

# State of Professional Learning in Kentucky

# Goals

- Define elements of an effective cycle of professional learning
- Identify issues/concerns regarding the current state of professional learning across KY schools and districts
- Share available resources from the KDE to support professional learning

# Current Requirements

- KRS 158.070
  - Teachers are required a minimum of 4 days of PD
    - 1 day may be used for district-wide purposes
    - 3 days to be decided by the SBDM with support from district leadership

# Critical Elements of Professional Learning

- Aligned to needs assessment based on analysis of student, educator and system data
- Aligned with the Kentucky Academic Standards and individual, school and district goals related to student achievement
- Ongoing and collaborative process
- Fosters shared accountability for improving student achievement
- Job-embedded

# Professional Learning Cycle

- Key Components of an Effective Professional Learning
  - Training to acquire knowledge and understanding of focus area
  - Job-embedded supports through:
    - Professional Learning Communities (PLCs)
    - Reflection
    - Coaching
    - Feedback
  - Monitoring of Implementation
  - Adjusting as needed based on data

# Current Issues/Concerns

- Lack of alignment between school/district needs assessment and professional learning
- Lack of alignment of professional learning to expected student outcomes in the Kentucky Academic Standards
- Lack of understanding of the PLC process and its implementation
- Lack of using all elements within the cycle of professional learning
- Lack of funding for professional learning
- Lack of purposeful coordinated use of funds to address professional learning needs

# Professional Learning Supports

- Model Curriculum Framework
- Resources on [Kystandards.org](https://kystandards.org)
- Professional Development Plan Diagnostic

# Model Curriculum Framework

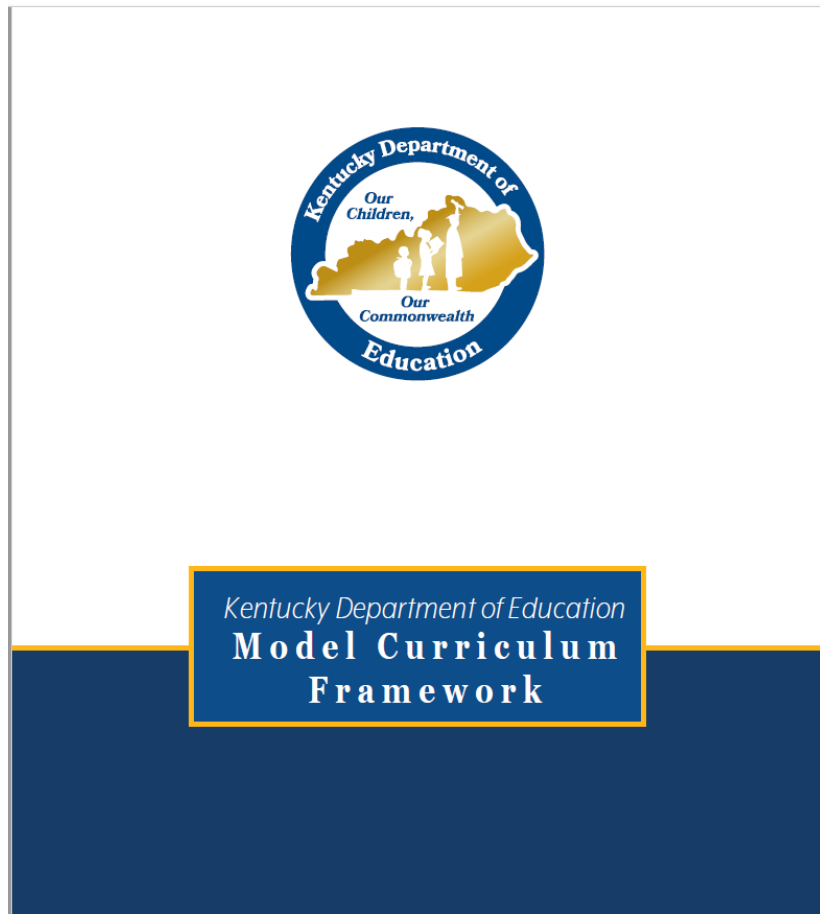
Purpose according to KRS 158.6451:

*(2) The Kentucky Board of Education shall disseminate to local school districts and schools a model curriculum framework which is directly tied to the goals, outcomes, and assessment strategies developed pursuant to this section and KRS 158.645 and 158.6453.*

**The framework shall provide direction to local districts and schools as they develop their curriculum. The framework shall identify teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time, and strategies to incorporate character education throughout the curriculum.**



## Draft Outline of Revised MCF



## Model Curriculum Framework

- I. **Introduction: The Role of Standards, Curriculum and Instructional Resources**
- II. **Curriculum Development Process**
  - A. Preparing for the Curriculum Development Process
  - B. Planning and Professional Learning
  - C. Developing the Curriculum
  - D. Implementing and Monitoring the Curriculum
- III. **Curriculum Implementation**
  - A. The Role of PLCs
  - B. Balanced Assessment
  - C. Instructional Best Practices
- IV. **Appendix**
  - A. Curriculum Development Process Toolkit
  - B. Incorporating Community Resources
  - C. Alternate/Flexible Use of School Time
  - D. Embedding Character Education



# KY Standards

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# Kentucky Academic Standards

The Future Belongs To Those Who See Possibilities Today

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# General Resources



Standards Implementation Guidance Documents



Model Curriculum Framework



Professional Learning Opportunities



Professional Learning Modules



Standards At a Glance Documents



Breaking Down a Standard Resources



Assignment Review Protocols



Student Assignment Library

# Content Area Resources



Reading & Writing Resources



Mathematics Resources



Social Studies Resources



Science Resources



Health Education & Physical Education Resources



Visual and Performing Arts Resources



Computer Science Resources

# Professional Development Plan Diagnostic

- 704 KAR 3:035, Annual Professional Development Plan

*Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.*

- Purpose: Support schools and districts in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment

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