Teachers Advisory Council (TAC)

December 14, 2021
Second Quarter Meeting

Jason E. Glass, Ed.D., Commissioner of Education

Susan Cintra, TAC Chairperson
Stacy Noah, KDE Liaison

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I. Welcome

Jason Glass, Commissioner, Kentucky Department of Education

II. Roll Call of Members

Susan Cintra, TAC Chairperson, Madison County Schools

1. Brook Bartug: Russell
2. Angela Beavin: Franklin
3. Misty Bivens: Larue
4. Chanda Britt: Kentucky School for the Deaf
5. Susan Cintra: Madison
6. Jen Davis: Butler
7. Tiffany Dunn: Jefferson
8. Sara Green: Fayette
9. Allen Hensley: Madison
10. Kaysin Higgins: Calloway
11. April Jackson: Elizabethtown
12. Quentin Johnson: Fayette
13. Amanda Klare: Beechwood
14. Amy Leasgang: Bullitt
15. Charlene Martin: Paintsville
16. Jane Modlin: Ashland
17. Bo Mullins: Kentucky School for the Blind
18. Abigail Nash: Mercer
19. Kim Saylor: Middlesboro
20. Gregory W. Smith: Jefferson
21. Jennifer Stewart: Floyd
22. Jamal Stiles: Washington
23. Taylor Sullivan: Boone
24. Beverly Rutledge: Carter
25. Scott Osborn: Lawrence
26. Waide Williams: Henderson

Please unmute your microphone and enable your camera to introduce yourself. Please share your school and district.

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Digital Sign In

- Please access the digital sign in by using the link provided in chat.
- Select today's date and sign in.

Teachers Advisory Council (TAC) Attendance 2021-2022

Please complete this form for each meeting you attend.

Select today's meeting date for attendance purposes. *

- ◯ September 21, 2021
- ◯ December 14, 2021
- ◯ March 15, 2022
- ◯ June 14, 2022

[CLICK HERE FOR ATTENDANCE LINK](#)

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III. Approve Summary Minutes

Susan Cintra, TAC Chairperson, Madison County Schools

Teachers Advisory Council (TAC)

Published: 11/15/2021 3:39 PM

Purpose: The Teachers Advisory Council (TAC) is designed to improve the educational landscape of Kentucky by providing Kentucky's Commissioner of Education with direct input from Kentucky's classrooms. Bridging the gap between policy and practice, the TAC was created to advise the commissioner on educational priorities so that Kentucky's students are well-prepared for any career they choose. The ultimate goal is to have effective teaching in every school, every classroom, every day.

Membership: The Teacher Advisory Council (TAC) is comprised of approximately twenty (20) teacher leaders from across the Commonwealth who contribute crucial, diverse perspectives on education. Four (4) quarterly meetings take place each year. Members are required to attend at least three of the four meetings to remain an active member of the TAC.

The Office of Educational Licensure and Effectiveness coordinates the application process. Teachers are selected and appointed to the TAC for three-year terms. Membership is prioritized to ensure instructional expertise in various disciplines, grade bands, and areas of specialization are represented on the council. For those interested in applying to serve, please submit the TAC Membership Application. If selected, official correspondence from the Office of Educational Licensure and Effectiveness will be sent.

Meeting Information

Members List

Meeting Dates:

December 14, 2021
March 15, 2022
June 14, 2022

September 21, 2021

- September 21 Agenda
- September 21 Summary
- View September 21 Recording Here

June 17, 2021

- June 17 Agenda
- June 17 Summary
- View June 17 Recording Here

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IV. Update on Ex Officio Teacher Selection to the Kentucky Board of Education

Toni Konz Tatman, Chief Communications Officer, Kentucky Department of Education
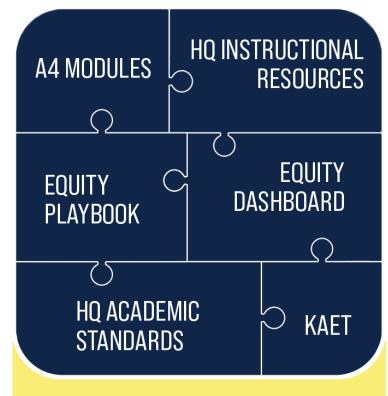
V. Update on Equity Toolkit

Thomas Woods-Tucker, Ph.D., Deputy Commissioner and Chief Equity Officer, Kentucky Department of Education

Thomas Woods-Tucker, Ph.D.

Kentucky Department of Education
Deputy Commissioner and Chief Equity Officer
Teacher Advisory Council Presentation

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KDE's Equity Toolkit

DEI Celebrations

- Equity Toolkit and Equity Dashboard
- Advanced Placement
- International Baccalaureate
- Governor's School for the Arts
- Regional Cooperatives
- District Diversity, Equity and Inclusion (DEI) Officers
- New Kentucky Department of Education (KDE) DEI Page
- New KDE Document (Facilitating Conversations About Diversity, Equity and Inclusion)

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Thank You!

You can find me at:

- Thomas.Woods-Tucker@education.ky.gov
- @ttucker1914

VI. High-Quality Instructional Resources (HQIRs)

Misty Higgins and Carrie McDaniel, Professional Learning Coordinators, KDE Division of Program Standards

Designing High-Quality Local Curriculum

Supporting Standards Implementation and Promoting Student Equity

Misty Higgins and Carrie McDaniel
Professional Learning Coordinators
Division of Program Standards

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KBE Resolution – July 2020

- KBE resolution states that every student in the Commonwealth deserves equitable access to effective educators who have unique experiences and perspectives, quality preparation and are committed to the success of all learners.

- Deliberate actions educators must take to ensure equitable access to learning for each and every student across the state:

  - Local school and district implementation of the *Kentucky Academic Standards*

  - Provide access to high-quality, standards-aligned local curriculum and instructional resources

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**M o d e l   C u r r i c u l u m
F r a m e w o r k**

Model Curriculum Framework

Introduction: The Role of Standards, Curriculum and Instructional Resources

Curriculum Development Process
   A. Phase 1: Preparing for the Curriculum Development Process
   B. Phase 2: Planning and Professional Learning
   C. Phase 3: Developing the Curriculum
   D. Phase 4: Implementing and Monitoring the Curriculum

III. **Professional Learning Communities**
   A. The Need for PLCs
   B. Clarity in PLCs
   C. Role of Leadership in Supporting PLCs
   D. Role of Teachers in Effective PLCs

IV. **Balanced Assessment**
   A. Comprehensive Balanced System of Assessments
   B. Formative Assessment Process
   C. Learning Goals and Success Criteria
   D. Eliciting Evidence of Student Learning
   E. Interpreting Evidence of Student Learning
   F. Acting on Evidence of Student Learning

V. **Evidence-based Instructional Practices (coming soon)**

VI. **Appendix**
   A. Curriculum Development Process Toolkit
   B. PLC Leadership Toolkit
   C. PLC Teacher Toolkit
   D. Balanced Assessment Modules

Standards, Curriculum and Instructional Resources

- **Standards** address a foundational framework of *what* is to be learned.

- **Curriculum** addresses *how* learning experiences are designed at the local level.

- **Instructional Resources** include the print, nonprint or electronic medium designed to *assist* student learning.

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Curriculum Development Process

Phase 1: Preparing for the Process
- ➢ Step 1: Review SBDM Policy
- ➢ Step 2: Establish a Curriculum Review Cycle
- ➢ Step 3: Develop a Timeline
- ➢ Step 4: Determine the Budget

Phase 2: Planning and Professional Learning
- ➢ Step 1: Create and Convene Curriculum Development Committee
- ➢ Step 2: Analyze Research to Develop a Shared Understanding of Evidence-Based Practices
- ➢ Step 3: Articulate a K-12 Program Philosophy

Phase 3: Developing the Curriculum
- ➢ Step 1: Analyze the *Kentucky Academic Standards* in Specific Content Area
- ➢ Step 2: Create Curriculum Document Template
- ➢ Step 3: Organize and Sequence Course Standards
- ➢ Step 4: Develop Grade-Level/Course Curriculum Supports
- ➢ Step 5: Identify Instructional Resources and Professional Learning to Support Implementation

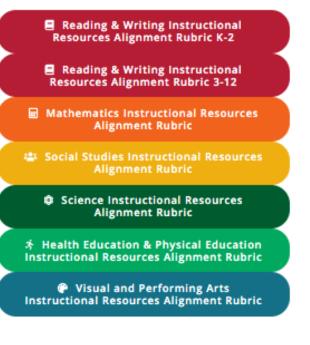**Phase 4: Implementing and Monitoring the Curriculum**
- ➢ Step 1: Implement the New Curriculum
- ➢ Step 2: Collect Quantitative and Qualitative Data to Monitor Implementation
- ➢ Step 3: Analyze Data to Adjust Curriculum and/or Professional Learning

High-Quality Instructional Resources

Promoting Equity Through Standards Implementation

Instructional Resources Alignment Rubrics

📖 Reading & Writing Instructional Resources Alignment Rubric K-2

📖 Reading & Writing Instructional Resources Alignment Rubric 3-12

🖩 Mathematics Instructional Resources Alignment Rubric

👥 Social Studies Instructional Resources Alignment Rubric

⚙ Science Instructional Resources Alignment Rubric

🏃 Health Education & Physical Education Instructional Resources Alignment Rubric

🎨 Visual and Performing Arts Instructional Resources Alignment Rubric

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KDE's HQIR Strategic Plan

- **Goal:** Equip and empower local schools and districts in providing educators access to HQIRs and HQPL so they are better prepared to support all students with engaging, relevant, standards-aligned grade-level assignments.
  - Communicate and promote KDE's definitions and rationale for HQIRs and HQPL.
  - Focus on Reading and Writing in Year 1.
  - Provide local leaders with a consumer guide that includes selection criteria and evaluation tools.

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Defining HQIRs

KDE defines High-Quality Instructional Resources (HQIRs) as materials that are:

- Aligned to the *Kentucky Academic Standards* (KAS);

- Research-based and/or externally validated;

- Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments;

- Culturally relevant and free from bias; and

- Accessible for all students.

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HQIRs and Teacher Equity

- A 2017 RAND analysis found that 96% of teachers use Google and nearly 75% use Pinterest to find lessons and resources.

- A Fordham Institute review of instructional resources found that 64% of the online resources they reviewed should "not be used" or are "probably not worth using."

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HQIRs and Student Equity

- Research shows students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs in the classroom than students who are in classrooms with mostly white students in higher income communities.

- According to a Johns Hopkins study conducted by David Steiner (2017), students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points — equivalent to four additional years of learning.

- Another study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel & Polikoff, 2017).

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Characteristics of HQPL

- Aligned with state standards, school and/or district goals and other professional learning activities
- Content-focused
- Incorporates active learning
- Uses model and modeling of effective practice

- Supports collaboration, typically in a job-embedded contexts
- Provides coaching and expert support
- Offers feedback and reflection
- Sustained and continuous

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High-Quality Instructional Resources

What are High-Quality Instructional Resources?

The Kentucky Department of Education defines High-Quality Instructional Resources (HQIRs) as materials that are:

- Aligned with the *Kentucky Academic Standards (KAS)*;
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments;
- Culturally relevant, free from bias; and
- Accessible for all students.

Why Are They Needed?

Teachers deserve to have access to HQIRs that increase their content knowledge, provide guidance to inform strong instruction and support implementation of grade-level appropriate assignments. Access to comprehensive, HQIRs enables teachers to adapt lessons to meet the diverse needs of students and to focus their time, energy and creativity on bringing lessons to life and engaging students with the content.

Instructional resources are not just for teachers; they are critical for student success. Students deserve access to standards-aligned instructional resources and grade-level assignments to help them reach the intended learning outcomes with the KAS. They also deserve HQIRs that are engaging, accessible and inclusive of the cultural diversity and perspectives of their communities. Students are entitled to HQIRs to use, learn from and guide their practice.

What Does the Research Say?

- HQIRs that are aligned to state standards can reduce variability in the quality of instruction across classrooms and help boost student achievement, but teachers often do not have resources that are aligned to their state's standards (SREB, 2017).

- When teachers don't have access to HQIRs, they spend 7-12 hours per week searching for them online often leading to inconsistent quality that impacts low income students of color the most (Goldberg, M., 2016).

- Research shows students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs in the class-room than students who are in classrooms with mostly white students and in higher income communities (The New Teacher Project, 2018).

- Another study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel, C., & Polikoff, M., 2017).

- Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points—equivalent to four additional years of learning (Steiner, 2018).

- Providing teachers with a set of instructional resources without also providing them with professional learning focused on how to implement those resources effectively to meet the needs of all students will not impact student achievement (Blazar, D., et al., 2019).

Characteristics of High-Quality Professional Learning

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment with the characteristics below.

Aligned with state academic standards, school and/or district goals, and other professional learning activities: Professional learning is more likely to be effective if it is part of a coherent program. Alignment helps build common goals and shared vocabulary to sustain instructional improvements. It reduces confusion and uncertainty about what to teach and how to teach using evidence-based practices to support instruction.

Is content-focused: Professional learning that focuses on teaching strategies associated with specific content curriculum supports teacher learning within their classroom contexts. This includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as reading and writing, mathematics, science or social studies.

Incorporates active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same learning experiences they are designing for their students. It should utilize authentic artifacts, interactive activities and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture-based and have no direct connection to teachers' classrooms and students.

Uses models and modeling of effective practice: Models and modeling of instruction provide teachers with a clear vision of what best practices look like. Models may include, but are not limited to, lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.

Supports collaboration, typically in job-embedded contexts: HQPL creates space for teachers to share ideas and collaborate in their learning, often in a job-embedded context that relates new instructional strategies to teachers' students and classrooms. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district. Professional Learning Communities (PLCs) offer a collaborative, job-embedded model that can be a source of efficacy and confidence for teachers and result in widespread improvement within and beyond the school level.

Provides coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.

Offers feedback and reflection: HQPL frequently provides built-in time for teachers to intentionally think about, receive input on and make changes to their practice by facilitating reflection and soliciting feedback.

Is sustained and continuous: HQPL provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time.

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KDE Pilot Opportunity

- Provide professional learning (PL) support to schools/districts as they implement the Curriculum Development Process, which includes the selection of high-quality instructional resources (HQIRs).

  - Free professional learning throughout the process aligned to the *Model Curriculum Framework*

  - Locally developed curriculum aligned the *Kentucky Academic Standards for Reading and Writing*

  - Implementation support from Achievement Network following the pilot

- Use pilot to gather feedback to inform KDE guidance/work

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Pilot Timeline

- **Oct. 18, 2021** - Application window opens
- **Nov. 1, 2021** - Virtual Technical Assistance Session
- **Nov. 23, 2021** - Application window closes
- **Dec. 15, 2021** - Notify selected pilot participants
- **February 2022** - First pilot convening
- **May 2022** - Pilot Program concludes
- **June-July 2022** - Summer support from ANet (Optional)
- **August 2022 - June 2023** - Local implementation support from ANet

Questions

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Micki Ray
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VII. Passing Notes Project Update

Donnie Piercey, Kentucky Teacher of the Year

VIII. KY Family Friendly Schools and New Resources

Brooke Gill, Family Engagement Director, The Prichard Committee

Links to Explore

https://prichardcommittee.org/familyengagement/

Use the link above and scroll down to find links to the:

- Family-School Partnership Grid
- Kentucky Family and School Partnership Guide
- School Self-Assessment and Training Modules
- Family Engagement Digital Playbook
- Application for Kentucky Family Friendly Schools Certificate

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IX. Announcements

Susan Cintra, TAC Chairperson, Madison County Schools

Next Meeting Date: March 15, 2022

Link to Feedback Form:
[CLICK HERE TO ACCESS FEEDBACK FORM](#)

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X. Adjournment

Susan Cintra, TAC Chairperson, Madison County Schools