

1 **Education and Workforce Development Cabinet**

2 **Kentucky Board of Education**

3 **Department of Education**

4 **(Amendment)**

5 **704 KAR 3:035. Annual professional development plan.**

6 RELATES TO: KRS 156.095, 158.070

7 STATUTORY AUTHORITY: KRS 156.070, 156.095, 158.070(5)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.095 requires the Kentucky Board  
9 of Education to establish, direct, and maintain a statewide program of professional development  
10 training, with the purpose of the program being the improvement of instruction in the public  
11 schools. KRS 158.070(5) requires the state board to promulgate administrative regulations  
12 establishing guidelines and procedures to be followed for the approval of the four (4) days of the  
13 minimum school term which are mandated to be utilized by each local school district for  
14 professional development activities for the professional staff. This administrative regulation  
15 establishes the requirements for the annual professional development plan.

16 Section 1. Definitions. (1) [~~High-quality~~]professional development" means those experiences  
17 that systematically, over a sustained period of time, enable educators to facilitate the learning of  
18 students by acquiring and applying knowledge, understanding, skills, and abilities that address  
19 the instructional improvement goals of the school district, the individual school, or the individual  
20 professional growth needs of the educator.

21 (2) "Professional learning" means learning that is an individual and collective

1 responsibility that fosters shared accountability among the entire education workforce for student  
2 achievement, and aligns with Kentucky’s Core Academic Standards in 704 KAR 3:303, educator  
3 effectiveness standards, individual professional growth goals, and school, school district, and state goals  
4 for student achievement; focuses on content, pedagogy, pedagogical content-knowledge, as specified in  
5 certification requirements, Characteristics of Highly Effective Teaching and Learning, and other related  
6 job-specific performance standards and expectations; occurs among educators at school or in their  
7 workplace who share accountability for student results; is facilitated by well-prepared school and district  
8 leaders including curriculum specialists, principals, coaches, mentors, master teachers, or other teacher  
9 leaders; serves simultaneously three purposes for professional learning—individual improvement  
10 school and team improvement and program implementation; occurs several times per week during the  
11 with the intent to acknowledge the ongoing professional learning most educators are currently doing and  
12 to focus it more closely on individual, team, school, district, and state improvement goals among  
13 established teams of educators in which educators engage in a continuous cycle of improvement that  
14 assesses student, educator, school, and district learning needs through a thorough, rigorous analysis of  
15 educator and student performance; defines a clear set of educator learning goals based on analyzed data  
16 and aligned with school, school district, and state improvement goals; engages educators in learning  
17 experiences to achieve educator professional learning and school, district, and state improvement goals  
18 identified by implementing coherent, sustained, and evidenced-based learning designs, including and not  
19 limited to curriculum development, examining student work, developing instructional units or lessons,  
20 lesson study, action research, developing and scoring summative and formative assessments, peer  
21 observation, coaching and other approaches that improve instructional and leadership effectiveness and  
22 student achievement; provides job-embedded coaching or other forms of assistance to support the transfer  
23 of new knowledge, skills, practices, and dispositions to the classroom or workplace; uses formative and  
24 summative measures to assess the effectiveness of professional learning in achieving educator learning  
25 goals, improving teaching and leadership, and ensuring all students meet Kentucky’s Core Academic  
26 Standards; informs ongoing improvements in teaching, leadership, and student learning; and is supported

1 by external assistance when expertise does not reside within the team or school to achieve intended  
2 outcomes.

3 (32) "Improvement plan" means a product that clearly identifies how assessment, planning,  
4 implementation, and evaluation are to be accomplished in the school or district relative to  
5 established standards, goals, or objectives for improvement.

6 (43) "Needs assessment" means the gathering, sorting, and analysis of data that lead to  
7 conclusions regarding the need for professional development in identified areas.

8 (54) "Professional development program" means a process of professional development that is  
9 measurable by indicators; may be composed of several initiatives and may include both  
10 professional development and professional learning experiences.

11 Section 2. Each local school and district shall develop a process for the development of a  
12 professional development program. This process shall lead to a program of professional  
13 development experiences that the school and district will provide for its instructional and  
14 administrative staff within the goals as established in KRS 158.6451 and local needs assessment.

15 A school professional development program shall be incorporated into the school improvement  
16 plan and made public prior to the implementation of the school program. The local district  
17 program shall be incorporated into the district improvement plan and posted to the local district  
18 Web site prior to the implementation of the program.

19 Section 3. Each school and local district improvement plan shall meet the following six (6)  
20 standards related to the professional development program:

21 (1) There is a clear statement of the school or district mission;

22 (2) There is evidence of representation of all persons affected by the professional development  
23 program;

24 (3) Application of needs assessment analysis is evident;

1 (4) Professional development objectives are focused on the school or district mission and derived  
2 from needs assessment;

3 (5) The professional development program and implementation strategies are designed to support  
4 school or district goals and objectives; and

5 (6) A process for evaluating professional development experiences for their impact on student  
6 learning and improving professional-development initiatives is incorporated in the plan.

7 Section 4. (1) The school or district improvement plan shall address any instructional  
8 improvement or training needs that are in accordance with the goals as established in KRS  
9 158.6451.

10 (2) High-quality professional development experiences shall:

11 (a) Be related to teachers' instructional assignments and administrators' professional  
12 responsibilities. Experiences shall support the local school's instructional improvement goals;  
13 and

14 (b) Be aligned with the school or district improvement plan or individual professional growth  
15 plans of teachers.

16 (3) Professional learning experiences shall:

17 (a) Occur with learning communities committed to continuous improvement, collective  
18 responsibility, and goal alignment;

19 (b) Be lead by skillful leaders who develop capacity, advocate, and create support systems for  
20 professional learning;

21 (c) Be prioritized, monitored, and coordinate resources for educator learning;

22 (d) Use a variety of sources and types of student, educator, and system data to plan, assess, and  
23 evaluate professional learning;

1 (e) Integrate theories, research, and models of human learning to achieve its intended outcomes;

2 (f) Apply research on change and sustain support for implementation of professional learning for

3 long-term change; and

4 (g) Align its outcomes with educator performance and student curriculum standards.

5 (3) Experiences for professional development credit of classroom teachers shall not supplant any  
6 of the six (6) hour instructional day.

7 (4) A district may report flexible professional development experiences on unpaid, noncontact  
8 snow days. This shall require a district calendar change and the change shall be reported to the  
9 Department of Education.

10 (5) Professional development experiences that relate to an individual professional growth plan  
11 may be used to satisfy the requirements for certification or renewal options as established by the  
12 Kentucky Education Professional Standards Board in Title 16 KAR.

13 (6) (a) Professional development grant dollars may be used for college or graduate course tuition  
14 reimbursement for a teacher in specific academic subject content areas in math, science,  
15 English/language arts, social studies, arts and humanities for which the teacher is assigned to  
16 teach.

17 (b) The use of professional development funds for this purpose shall be specified in the district  
18 improvement plan approved by the school board or the school plan approved by the school  
19 council as to funds under its control.

20 (c) Particular content areas and grade levels which qualify for reimbursement may be specified  
21 based upon information about the level of academic preparation of the teacher employed, local  
22 student performance data, and instructional need.

1 (7) Professional development credit shall not be awarded for those experiences that provide  
2 remuneration beyond travel, food, lodging or tuition.

3 (8) A school district implementing a flexible professional development schedule shall award  
4 professional development credit for any experience that addresses the goals of the school or  
5 district improvement plan or the individual professional growth plans of teachers.

6 (9) Parent-teacher conferencing skill development shall be permissible as a professional  
7 development experience.

8 Section 5. The Qualifications and Duties of the District Professional Development Coordinator.

9 (1) Qualifications for the position of district professional development coordinator shall include:

10 (a) A staff member meeting the certification requirement for a professional development  
11 coordinator as established by the Education Professional Standards Board in 16 KAR 4:010;

12 (b) Experience in professional development planning; and

13 (c) A demonstrated ability to connect professional development with effective instructional  
14 practices and student achievement data.

15 (2) Duties of the district professional development coordinator shall include:

16 (a) Conducting the district professional development needs assessment;

17 (b) Coordinating the intradistrict alignment of goals, objectives, and experiences for professional  
18 development;

19 (c) Providing technical assistance to school councils, staff and professional development  
20 committees in the alignment of professional development experiences with school goals as  
21 identified through the local school improvement planning process;

22 (d) Disseminating professional development information to school councils, staff members, and  
23 professional development committees;

- 1 (e) Coordinating the planning, implementation and evaluation of the district professional  
2 development program that is aligned, supportive, and developed in conjunction with local school  
3 improvement plans;
- 4 (f) Upon request by a school council or school staff, providing technical assistance on the  
5 evaluation and coordination of school-based professional development experiences;
- 6 (g) Coordinating the establishment of local policies, procedures, timetables, preparation of  
7 necessary forms and letters, assignment of workshop sites and all other practical elements of  
8 professional development, including fiscal management;
- 9 (h) Maintaining, verifying, and, if appropriate, submitting district and school professional  
10 development records, documentation, and other pertinent information to the Department of  
11 Education;
- 12 (i) Explaining the district's professional development programs' objectives, results, and needs to  
13 school professionals, district staff, the board members, civic and parent groups, teacher training  
14 institutions and others as requested; and
- 15 (j) Maintaining a professional contact with the Department of Education and other agencies  
16 involved in providing professional development experiences.

17 Section 6. A maximum of fifteen (15) percent of the district's professional development grant  
18 may be used for administrative purposes.

19 Section 7. When implementing professional development programs under KRS 158.070, a local  
20 school or district shall adhere to its school or district improvement plan. (7 Ky.R. 697; Am. 902;  
21 eff. 4-23-81; 11 Ky.R. 251; eff. 9-11-84; 1472; eff. 5-14-85; 12 Ky.R. 1165; eff. 2-4-86; 1635;  
22 eff. 5-6-86; 17 Ky.R. 455; 1485; eff. 12-7-90; 3254; 18 Ky.R. 45; eff. 7-5-91; 3523; 19 Ky.R.

- 1 394; eff. 8-1-92; 394; 1885; eff. 4-19-93; 20 Ky.R. 843; eff. 12-6-93; 3311; eff. 8-4-94; 21 Ky.R.
- 2 2531; eff. 6-1-95; 25 Ky.R. 1141; eff. 1-19-99; 31 Ky.R. 1585; 1814; eff. 5-26-05.)