed |
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| Meets standards of quality | Standards Assessment Inventory (SAI2) annually; annual data analysis and recommendations; periodic site visit |
| Meets the individual learning needs of educators and students | SAI2 IDPs |
| Aligns with Standards for Professional Learning, rigorous student content standards and educator performance standards, and with local school/district improvement plans | Results of IDPs and educator evaluations CDIP, CSIP |
| Produces results for students aligned with identified needs and KCAS. | Examples of evidence: student work (pre/post), classroom assessments (pre/post), common assessments, benchmark assessments, district assessments, state assessments |

Components of Kentucky’s Professional Learning System Summary of Draft Recommendations

| Components | Required Indicators of Effective Professional Learning in Kentucky | Policy Recommendations | Guidance Recommendations |
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| 1. Beliefs/ Assumptions | Assumptions about Comprehensive Professional Learning in Kentucky (see p. 2 of draft recommendations) | | |
| 2. Definition | Definition of Professional Learning (see Appendix One) | Policy Recommendation 1: Replace Kentucky’s existing definition of professional learning with new definition in Appendix One (156.095; KAR 3:035). | Guidance Recommendation A: Expand expectations, guidelines, and descriptions for meeting the new requirement of 50 hours (see Policy Recommendation 9) (e.g., collaborative learning, grade-level, and team meetings, co-teaching, coaching, peer visitation, curriculum planning, developing and analyzing formative assessments, analyzing student work, instructional rounds), and the 24 hours under current policy allocated for individual growth of professional learning. |
| 3. Indicators of Effective Professional Learning | | Policy Recommendation 2: Adopt the indicators of effective professional learning (A-H). (KAR 3:035). | |
| A. Standards | Meets Kentucky’s Standards for Professional Learning (See Appendix Two for proposed revisions to Kentucky’s Standards for Professional Learning, adopted from <i>Standards for Professional Learning</i> , 2011): | Policy Recommendation 3: Replace Kentucky’s professional development standards with the most current, research-based <i>Standards for Professional Learning</i> and require an annual evaluation to assess the extent to which educator professional development meets the standards (KAR 3:035). | Guidance Recommendation B: Provide resources including professional learning, models, case studies, marketing and communication tools, time, and funding to develop knowledge about and promote use of the standards in planning, implementing, and evaluating professional learning. |

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| <p>B. Governance</p> | <p>Is governed by appropriate rules and regulations to support its alignment with other local and state priorities and goals for student achievement, its effectiveness, and results and supported with appropriate guidance to ensure full and equitable implementation.</p> | <p><u>Policy Recommendation 4:</u> Review all rules, regulations, and guidance for alignment with the standards and definition and amend any inconsistencies (e.g., KRS 156.095; KRS 156.101; KRS 156.101; KRS 156.111; KRS 158.070; KRS 160-345; KRS 160.345; 703 KAR 5:225; 704 KAR 3:035; 704 KAR 3:345; 704 KAR 3:406, etc.).</p> | <p><u>Guidance Recommendation C:</u> Define the roles and responsibilities for all educators and stakeholders, with direct or indirect influence on learning, e.g., teachers, teacher leaders, principals, SBDM Councils, non-instructional staff, district administration, Kentucky Department of Education (KDE), third-party providers, higher education, regional cooperatives, etc. See Appendix Three for description of proposed roles and responsibilities of stakeholders in professional learning.</p> |
| <p>C. Alignment with other systems, initiative within the state</p> | <p>Aligns with state, district, and school improvement goals for student achievement, Kentucky’s Core Academic Standards, teacher and principal effectiveness system, individual professional growth goals, and school, school district, and state goals for student achievement.</p> | <p><u>Policy Recommendation 5:</u> Revise related policies such as school improvement and educator effectiveness for seamless and consistency in terminology, expectations, and definitions (e.g., district improvement, school improvement, accountability, certification/recertification, and educator effectiveness).</p> <p><u>Policy Recommendation 6:</u> Require professional learning for recertification to meet all professional learning policies and guidelines and be based on an individual professional growth and career advancement plan whose goals are aligned with state and local priorities, Characteristics of Highly Effective Teaching and Learning, goals for student achievement, and individual and career-advancement goals and incorporate evidence of achievement of the established goals</p> | <p><u>Guidance Recommendation D:</u> Create guidance for schools and districts to assess alignment of professional learning with district and school improvement goals and individual professional growth goals and recommend mechanisms for reviewing professional learning plans for alignment across all major initiatives.</p> <p><u>Guidance Recommendation E:</u> Establish a state-supported system with models, tools, resources, templates, and coaching to support schools and districts to incorporate effective professional learning within school improvement plans.</p> |

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| | | <p>(Note: Aligned to TPGES, PPGES, and EPSB).</p> <p><u>Policy Recommendation 7:</u> Require all newly certified educators to develop a professional learning plan aligned with individual areas for growth based on preparation and certification data and to use the plan in a mentoring and induction program and add to it goals for professional learning related to student/client performance and local and state priorities (Note: Aligned to TPGES, PPGES, and EPSB).</p> <p><u>Policy Recommendation 8:</u> Establish statewide terminology, standards, and definition of professional learning.</p> | |
| <p>D. Time for job-embedded professional learning linked to school improvement</p> | <p>Engages educators in continuous, collaborative, job-embedded professional learning that uses student, educator, and system data to assess individual and collaborative learning needs, integrates research-based professional learning practices, uses evidence to demonstrate the effectiveness of learning, integrates sustained support for full implementation, and aligns with school improvement goals and fits within the school-day schedule.</p> | <p><u>Policy Recommendation 9:</u> Add to current policy requiring 24 hours per year of professional learning by revising KRS 158.070 to incorporate into the employee workday scheduled time for each educator to have an additional annual minimum of 50 hours of data-informed, job-embedded professional learning focused on student success.</p> | <p><u>Guidance Recommendation F:</u> Create a statewide tool kit for schools, districts, and third-party providers to implement data-informed, job-embedded professional learning focused on student success. (See Appendix Five for description of proposed third-party-provider system).</p> |

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| <p>E. Career-long professional learning with strong mentoring and induction</p> | <p>Supports career-long professional growth and development that begins upon certification with effective mentoring and induction following guidelines included in Kentucky Teacher Internship Program (KTIP) and continues throughout an educator’s career. See Appendix Four for more information on Mentoring and Induction.</p> | | <p><u>Guidance Recommendation G:</u> Provide a resource that links the Kentucky teacher preparation and certification standards used in KTIP programs with the Kentucky Teacher Professional Growth and Effectiveness (TPGES) Framework and Characteristics of Highly Effective Teaching and Learning.</p> <p><u>Guidance Recommendation H:</u> Provide a resource that links Kentucky administrator preparation and certification standards with Principal Professional Growth and Effectiveness System.</p> <p><u>Guidance Recommendation I:</u> Provide a resource that links Kentucky administrator preparation and certification standards with as “yet to be developed” District Leader Professional Growth and Effectiveness System.</p> <p><u>Guidance Recommendation J:</u> Provide resources on statewide, district, and school initiatives and programs to use in mentoring and induction programs for newly hired staff to accelerate readiness to implement new programs.</p> <p><u>Guidance Recommendation K:</u> Develop a continuum of an educator professional growth over the course of a career including at least four stages of professional practice.</p> <p><u>Guidance Recommendation L:</u> Revise the <i>Kentucky Guide to Teacher Reflective Practice</i> to support all educators reflect on their practice, analyze their current stage of practice using data, identify areas for growth, and initiate the</p> |
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| | | | <p>development of an individual professional growth plan.</p> <p><u>Guidance Recommendation M:</u> Collaborate with colleges, universities, and other organizations on teacher-leader development programs.</p> <p><u>Guidance Recommendation N:</u> Identify effective practices for supporting mentoring and induction programs such as professional learning communities that support peer-to-peer learning for new teachers and principals, reducing class/work load, reducing class size, providing observation feedback, scheduling, mentor selection, training, and supervision, etc.</p> <p><u>Guidance Recommendation O:</u> Create a Model Mentoring and Induction Framework that will help districts and schools design seamless mentoring and induction programs. The model should include:</p> <ul style="list-style-type: none"> • Multi-year induction requirements; • Mentor training and on-going professional learning with a focus on classroom/workplace observation; • Focus on formative assessments and how to leverage data for student success; • Common planning time for teachers to conduct informal mentoring; • Program evaluation to measure the impact of mentoring and induction support on teaching/leadership practices and student learning; • Differentiated support for educators |
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| | | | <p>at all levels; and</p> <ul style="list-style-type: none"> • Effective use of teacher leaders (e.g., NBCTs, content network leaders, teachers of the year, Milken Award winners). |
| <p>F. Resources for professional learning and Third-Party Provider System</p> | <p>Allocates local, state, federal, and other resources for professional learning (funding, time, personnel, technology, and materials) through a transparent, equitable, and collaborative process that includes educators affected (See Appendix Four for description of proposed third-party-provider system).</p> | <p><u>Policy Recommendation 10:</u> Create and maintain an online Third-Party Provider Information and Review System. All third-party providers register with the Kentucky Department of Education via a searchable online information database.</p> <p><u>Policy Recommendation 11:</u> Require all non-district providers of professional learning within the state to participate in the Third-Party Information and Review System. (Currently, KRS 156.095 sec. 6 states participation in the use of the bulletin board is “voluntary” for providers.)</p> | <p><u>Guidance Recommendation P:</u> Establish recommended guidelines for allowable expenses for professional learning and minimum allocations based on school performance. Schools are required to allocate a minimum of 3% of their general funds to allowable professional learning expenses; underperforming schools are required to allocate a minimum of 6% of their general funds to allowable professional learning expenses; underperforming Title I schools maintain the federal requirement of 10% of allocated federal funds to allowable professional learning expenses.</p> <p><u>Guidance Recommendation Q:</u> Establish a statewide system of support for reviewing and reporting investments, including staff, time, funding, technology, and materials, in professional learning within districts, state agencies, state-supported organizations, etc., and require other third-party providers of professional learning to follow the state’s established system when any state or local resources are used.</p> <p><u>Guidance Recommendation R:</u> Establish an expectation that consumers of professional learning from third-party providers are required to provide a rating of the services and products within 90 days of the completion of the service or delivery. All participants and the</p> |

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| | | | <p>person who contract for the services will provide the reviews. Access to the system will be open to all. Ratings by reviewers will be anonymous.</p> <p>Guidance Recommendation S: Develop additional tools to accompany the third-party provider system.</p> |
| G. Leadership for professional learning | Requires skillful leadership and facilitation to ensure use of effective practices in individual, team and school, and district professional learning (Note: Interface with TPGES, PPGES, and EPSB). | <p>Policy Recommendation 12: Revise leadership standards to incorporate knowledge, skills, and dispositions for leading professional learning.</p> <p>Policy Recommendation 13: Require leadership certification programs to include leadership of professional learning in preparation curriculum.</p> | <p>Guidance Recommendation T: Develop, in partnership with other agencies, resources and opportunities to support leadership development in professional learning for use within local school districts.</p> |
| H. Evaluating and monitoring professional learning | Requires each school, school district, education agencies, organizations, and providers, institutions of higher education, and Kentucky Department of Education to monitor and evaluate the quality, effectiveness and results of professional learning for accountability and continuous improvement purposes (See Appendix Six for more specific recommendations and guidelines for monitoring and evaluating professional learning). | | <p>Guidance Recommendation U: Require an annual report to the Kentucky Department of Education, Kentucky State Board of Education, and/or state legislature on the quality and effects of professional learning focused on meeting individual, team, school, and district improvement goals.</p> <p>Guidance Recommendation V: Adopt guidelines for ongoing evaluation of the quality and impact of professional learning and reporting annually to local school boards and educators.</p> <p>Guidance Recommendation W: Provide a multi-year phase in of this requirement beginning with schools and districts in greatest</p> |

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| | | | <p>need.</p> <p><u>Guidance Recommendation X:</u> Develop guidance, tools, resources, and support system for schools and districts to meet this requirement.</p> <p><u>Guidance Recommendation Y:</u> Showcase successful approaches as models of excellence.</p> <p><u>Guidance Recommendation Z:</u> Incorporate into CIITS a data collection system to assess the degree to which professional learning:</p> <ul style="list-style-type: none"> • Meets standards of quality • Advances educator performance (including administrators). Meets the individual learning needs of educators and students • Aligns with <i>Standards for Professional Learning</i>, rigorous student content standards and educator performance standards, and with local school/district improvement plans • Produces results for students aligned with identified needs and KCAS. <p><u>Guidance Recommendation AA:</u> Hold districts responsible for collecting, analyzing, and acting upon evaluation data.</p> <ul style="list-style-type: none"> • CIITS is the primary vehicle for collecting data for analysis. • CIITS collects data so state and districts can address four criteria listed above. • Evaluations result in a determination of strengths of professional learning, gaps, and recommendations for improvement. |
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| | | | <ul style="list-style-type: none"> • School districts conduct annual evaluation of professional learning quality and results and report results to KDE and to district community. Report includes strengths, gaps, and recommendations for improvement. • KDE reviews each district’s annual evaluation of professional learning quality and results, reports to the State Board of Education and state legislature, and publishes commendations and recommendations to districts. • KDE develops a system for doing an annual, in-depth, on-site analysis of a sampling of districts’ (equitable, highest need, geographic, and size distribution) professional learning plans and student growth data to publish commendations and help address the district/schools solve problems, support leadership, and/or recommendations. |
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