

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Review Item:**

Professional Learning Task Force (PLTF) Recommendations

#### **Applicable Statute or Regulation:**

KRS 156.095; KRS 156.101; KRS 156.111; KRS 156.557, KRS 158.070, KRS 160.345; 703 KAR 5:225; 704 KAR 3:035; 704 KAR 3:345; 704 KAR 3:406

#### **History/Background:**

***Existing Policy.*** Kentucky is serving as the “Demonstration State” of a new initiative led by *Learning Forward*, formerly known as the National Staff Development Council, called *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core*. Through this partnership, Kentucky will receive training, coaching, and support from *Learning Forward* and other partner organizations over the next two years as a comprehensive system is developed/refined that incorporates professional learning practices and effective implementation of new standards. Georgia, Illinois, New Hampshire, New Jersey, Utah and Washington are contributing to the development of the system’s tools and strategies as “Critical Friend States” and learning from Kentucky’s challenges and accomplishments.

In January 2012, Kentucky established a Professional Learning Task Force (PLTF) to advise the Kentucky Department of Education on creating a systemic infrastructure for supporting the growth and learning of all educators. The PLTF included members from the Kentucky Department of Education, Council on Postsecondary Education, Education Professional Standards Board, Kentucky Association of School Councils, Kentucky Education Association, education cooperatives, local school districts, the Prichard Committee, and other key education stakeholder groups. The PLTF, joined by the Commissioner’s Teachers Advisory Council, met for the final time on October 24, 2012. A final report outlining the task force’s recommendations for a *Comprehensive System of Professional Learning System for Kentucky Educators* is found in Attachment A.

The report includes specific recommendations for both policy and guidance that will support Kentucky’s work on Kentucky Board of Education goals related to Next Generation Learners (college/career ready standards implementation) and Next Generation Professionals (highly effective teachers and leaders).

The policy recommendations in the final report are:

**Policy Recommendation 1:** Replace Kentucky’s existing definition of professional

learning with a new definition. This would require changes to KRS 156.095 and 704 KAR 3:035.

**Policy Recommendation 2:** Adopt the indicators of effective professional learning.

**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. This would require changes to 704 KAR 3:035.

**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.).

**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 requirements of the Teachers Professional Growth and Effectiveness System (TPGES), Principals Professional Growth and Effectiveness System (PPGES), and Education Professional Standards Board (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 requirements of the TPGES, PPGES, and EPSB).

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

**Policy Recommendation 9:** Add to the 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.

**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.

**Policy Recommendation 12:** Revise leadership standards to incorporate knowledge, skills, and dispositions for leading professional learning. The 2008 ISLLC standards (Interstate School Leaders Licensure Consortium)—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 the requirements of the TPGES, PPGES, and EPSB).

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

These recommendations will be used to shape legislation on professional learning in the coming legislative session.

**Impact on Getting to Proficiency:**

In order for all students to be college and career ready, they must be taught by effective teachers (and leaders) who receive the support to grow professionally to best meet the needs of all students.

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Commissioner of Education

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