



# **Professional Development Plan**

**July 2024– June 2025**

**Russellville Independent Schools**

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# Table of Contents

## Introduction

District Vision and Mission Statement .....	3
District Beliefs .....	3
RIS Professional Development Mission .....	3

## Professional Development District Plan

Purpose .....	4
Goals .....	5
Objectives .....	5
Philosophical Framework .....	5
District Policies .....	6
Needs Assessment .....	6
Evaluation .....	6
Delivery .....	6
Professional Development Days .....	7
<i>Attendance Guidelines</i> .....	7
<i>Flexible Professional Development Days</i> .....	7
<i>Professional Development Hours</i> .....	7
<i>Paraprofessional Staff</i> .....	7
<i>Professional Development Activities</i> .....	8
Professional Development & Training .....	9

## Requirements for Administrators: EILA

District-Based Professional Development .....	10
State EILA Professional Development .....	11
State Evaluator Professional Development .....	11
Administrative Retirees .....	12
Proposal Submissions and Credit Approval .....	12

## Appendix

Appendix A: Kentucky Professional Learning Definitions & Standards .....	14-15
Appendix B: RIS Professional Development Policy & Procedures .....	16-18
Appendix C: Record of EILA Hours .....	19
Appendix D: List of School and District Professional Development .....	20

# Russellville Independent Schools

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## Vision Statement

We R Equipping Panthers...For Life!

## Mission Statement

At Russellville Independent Schools, we are committed to ensuring that every Panther is equipped socially, emotionally, and academically on their journey to becoming an effective communicator, productive collaborator, innovative problem-solver, and compassionate citizen wherever life takes them!

## District Beliefs

### *What we believe about student learning:*

- Every child has the potential for high achievement.
- Every child must have access to rigorous work at every level.
- Everyone is responsible for students' learning.

### *What we believe about teaching:*

- Good teaching matters. We must leave nothing about teaching and learning to chance.
- Student work must be relevant and designed to engage students in learning actively.
- Results matter. Student learning must be frequently assessed and students who need extra help must receive it in a timely manner.

### *What we believe about schools:*

- Schools must be organized around the needs of students rather than the work or interests of adults.
- It is our obligation to ensure that every child develops positive relationships with caring adults at every level.
- Good character, citizenship, and employability count. It is our intention that every student become a contributing member of society and the workforce.

## RISD Professional Development Mission

To continually improve student performance, Russellville Independent Schools is committed to providing dynamic and comprehensive professional/personal development that ensures high standards for all staff and stakeholders who affect student learning. RIS will collaborate with schools, departments, and other agencies to secure resources, to secure personnel, to help develop capacity for change, and to ensure continuous improvement that will increase student achievement.

## Professional Development District Plan

Based on analysis of student data, perceived educational needs of the district, growth plans, prior professional development offerings, and follow-up and survey results (e.g., Impact Kentucky), the District offers three topic areas and accompanying subtopics that will guide the selection and support for professional development activities.

1. Demonstrate high expectations for student learning
  - Use of student-assessment data to guide instruction and formative assessment
  - Implement state curriculum and common core standards in the classroom (document in lesson plans, curriculum maps and individual student plans)
  - Eliminate the achievement of gap groups
  - Monitor and provide support for student growth for all students
  - Use Professional Learning Communities as the foundation for enhanced instruction
  - Improve classroom assessment by creating accurate classroom assessments of all types and integrating assessment with instruction day to day with a focus on student involvement, e.g., Classroom Assessment for Student Learning (CASL)
  - Ensure student success by implementing a Response to Intervention (RtI) program that uses differentiated instruction, additional time, and a multi-tiered system of support
2. Providing a safe, orderly, and positive school environment
  - Use of community collaboration in ensuring safe classrooms
  - Use of Positive Behavioral Intervention and Supports (PBIS) to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students
  - Use of CHAMPS and Discipline in the Secondary Classroom as proactive approaches to classroom management and to develop classrooms of students who are respectful, responsible, motivated, and highly engaged in meaningful tasks
3. Understanding the legal boundaries within which school districts must operate, including the laws and regulations pertaining to schools and specific job responsibilities (see *List of Compliance & Other District Required Trainings*, Appendix E).

### Purpose

The purpose of the Russellville Independent Schools Professional Development Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. The professional development model is to create a learning organization, an organization that is capable of realizing individual and shared visions and capable of solving problems in a way that enhances the organization's fundamental mission of teaching and learning.

## Goals

The professional development program will provide for the following:

- Research-based training opportunities in the design and delivery of curriculum;
- Induction of training for new teachers and orientation for new employees;
- Mentoring and coaching for all teachers;
- On-the-job application of learning with follow-up and support (including growth plan review and assistance provided by evaluator concerning goals selected);
- Opportunities for teachers to share ideas and strategies;
- Consistent Improvement in academic performance;
- Focus on College and Career Readiness and life-long learning.

## Objectives

- Improve the ability to analyze and interpret student performance data and implement research-based strategies and differentiated instruction.
- Understand and implement the state's curriculum standards and common core standards.
- Participate in professional development opportunities in areas that are specific to job descriptions and improve teaching and learning.

## Philosophical Framework for Professional Development

High-quality professional development is recognized as those experiences that systematically, over a sustained period of time, (1) enable educators to facilitate the learning of students by acquiring and applying knowledge, understanding, skills, and abilities and (2) address the instructional improvement goals of the school district, the individual school, or the individual professional growth needs of the educator. High-quality professional development experiences shall be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional improvement goals and be aligned with the school or district improvement plan and individual professional growth plans of teachers. Formal evaluation and walkthroughs shall be aligned with professional development received and reflected in writing.

The ultimate goal for our professional development process is increased student learning and continuous, responsible self-renewal for all constituents. This goal can best be accomplished by all stakeholders working together in partnerships to create a quality environment for learning. The comprehensive plan is built around four major focus areas: written curriculum, instructional delivery, assessment, and organizational improvement.

For additional information on Kentucky's Professional Learning Definitions and Standards, see Appendix A.

## District Policies

Professional Development policies and procedures can be found in Appendix B or online at <http://policy.ksba.org/Chapter.aspx?distid=119>

## Needs Assessment

Needs assessment analysis and results are reported in the school report card, Comprehensive School Improvement Plans, and Comprehensive District Improvement Plan.

## Evaluation

Several types of evaluations will be used to determine the effectiveness of the professional development program. Participants will complete the PD evaluation/participation form to assess the quality of the workshop and the degree to which objectives have been met. Methods of collecting evaluation data are as follows:

*To determine needs:*

- Campus needs assessment survey
- Classroom observation and walk-through data
- Job description/performance expectations
- Student performance data
- District goals and objectives
- State and Federal mandates

*To evaluate effectiveness:*

- Professional Development Evaluation Form
- Student performance data
- Teacher growth plans and evaluations

## Delivery

After review of the collected data, the Administration and SBDM Councils will:

- Prioritize needs
- Identify targeted audiences
- Design training content
- Deliver professional development
- Evaluate effectiveness

Training activities will include and utilize a variety of delivery methods, such as:

- Workshops

- Seminars
- Research – approval required
- Hands-on
- Computerized learning
- Online technology (e.g., KET, PD 360, etc.)
- Independent study – prior approval required. See *Application for Flexible Professional Development Hours*, Appendix C.

## Professional Development Days

### Attendance Guidelines

- All certified staff are required to attend professional development and adhere to the PD plan and/or the Comprehensive School Improvement Plans. (Exception: Counselors, per KDE definition, are required to receive 21 hours of EILA credit and may be assigned other duties on PD/non-instructional days.)
- The workshop must be held ***outside of the regularly-scheduled calendar workday***.
- Teachers who do not participate in required professional development per school PD plan will receive make-up/review by attending sessions of custom professional learning designed or approved by the Superintendent's designee.

### Flexible Professional Development Days

Russellville Independent School District does not honor Flexible Professional Development Days.

### Professional Development Hours

Professional development days will be awarded in increments of 1.5, 3, and 6 hours. If a professional employee accumulates 6 hours, this will equal to one day. One (1) flexible PD day (or 6 hours) per school year is posted on the approved school calendar. Professional employees will be required to sign an attendance sheet at each PD.

### Paraprofessional Staff

Paraprofessionals may participate in professional development activities upon seeking permission from their building principal. Attendance will be assessed as voluntary attendance. Paraprofessionals must acquire ***prior*** written approval from their principal/supervisor to attend a workshop or work any additional hours. Not all paraprofessionals work the same number of days; therefore, they do not have the same school/work calendar. Your principal or supervisor will provide this information to you. Pre-school instructional assistants will consult with their principal concerning required training.

## Professional Development Activities

1. Those activities which CAN be used for PD:
  - Time spent in any training or meeting conducted after school hours which increases teacher knowledge to improve the academic achievement of students, for example,
    - Assessment Analysis
    - Curriculum Development
    - Student Work Analysis
    - Teacher Learning Teams
    - Teacher Strategy Training
    - Research-Based Strategy Training
  - Any conference (not during school hours) that conducts training that increases teacher knowledge to improve the academic achievement of students
  - Time spent after school hours as a total faculty discussion of a professional book.
2. Those activities that CANNOT be used for PD:
  - Time spent during or after school hours working in your classroom
  - Time spent during or after school hours preparing lesson plans or presentations
  - Time spent during or after school working on IEPs, 504 plans, or GT plans
  - Time spent during or after school hours taking students to competitions, athletic events, or field trips
  - Time spent in graduate classes
  - Time spent at a workshop or training during school hours
  - Time spent during or after school hours at band formations, sports clinics or training
  - Time spent writing grants
  - Time spent after school hours for back-to-school nights, parent-teacher conferences, faculty meetings or school activities, CPR training
  - Time spent with a student teacher or teacher intern
  - Time spent reading a professional book after school hours



## Professional Development & Training Overview Calendar

For the 2024-25 school year, **185** school days includes:

- 171 Instructional Days
- 2 Opening/Closing Days
- 4 Professional Development Days
- 4 Curriculum Days
- 4 Holidays

(Subject to change per Board of Education annual review of calendar.) Extended days, as applicable, are in addition to the 185 school calendar days.

Month/Year	2022-23 Learning/Training Events
August 2024	<ul style="list-style-type: none"><li>• School Contract PD 08/05 – <i>ALL certified staff</i></li><li>• School Contract PD 08/06 – <i>ALL certified and classified staff</i></li><li>• School Contract PD 08/07 – <i>ALL certified and classified staff</i></li><li>• School Contract PD 08/08 – <i>ALL certified and classified staff</i></li><li>• District Curriculum Day 08/09 – <i>ALL certified and classified staff</i></li><li>• Opening Day 08/12 – <i>ALL certified and classified staff</i></li></ul>
October 2024	<ul style="list-style-type: none"><li>• Curriculum Day for all certified staff</li></ul>
January 2025	<ul style="list-style-type: none"><li>• Curriculum Day for all certified staff</li></ul>
February 2025	<ul style="list-style-type: none"><li>• Curriculum Day for all certified staff</li></ul>
May 2025	<ul style="list-style-type: none"><li>• Closing of School 05/23</li></ul>

**Note:** Classified staff professional learning/preparation days are based on job-specific contracts. Questions or concerns can be directed to the District PD Coordinator or to department/building supervisors.

## **Requirements for Administrator Professional Development: Effective Instructional Leadership Act (EILA)**

The following is applicable to RIS district administrators.

There are three types of professional development needed for some district administrators:

1. District-based professional development (24 hours per year)
2. State EILA professional development (21 hours per year)
3. State Evaluator professional development (per district Certified Evaluation Plan)

Each building administrator with a teacher evaluation assignment must earn a total of 24 professional development credit hours per year and 21 state-mandated EILA credit hours.

The PD hours offered for teacher/staff training may be used as EILA hours also if EILA hours have been requested and approved prior to the PD event.

If you evaluate staff, as part of, or in addition to, the 21 required state EILA hours, 6 hours of personnel evaluation system training must be achieved annually as required by state law.

### **District-based Professional Development (24 hours per year)**

All principals and assistant principals are required to complete 24 hours of school-based/district professional development during each school year. These professional development hours are obtained through offerings located at the local school level, before or after the regular school day. These hours may count for EILA if prior approval is obtained and if the hours occur between June 1 and June 30 (or after) to apply for the next school year.

Each administrator with a teacher evaluation assignment must attend all professional development sessions offered to the teaching staff. Twenty-one (21) hours EILA credit must be obtained, and certificates reflecting EILA approval are to be copied and submitted to the Professional Development Coordinator at the Central Office.

As for other options for earning credit,

1. Administrators who attend training that occur after the school day at their schools should always sign-in so their attendance can be marked.
2. If administrators attend any training outside their contract year, they should be sure to sign-in and ask for regular PD credit.
3. If administrators attend conference(s) outside their contract year, they could have the schools submit proposals and copies of certificates so that they can receive PD credit.

All questions pertaining to EILA credit and regular professional development credit should be directed to the District PD Coordinator.

## State EILA Professional Development (21 hours per year)

KRS 156.101 (1) states: *The purpose of this section is to encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals, with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education have the primary responsibility for instructional leadership in the schools to which they are assigned.*

All instructional leaders in the District fall under the auspices of the Effective Instructional Leadership Act (EILA). An instructional leader is defined as “an employee of the public schools of the Commonwealth employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.”

Each administrator is required to obtain twenty-one (21) hours of state-approved professional development (EILA hours) every year. The Professional Development Coordinator approves all EILA PD for RIS and submits all programs and hours to the state each year for approval. By June 30, administrators must submit the *Record of Effective Instructional Leadership* (see Appendix D) to the district Professional Development Coordinator, who provides the Kentucky Department of Education confirmation that EILA hours have been completed for the fiscal year.

EILA administrative PD must be provided for administrator growth and development and approved in advance for that purpose.

- A total of six (6) hours of credit may be awarded for attendance at an educational conference. (A proposal must be submitted and approved in advance of attendance to the conference, and an agenda and certification of participation submitted for credit). Approval for conference credit will require a formal request to be submitted and approved in advance of conference attendance and (upon approval) a certificate of attendance from the conference. These materials should be submitted to the Professional Development Coordinator's office.
- A leader shall also receive three (3) hours of credit for service on one KTIP committee or six (6) hours for service on two or more committees. Approval for KTIP committee service will be given after the intern's last committee meeting. A copy of the final meeting documentation should be sent to the Central office.
- Section 3, number 5 of 704 KAR 3:325, states: excess hours, not to exceed twelve (12) earned by a participant during the thirty (30) day period of June 1 through June 30, may be credited toward required hours for the next school year.

## State Evaluator Professional Development

KRS 156.557 (3c.4) states: *Standards for improving the performance of certified school personnel-Criteria for Evaluation: Evaluators shall be trained, tested and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system.*

Each administrator who evaluates certified/classified staff is required by the state to complete 6 hours per year of certified evaluator update training. In addition, administrators are required to attend the district certified/classified training. Certified Evaluator Training can count for EILA credit; however, EILA credit cannot count for Certified Evaluator Training credit.

As an additional opportunity to acquire state evaluator certification, KTIP training (6 hrs.) may also be counted as long as it is the state-approved KTIP professional development and documentation is provided to the Central office.

The Kentucky Department of Education (KDE) is the official provider for the Initial Certified Evaluation Training for administrators newly assigned the role of evaluator of certified personnel, as required by KRS 156.557 and 704 KAR 3:370. This two-day learning experience is designed to promote the evaluation process as a vehicle to positively impact teacher effectiveness and student learning. Each year, KDE's Principal Partnership Project Leadership Development Specialists will refine and update the training to reflect current research-based best practices and the most recent legislation that impacts the process.

***The two-day training, including the assessment, is required for all new evaluators of certified personnel*** below the level of superintendent before completing the summative process.

Training requirements: 6 hours per year for experienced evaluators; 18 hours for initial hires or upon assignment in the role of certified evaluator

## **Administrative Retirees**

If the leader is employed for 100 days or more in the same position during a school year, the 21 hours must be completed. For example, if a retired administrator is hired and placed in the position of an assistant principal or counselor, the administrator must meet EILA requirements. All retired administrators must reapply each year to HR/ARD for re-employment and must be pre-approved in advance of working.

## **Proposal Submissions and Credit Approval**

Providers of administrative professional development will designate, through the Central Office, if sessions are identified for EILA credit. Those proposals will be reviewed by the Central office, submitted and approved for EILA prior to the professional development activity, and given an EILA number per KDE approval.

# Appendix

# Appendix A

## Kentucky Professional Learning Definitions & Standards

### Kentucky's Definition of Professional Learning

According to 704 KAR 3:035 Section 1 (3) "Professional development" means professional learning that is an individual and collective responsibility, that fosters shared accountability among the entire education workforce for student achievement, and:

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

Source: <http://www.lrc.state.ky.us/kar/704/003/035.htm>

### Kentucky's Professional Learning Standards<sup>1</sup>

The Kentucky Professional Learning Standards delineate the research-based attributes of effective professional learning that lead to increase in educator effectiveness and student success. Each standard works interactively with others to guide planning, implementation, and evaluation of professional learning. The absence of any one standard has potentially negative consequences for professional learning's overall effectiveness and results.

**Learning Community:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. Within genuine learning communities, educators experience a culture of continuous improvement, goal alignment, shared accountability, and collective responsibility for student success.

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<sup>1</sup> The Kentucky Professional Learning Standards are based on Learning Forward Standards.

**Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. Leaders who include teacher leaders and school and district administrators commit to developing the capacity of others for leading and learning, advocate for effective professional learning designed to improve educator practice and student learning, and create the systems and structures within schools and districts to support continuous learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. Effective professional learning requires an investment of sufficient resources to accomplish its goals. Leaders must monitor and coordinate all resources such as funding, staff, time, technology, and materials allocated to professional learning to ensure optimal use and benefit.

**Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Planning, implementing, and evaluating professional learning requires student, educator, and system data. Data analysis and interpretation identify areas of need and offer evidence of progress toward established goals and changes that result from professional learning.

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. Learning for educators occurs in multiple forms of in-person, blended, and online learning. Effective learning experiences, whether formal or informal, integrate research, models, and theories about learning in ways that are appropriate for the intended goals and respectful of educator learning preferences.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. Implementing new learning requires support that is based on change research, sustained over time, and differentiated to align with educators' level of use. It includes constructive feedback designed to strengthen and refine educator practice.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. The purpose of professional learning is to expand, strengthen, and refine educator performance and student learning. The outcomes of effective professional learning align with student content standards, educator performance standards, and goals of high-priority initiatives to build coherence between educator learning and student success.

Source: <http://learningforward.org/standards>

# Appendix B

## Russellville Independent Schools Professional Development Policy & Procedures

PERSONNEL

03.19

- CERTIFIED PERSONNEL -

### Professional Development

#### PROGRAM TO BE PROVIDED

The Board shall provide a high quality, personalized, and evidence based professional development (PD) program that meets the goals established in KRS 158.6451, the Every Student Succeeds Act (ESSA), and in the local needs assessment. At the direction of the Superintendent or designee and in conjunction with each school, the PD coordinator or the school council, when appropriate, shall facilitate the development and implementation of this program for all certified employees. Programs may also include classified staff and parent members of school councils and committees.

The PD program for the District and each school shall be incorporated into the Comprehensive School/District Improvement Plan. Prior to the implementation of the program, the school PD plan shall be made public, and the District PD plan shall be posted to the District web site.

The program shall be based on a Board-approved PD plan for the District, which is designed;

1. to help achieve student capacities established by KRS 158.645 and goals established by KRS 158.6451;
2. to support the District's mission, goals and assessed needs; and
3. to increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans.

The PD plan shall reflect individual needs of schools and be aligned with the Comprehensive School/District Improvement Plan, ESSA requirements, and teacher growth plans.

#### SCHOOL RESPONSIBILITIES

Each school shall plan professional development with the PD coordinator and, when appropriate, with other schools to maximize training opportunities. In addition, each school's PD plan shall be submitted to the Board for review and comment.

#### DOCUMENTATION

The school/District PD plan shall include the method for evaluating impact on student learning and using evaluation results to improve professional learning.

Documentation of completed professional development, including a written evaluation, shall be required. Unless an employee is granted leave under an appropriate Board policy, failure to



complete and document the required hours of professional development during the academic year shall result in a reduction in salary and may be reflected in the employee's evaluation.

**REFERENCES:**

KRS 156.095; KRS 156.553  
KRS 158.070; KRS 158.645; KRS 158.6451; KRS 160.345  
704 KAR 003:035; 704 KAR 003:325  
P. L. 114-95 (Every Student Succeeds Act of 2015)

**RELATED POLICIES:**

03.1911; 09.22

Adopted/Amended: 7/18/2017 Order #:3-a  
03.19 AP.1

**PERSONNEL**

**- CERTIFIED PERSONNEL -**

## **Professional Development**

**DEFINITIONS**

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

1. Aligns with Kentucky Academic Standards in 704 KAR 003:303, educator effectiveness standards, individual professional growth goals, and school, district, and state goals for student achievement;
2. Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations;
3. Occurs among educators who share responsibility for student growth;
4. Is facilitated by school and district leaders, including curriculum specialists, principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders;
5. Focuses on individual improvement, school improvement, and plan implementation; and
6. Is on-going.

Professional development program means a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice.

Every Student Succeeds Act of 2015 (ESSA) defines professional development as activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

**PROFESSIONAL DEVELOPMENT PROGRAM**

The school and District, under the direction of the Professional Development Coordinator (PDC), shall develop and implement plans of continuing professional development. The plans shall include, but not be limited to, the following components:

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

Professional development activities shall be in accordance with federal guidelines and Kentucky State Regulation.

#### **CERTIFIED STAFF RESPONSIBILITIES**

In addition to job-embedded professional learning included in the Professional Development Plan, it is the responsibility of each full-time certified staff member to complete the twenty-four (24) hours of professional development required in the District calendar. Part-time employees shall complete the appropriate portion of the twenty-four (24) hours.

#### **NEW TEACHER ORIENTATION**

Prior to the opening of school all teachers new to the District shall be required to attend an orientation session to acquaint new personnel with Board policies, administrative procedures, Central Office staff, and the Principal(s) to whom they are assigned. The Superintendent/designee will be responsible for the program and all arrangements.

#### **REQUIREMENT MUST BE FULFILLED**

Professional development is ongoing. However the twenty-four (24) hours required by statute must be fulfilled by May 1 of each year. If it is not, repayment for the appropriate hours will be deducted from the individual's paycheck.

It is the responsibility of the individual to provide appropriate documentation for all completed professional development. Internal offerings are documented by sign-in sheets. For activities outside the District, it is the responsibility of the individual to obtain the appropriate form prior to attendance, have it completed and return it to the PDC. Registration costs, meals, and mileage are the responsibility of the individual unless supplemental funds are provided by another source.

#### **RELATED PROCEDURES:**

- 03.125 AP.21
- 03.19 AP.21

Review/Revised: 7/18/2017

## Appendix C

# Record of Effective Instructional Leadership Hours Russellville Independent Schools

## Record of Effective Instructional Leadership Hours

Name of Administrator: \_\_\_\_\_

School: \_\_\_\_\_

KRS 156.101 (1) The purpose of this section is to encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals, with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education have the primary responsibility for instructional leadership in the schools to which they are assigned.

The following list is a record of the activities, number of approved hours to meet the requirements of the Effective Instructional Leadership Act (EILA), and a brief narrative describing the relevance of the activity to my job expectations.

Activity	Date(s)	Credit Hours	Narrative
e.g., KASA Sessions, No. 09 EIL 0240	07/23/24	4	KASA Administrative Leadership Best Practices
<b>Total Hours Earned</b> (Must be equal to or greater than 21 from July 1 to June 30 of a given school year)			

*All certificates verifying approved EILA hours must be submitted to the district Professional development Coordinator at Central Office.*

## Appendix D

### List of Professional Development by School and District, 2024-25

2024-2025 Professional Development Design Russellville Independent Schools					
<i>Dates of PD</i>	08/05	08/06	08/07	08/08	08/09
<b>R.E. Stevenson Elementary</b>	Studor Customer Service Training  Principal Sessions	PBIS  Principal Sessions	John Antonetti- Design for Engagement  Kagan Structures	Instructional Resources Sessions  Safe Schools Training	RVK Meet
<b>Russellville Middle School*</b>	Studor Customer Service Training  Principal Sessions	Marzano Academies	John Antonetti- Design for Engagement  Kagan Structures	Instructional Resources Sessions  Safe Schools Training	RVK Meet
<b>Russellville High School*</b>	Studor Customer Service Training  Principal Sessions	Adolescent Literacy Model  Principal Sessions	John Antonetti- Design for Engagement  Kagan Structures	Instructional Resources Sessions  Safe Schools Training	RVK Meet
<b>Russellville Independent School District - Classified</b>	N/A	Studor Customer Service Training  Departmental Offerings	Departmental Offerings	Safe Schools Training  Departmental Offerings	RVK Meet

\* Russellville Innovation Academy teachers and staff will attend Russellville Middle School and Russellville High School offerings where applicable.