

*This meeting will be recorded. It is requested that TAC members please enable video during the meeting.*

# Teachers Advisory Council (TAC)

June 6, 2023

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

Jamaal Stiles, TAC Chairperson

Stacy Noah, KDE Liaison



# I. Welcome

Jason E. Glass Ed.D., Commissioner and Chief Learner,  
Kentucky Department of Education

# II. Roll Call of Members and Approve Summary Minutes

Jamaal Stiles, TAC Chairperson, Washington County Schools

# Roll Call

Erica Deal, KSB, October 2024

Byron Wilson, KSD, October 2024

Chad Davidson, McCracken County, December 2025

Kaysin Higgins, Calloway County, June 2024

Carla Criswell, Christian County, December 2025

Sharon Collins, Warren County, December 2025

Jen Davis, Butler County, June 2024

Misty Bivens, Larue County, June 2024

April Jackson, Hardin County, June 2024

Jamal Stiles, Washington County, June 2024

Kenita Ballard, Jefferson County, January 2025

Amber Ramirez, Shelby County, December 2025

Gregory Smith, Jefferson County, June 2024

Amanda Klare, Beechwood Independent, June 2024

Susan Cintra, Madison County, June 2024

Rosa Cubero-Hurley, Fayette County, December 2025

Sara Green, Fayette County, June 2024

Donnie Wilkerson, Russell County, December 2025

Jane Modlin, Ashland Independent, June 2024

Sarah Beard, Estill County, December 2025

Melanie Callahan, Laurel County, December 2025

Carla Lawson, Whitley County, December 2025

Charlene Martin, Paintsville Independent, June 2024

Scott Osborn, Lawrence County, October 2024

Jennifer Stewart, Floyd County, June 2024

Amy Leasgang, Bullitt County, June 2024

**Congratulations to  
*Scott Osborn*  
on upcoming retirement!**

**Thank you for your service to  
the Teachers Advisory Council!**

**Sharon Collins- new KDE  
position**

# Digital Sign In



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

Just a reminder: If you transition to another position, please notify Stacy Noah. TAC members **MUST** be classroom teachers.

[CLICK HERE FOR ATTENDANCE LINK](#)

Teachers Advisory Council (TAC)  
Attendance 2022-2023

Please complete this form for each meeting you attend.

 stacy.noah@education.ky.gov (not shared) [Switch account](#) 

**\* Required**

Select today's meeting date for attendance purposes. \*

September 13, 2022

December 6, 2022

March 7, 2023

June 6, 2023

Your email address \*

Your answer \_\_\_\_\_

First Name \*

# Approve Minutes

## [KDE TAC WEBPAGE](#)

ADVISORY GROUPS

## Teachers Advisory Council (TAC)

*Published: 3/8/2023 9:17 AM*

**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.

[Click here for TAC Membership Application](#)

### Meeting Information

[Membership List](#)

### Meeting Dates:

June 6, 2023

March 7, 2023

- [March 7 Agenda](#)
- [View March 7 Recording Here](#)



December 6, 2022

- [December 6 Agenda](#)
- [December 6 Summary](#)
- [December 6 PowerPoint](#)
- [View December 6 Recording Here](#)

September 13, 2022

- [September 13 Agenda](#)
- [September 13 Summary](#)



Kentucky Department of  
**E D U C A T I O N**

# III. Teacher Morale Feedback Loop

Jamaal Stiles, TAC Chairperson, Washington County Schools



# IV. Educator Recruitment Efforts: National Signing Day

John Paise, Office of Educator Licensure and Effectiveness,  
Kentucky Department of Education

# V. SB 9- Read to Achieve Initiatives

Christie Biggerstaff, Director of Early Literacy, Office of Teaching and Learning,  
Kentucky Department of Education

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the text.

# Senate Bill 9 (2022): Read to Succeed Initiatives

Micki Ray, Chief Academic Officer  
Office of Teaching and Learning

Christie Biggerstaff, Director of Early Literacy  
Office of Teaching and Learning

# KPREP and KSA Proficiency Results

Year	Percent Proficient and Distinguished
2015	54.3%
2016	53.7%
2017	55.8%
2018	52.3%
2019	52.7%
2020	NO TESTING due to Federal Waiver/ Covid-19 Emergency
2021	29.8%
2022	45.0%

## Why Early Literacy?

### Significance of 3rd-Grade Reading Proficiency

- More likely to have continued academic success
- Less likely to have problems with attendance, dropout rate and juvenile crime (4x less likely to drop out of school)
- More likely to feel higher self-esteem and feelings of adequacy
- More likely to break the cycle of intergenerational poverty

# Read to Succeed Act

## 2022 Regular Session: Senate Bill 9

### Comprehensive actions to improve early literacy outcomes:

- Fully funded Read to Achieve grant
- Early Intervention and Instruction
- State Professional Learning Support Strategies
- Reading Improvement Plan
- Family and Community Engagement
- Teacher Certification

# Kentucky Reading Academies

The purpose of the Kentucky Reading Academies is to **increase the reading outcomes** for elementary students by providing high-quality, job-embedded professional learning on how students learn to read to K-5 teachers and administrators.

# What is LETRS?

- Determine *WHAT* to teach to increase student success
- Recognize the reasons *WHY* some students struggle and learn evidence-based strategies for addressing those struggles
- Know and understand *HOW* students learn to read and write

# What makes the Kentucky Reading Academies unique?

- Removes financial barriers to create equitable access statewide
- Invests in people, not programs
- Comprehensive and evidence-based
- Transferrable to align with the local curriculum
- Proactive and sustainable
- The Kentucky Reading Academies will be implemented in three phases:
  - Cohort/Phase 1 - Fall 2022 – Spring 2024
  - Cohort/Phase 2 - Fall 2023 – Spring 2025
  - Cohort/Phase 3 - Fall 2024 – Spring 2026



# Who is eligible to participate?

- Phase 2 open to Kentucky public school educators who work with K-5 students:
  - General K-5 teachers
  - Special educators, English Language teachers
  - Reading specialists (interventionists, coaches)
  - Administrators (340 additional participants)
- CEO rank change opportunities through educational cooperatives

# Kentucky Reading Academies Phase 1 Survey Results

- 95% of the 433 respondents say that they have learned **new and relevant** information.
- 93% of the respondents say that the information they have learned has **helped them to better meet the diverse learning needs of their students.**
- Multiple written testimonials shared about classroom assessment gains, student progress, the value of the information teachers are learning, and the successful implementation in their classrooms.

# LETRS Phase 1 Teacher Testimonial

“When starting LETRS training, I chose to work with three of my most struggling readers for my case study. One student has really shown incredible gains. This student came into my classroom saying, "I don't know how to read," or "I can't read." As a 3rd-grade student, this isn't something he should be saying. It really came down to his lack of phonological and phonemic awareness. Using specific strategies and lessons from LETRS, he has shown an entire year's worth of reading gains at just this point in the school year. Now, he is still behind grade-level, but this targeted approach will help close his gaps. The best part? He no longer says he can't read. He volunteers. He wants to read, and he is showing so much more confidence in himself. **LETRS transforms how educators think about teaching reading. I know it has really changed my view of it and how I plan instruction.**”



Courtney Line, Memorial Elementary, Hart County School District

# LETRS Phase 1 Teacher Testimonials

**This has been the best learning experience I have had in 19 years of teaching.** I wish that I had access to this experience when I first started teaching. I will be recommending this to all of my teaching colleagues!

~Mark Gaskins, Fort Thomas

I have many credentials to teach a student to read. However, there have been students for whom I have not made the difference I wanted to make. I am a quarter of the way through the LETRS training. **This is the training I have been seeking for decades. Every teacher should have this training. It is, hands down, the best training I have ever received.** It does take time, BUT, this training is well worth making the time to take. This is the training that will help us help our students. I am so glad I signed up.

~Cindy Kennedy, Rockcastle County

LETRS is a rigorous course that has provided me with so much information about teaching foundational skills. **I have been able to apply my knowledge almost immediately** after each self-guided and live virtual session I have completed.

~Christy Rhodes, Jefferson County

The interventionists have been bragging on my tier 3 students and how much better they are at decoding since using some of the sound wall components! **It is truly making a difference in the reading confidence and abilities of my students.** ~Neryssa Crisp, Scott County

LETRS training has been a valuable experience for me as an educational leader. **It has given me a deeper understanding of the essential knowledge necessary for transformational change with reading instruction in our primary grades.**

~Kristy Nelson, Livingston County

# LETRS – Phase 2 Registration Now Open

Registration for the second cohort of the Kentucky Reading Academies will be open through Aug. 31, 2023.

Phase 1 participants will not need to register for Phase 2 as they are already enrolled in the professional learning.

[LETRS for Educators Phase 2 Registration](#) - This course is recommended for K-5 teachers, interventionists, reading specialists and anyone providing reading instruction or intervention supports to early readers.

[LETRS for Administrators Phase 2 Registration](#) - This course is recommended for district leaders, building administrators, and instructional coaches.

# Resources to Support Implementation

- [Senate Bill 9 Guidance on the Read to Succeed Act](#)
- [Valid and Reliable Early Literacy Assessment Screeners/Diagnostics](#)
- [Kentucky Reading Academies](#)

# Questions

**Christie Biggerstaff**

Director of Early Literacy, Office of Teaching and Learning

[christie.biggerstaff@education.ky.gov](mailto:christie.biggerstaff@education.ky.gov)

# **VI. At A Glance Documents**

## **Kentucky Academic Standards for Science and Social Studies**

Thomas Clouse and Chrystal Rowland, Division of Program Standards, Office of Teaching and Learning, Kentucky Department



The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with desks, chairs, and a blue wall decorated with colorful balloons and framed pictures. A large white diagonal shape separates the image from the text on the right.

# *Kentucky Academic Standards for Science and Social Studies*

At A Glance Documents

**Chrystal Rowland**  
Director, Division of Program Standards

**Thomas Clouse**  
Education Academic Program Manager



# Questions to Consider (1)

- *What are additional resources or supports that could be used to support educators in implementing the KAS documents?*
- *What resources or supports would be helpful for school level leaders (principals, school-based coaches, etc.)?*

# ***KAS for Science***

At A Glance Document

# Image of At A Glance Document



Visit the Kentucky School Boards Association (KSBA) website to access the [DRAFT KAS for Science \(2023\)](#).

Focused highlights:

1. The **Writers Vision** is stated on page of the draft *Kentucky Academic Standards for Science*.
  - a. Aligns with KRS 158.6453 requirements and public feedback.
2. **Design Considerations** are detailed on page 7 of the document.

# *Draft KAS for Science Writers' Vision Statement*

## *Writers' Vision Statement*

The writing team was guided by a vision for equitable science education in Kentucky that begins in kindergarten and progresses yearly through grade 12 to ensure that all students possess sufficient understanding of the science and engineering practices, crosscutting concepts and core ideas of science to engage in public discussions on science-related issues and are critically educated consumers of scientific information related to their everyday lives. To achieve this, *all* students at *all* grade levels must experience multiple sustained and authentic learning opportunities to investigate phenomena, engage in collaborative conversations and reflect the diversity encountered within the classroom in the local community and across the globe.

To meet this vision, the writers recognize that students need sustained opportunities to work with and develop the ideas that underly science and engineering practices and to appreciate how those ideas are interconnected over a period of years rather than weeks or months. Students should be provided multiple, ongoing opportunities to engage with the interconnectedness of the three dimensions of science as they work to make sense of the natural world. To assist teachers in this endeavor, the writers recommend that teachers at all grade levels have ongoing access to high-quality professional learning and resources about science.

# Grade-Level Overviews

## *Fourth Grade Overview*

To meet the fourth-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions; developing and using models; planning and carrying out investigations; analyzing and interpreting data; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating and communicating information. Students are expected to use these practices to demonstrate their understanding of the core ideas. Fourth-grade performance expectations include waves, weathering, impacts of Earth processes, Earth features, map analysis, animal and plant anatomy, speed, energy transfer and encoding with patterns. Students can use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students will be able to model patterns that can encode, send, receive, and decode information. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test and refine a device that converts energy from one form to another. The crosscutting concepts of patterns that include cause and effect, energy and matter, and systems and system models are highlighted as organizing concepts for these disciplinary core ideas.

*\*Note\** While only a subset of science and engineering practices and crosscutting concepts are explicitly identified as the mechanism for how students demonstrate mastery at the end of instruction, students should still utilize all of the science and engineering practices and crosscutting concepts as they develop their understanding. See front matter for more information



# Draft Kentucky Academic Standards for Science

**Performance Expectation (PE):** The performance students demonstrate to show mastery

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**Clarification Statement:** Examples of pushes or pulls could include a string attached to an object being pulled, swings on a playground, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.

**Assessment Boundary:** Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

**Clarification Statement:** Provide examples or additional information

**Assessment Boundary:** States the limit of assessment for large-scale assessment

**Foundation Boxes:** Provides further information about each dimension that was combined to develop the PE.

Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concepts
<p><b>Planning and Carrying Out Investigations</b> With guidance, plan and conduct an investigation in collaboration with peers.</p>	<p><b>PS2.A: Forces and Motion</b> Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p><b>PS2.B: Types of Interactions</b> When objects touch or collide, they push on one another and can change motion.</p> <p><b>PS3.C: Relationship Between Energy and Forces</b> A bigger push or pull makes things speed up or slow down more quickly.</p>	<p><b>Cause and Effect</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>

# Draft *Kentucky Academic Standards (KAS) for Science: Additional Shifts*

- Six performance expectations were modified to add coherence and clarity across the progression.
  - *5-ESS3-1, 6-ESS2-2, 7-PS4-3, 8-LS4-3, 8-ESS3-2 and HS-PS1-3.*
- Eight standards changed grade levels to better connect to core ideas explored at each grade-level.
  - 4-LS4-1, 6-PS2-4, 6-LS1-6, 7-PS2-2, 7-LS1-8, 8-LS1-4, 8-LS1-5 and 8-PS1-3



# Standards Implementation Support

- KYStandards.org
  - [Science Resource Page](#)
  - Implementation Guide
  - Professional Learning Modules for Educators
  - Standards Family Guides

# ***KAS for Social Studies***

**At A Glance Document**

# KRS 158.196


Per (3)(a), the Kentucky Department of Education shall incorporate fundamental American documents and speeches into the grade-level appropriate middle and high school social studies academic standards and align corresponding assessments by July 1, 2023.

(b) The revision shall not delay or otherwise impact the existing schedule as set forth in KRS 158.6453(2).

# Fundamental Documents and Speeches

- The Mayflower Compact
- The Declaration of Independence
- The Constitution of the United States
- The Federalist No. 1 (Alexander Hamilton)
- The Federalist Nos. 10 and 51 (James Madison)
- The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison
- The first (10) amendments to the Constitution of the United States, also known as the Bill of Rights
- The 1796 Farewell Address by George Washington
- The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803)
- The Monroe Doctrine by James Monroe
- "What to the Slave is the Fourth of July?" speech by Frederick Douglass
- The United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857)
- Final Emancipation Proclamation by Abraham Lincoln
- The Gettysburg Address by Abraham Lincoln
- Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton
- The Sept. 18, 1895, Atlanta Exposition Address by Booker T. Washington
- "Of Booker T. Washington and Others" by W.E.B. Du Bois
- The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896)
- The Aug. 31, 1910, New Nationalism speech by Theodore Roosevelt
- The Jan. 11, 1944, State of the Union Address by Franklin D. Roosevelt
- The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955)
- Letter from Birmingham Jail by Martin Luther King, Jr.
- The Aug. 28, 1963, "I Have a Dream" speech by Martin Luther King, Jr.
- "A Time for Choosing" by Ronald Reagan

# Image of At A Glance for Social Studies 2023



Kentucky Department of  
**EDUCATION**

## DRAFT Kentucky Academic Standards (KAS) for Social Studies 2023

### At a Glance

**Overview**  
Section 4(3)(a) of Senate Bill 1 (2022) created [KRS 158.196](#), which requires KDE to incorporate fundamental American documents and speeches into the grade-level appropriate middle and high school social studies academic standards and align corresponding assessments. KDE brought together educators from across the state who serve on the Kentucky Academic Standards Panels (APs) and Review Committee (RC) to incorporate the fundamental documents into the DRAFT KAS for Social Studies (2023).

Visit the Kentucky School Boards Association (KSBA) website to access the [DRAFT KAS for Social Studies \(2023\)](#).

**Focused highlights:**

1. The KAS for Social Studies was revised in two ways to meet the requirements of KRS 158.196. Firstly, the APs and RC added two new standards, one for middle school and one for high school. Secondly, the APs and RC revised the Disciplinary Clarifications to support teachers when implementing the fundamental documents outlined in KRS 158.196.

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	S.H.CH.1 Describe the impact of fundamental documents on the development of the United States.	The fundamental documents, including, but not limited to, the Declaration of Independence, the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government. Certain groups, including women, African Americans and American Indians, did not receive equal rights or representation. Protections for the institution of slavery were embedded in the fundamental documents.

- The KAS for Social Studies outlines the minimum standards Kentucky students should learn in each grade level kindergarten through eighth grade or high school grade-span. The standards address a foundational framework of what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. A standard represents a goal or outcome of an educational program; standards are vertically aligned expected outcomes

# Revision per KRS 158.196

The *KAS for Social Studies* was revised to meet the requirements of KRS 158.196. The Advisory Panels (APs) and Review Committee (RC) revised the *KAS for Social Studies* by:

- Revising the Disciplinary Clarifications to support teachers when implementing the fundamental documents outlined in KRS 158.196.
- Adding two new standards, one for middle school and one for high school.

# Revision per KRS 158.196- Two new standards (1)

8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600 to 1877 that shall include but are not limited to the following:

- The Mayflower Compact
- The Declaration of Independence
- The Constitution of the United States
- The Federalist No. 1 (Alexander Hamilton)
- The Federalist Nos. 10 and 51 (James Madison)
- The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison
- The first 10 amendments to the Constitution of the United States, also known as the Bill of Rights
- The 1796 Farewell Address by George Washington
- The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803)
- The Monroe Doctrine by James Monroe
- “What to the Slave is the Fourth of July?” speech by Frederick Douglass
- The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857)
- Final Emancipation Proclamation by Abraham Lincoln
- The Gettysburg Address by Abraham Lincoln
- Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton

# Revision per KRS 158.196- Two new standards (2)

HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to the following:

- The Sept. 18, 1895 Atlanta Exposition Address by Booker T. Washington
- “Of Booker T. Washington and Others” by W.E.B. Du Bois
- The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896)
- The Aug. 31, 1910, New Nationalism speech by Theodore Roosevelt
- The Jan. 11, 1944, State of the Union Address by Franklin D. Roosevelt
- The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955)
- Letter from Birmingham Jail by Martin Luther King, Jr.
- The Aug. 28, 1963, “I Have a Dream” speech by Martin Luther King, Jr.
- “A Time for Choosing” by Ronald Reagan



# *Adoption of the High School Disciplinary Clarifications and Instructional Support into the KAS for Social Studies*

Prior to this standards revision process, the High School Clarifications and Instructional Support document was available on [kystandards.org](https://kystandards.org). The APs and RC adopted this document into the DRAFT *KAS for Social Studies* (2023) while revising the disciplinary clarification statements to support teachers in meeting the requirements of KRS 158.196.

# Support for Educators when implementing the revised DRAFT *KAS for Social Studies (2022)*

KDE is currently developing a new module entitled *Supporting Students in Using Evidence*. While the scope of this module is intended to support educators when implementing the Using Evidence standards of the *KAS for Social Studies*, the components of this module are designed to empower educators on how to support students when using sources. Learning is being designed to support educators to:

- Evaluate source complexity and modify sources appropriately to support student learning when Using Evidence.
- Support students' mastery of the grade level Using Evidence standards of the *KAS for Social Studies*.
- Develop coherent periods of learning that supports students using sources



# Social Studies Resources


- KYStandards.org
  - [Social Studies Resource Page](#)
  - Implementation Guide
  - Professional Learning Modules

## Questions to Consider (2)

- *What are additional resources or supports that could be used to support educators in implementing the KAS documents?*
- *What resources or supports would be helpful for school level leaders (principals, school-based coaches, etc.)?*

# VII. Writing Across the Disciplines

Whitney Hamilton, Division of Program Standards,  
Office of Teaching and Learning, Kentucky Department

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses with "SCHOOL BUS" written on their sides. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# Kentucky's Writing Across Disciplines Resource

Teachers Advisory Council

June 6, 2023



# Welcome!

**Whitney Hamilton,**

Academic Program Consultant,

Elementary Reading and Writing

[whitney.hamilton@education.ky.gov](mailto:whitney.hamilton@education.ky.gov)

# Welcome!

**Whitney Hamilton,**

Academic Program Consultant,

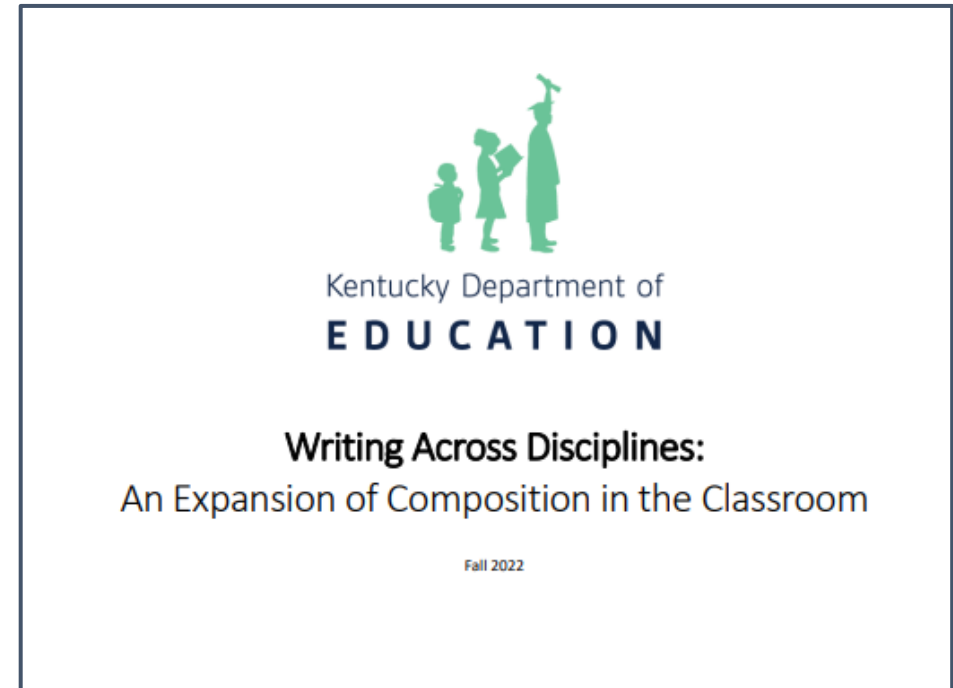
Elementary Reading and Writing

[whitney.hamilton@education.ky.gov](mailto:whitney.hamilton@education.ky.gov)



# Overview of Writing Across Disciplines Resource

- Collaborative writing (10 elementary and secondary consultants)
- Expansion of existing resource: [Composition in the Classroom \(CiC\)](#)
- Contains Sample Content Specific Writing to Learn, Writing to Demonstrate Learning and (coming soon) Writing for Publication Tasks



# What does Writing Across Disciplines have that CiC does not?

- examples of **strategies** teachers can implement to engage students in **each of the types of writing** with a more **disciplinary**, or specialized, **approach**
- learning that uses **reading and writing skills specific to each field** to teach or demonstrate content knowledge and for publication purposes
- **sample tasks...represent** some of the **types of reading and writing experts in each field**

# Writing Across Disciplines Webpage



## Writing Across Disciplines Foundational Document

*Writing Across Disciplines* is an expansion of *Composition in the Classroom*, a resource developed by reading and writing teachers to help Kentucky Educators provide students with opportunities to develop into confident, independent and proficient writers. *Composition in the Classroom* is organized around three modes of writing in the *Kentucky Academic Standards (KAS) for Reading and Writing*, including information regarding standards instruction through Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. *Writing Across Disciplines* contains sample discipline-specific writing tasks, organized by instruction that utilizes Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. *Composition in the Classroom* and its expansions support teachers implementing existing High-Quality Instructional Resources (HQIRs) adopted by school districts as well as educators teaching in districts that have not yet adopted a primary HQIR in reading and writing. The tips, suggestions and tasks in *Composition in the Classroom* and its expansions should not replace adopted HQIR but should serve to supplement instruction towards the full depth and rigor of the *Kentucky Academic Standards*. For more information regarding high-quality literacy curricula, districts and school leaders may access *The Reading and Writing Instructional Resources Consumer Guide*, a tool for evaluating and selecting instructional resources for alignment to the *Kentucky Academic Standards (KAS) for Reading and Writing*.

### Writing to Learn

Writing to Learn is an instructional strategy used to promote student learning. Teachers utilize this instructional strategy to help deepen students' understanding of the subjects they are studying, to engage students in thinking, to provide opportunities for applying, extending and developing skills, and to help students reflect on their learning. Most simply stated, Writing to Learn is any writing students engage in that promotes learning.

Writing to Learn in Reading and Writing

Writing to Learn in Mathematics

Writing to Learn in Social Studies

Writing to Learn in Science

Writing to Learn in Visual and Performing Arts

### Writing to Demonstrate Learning

Writing to Demonstrate Learning is an assessment strategy used to ascertain how well students are understanding the content, skills or concepts taught. Teachers use this type of writing to provide opportunities for students to apply and demonstrate the skills they have learned and to assess students' understanding of the subjects they are studying. Most simply stated, this writing is any composition intended to measure a student's depth of learning.

Writing to Demonstrate Learning in Reading and Writing

Writing to Demonstrate Learning in Mathematics

Writing to Demonstrate Learning in Social Studies

Writing to Demonstrate Learning in Science

Writing to Demonstrate Learning in Visual and Performing Arts

### Writing for Publication

The third installment in this series is currently in development.

New webpage includes:

- [Foundational Document](#)
- W2L and W2DL for each of the five content areas (also accessible on each content resources pages)
- Coming Soon! Writing for Publication for each of the five content areas:
  - Reading and Writing
  - Mathematics
  - Social Studies
  - Science
  - Visual and Performing Arts

# Front Matter

## What is Writing Across Disciplines?

### What does “Writing Across Disciplines” mean?

Defining “Writing Across Disciplines,” requires clarity around the terms “Writing” and “Across Disciplines.” Most simply, writing is communicating. Student writers communicate with themselves, peers, teachers and others. Writing in the classroom can have many purposes and audiences and may be formal or informal. In the academic setting, writing can serve as a tool to promote student learning, to allow students to demonstrate their thinking and understanding of the content and/or concepts taught, and/or to share with others in a real-world setting. These types of writing are called Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. “Across Disciplines” refers to using the types of writing—as defined here—in English/language arts as well as other disciplines, such as social studies, science, math and visual and performing arts.

### What is Writing Across Disciplines, and what is its purpose?

*Writing Across Disciplines* is an expansion of [Composition in the Classroom](#), a resource developed by reading and writing teachers to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers. *Composition in the Classroom* and its expansions support teachers implementing existing [High-Quality Instructional Resources](#) (HQIRs) adopted by school districts as well as educators teaching in districts that have not yet adopted a primary HQIR in reading and writing. The tips, suggestions and tasks in *Composition in the Classroom* and its expansions should not replace adopted HQIR

# Front Matter (Continued)

for publication purposes as well. The sample tasks in *Writing Across Disciplines* represent some of the types of reading and writing experts in each field (e.g., economists, biologists, literary scholars, mathematicians, etc.) might authentically engage in to deepen their own expertise.

## **Writing TO LEARN Across Disciplines**

[Writing to Learn](#), as previously described, is an instructional strategy used to promote student learning. Teachers utilize this instructional strategy to help deepen students' understanding of the subjects they are studying, to engage students in thinking, to provide opportunities for applying, extending and developing skills, and to help students reflect on their learning. Typically, Writing to Learn is informal writing with the student as the primary audience. Rather than emphasizing formal composition skills, Writing to Learn helps students obtain content knowledge and build capacity to analyze, synthesize, comprehend and express their thinking in writing. Most simply stated, Writing to Learn is any writing students engage in that promotes learning. Therefore, Writing to Learn Across Disciplines refers to using Writing to Learn in English/language arts as well as other disciplines, such as math, science, social studies and visual and performing Arts. The first section of this expansion, Writing to Learn Across Disciplines, provides samples of Writing to Learn tasks for each discipline. Explicit reading-writing connections are intentionally present throughout the sample tasks, requiring students to read and think deeply about text, or “anything that communicates a message,” as defined by the *KAS for Reading and Writing*. Throughout the sample tasks, readers engage in passages, videos, graphs, data sets, experiments or other forms of communication while processing and documenting their learning through writing.

## **Writing TO DEMONSTRATE LEARNING Across Disciplines**

[Writing to Demonstrate Learning](#), as previously described, is necessary in every classroom for teachers to ascertain how well students are understanding the content, skills or concepts taught. Teachers use this type of writing to provide students opportunities for applying and demonstrating the skills they have learned in class and for assessing students' understanding of the subjects they are studying.

Regularly asking students to think and write about text at the higher levels of Bloom's Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal the depth of their knowledge. Though this kind of writing certainly can promote

# Reading the Templates

second of three sections that will make up the complete expansion and provides samples of Writing to Demonstrate Learning. Explicit reading-writing connections are intentionally present throughout the sample tasks, requiring students to read and think deeply about text, or “anything that communicates a message,” as defined by the *KAS for Reading and Writing*. Throughout the sample tasks, readers engage in passages, videos, graphs, data sets, experiments or other forms of communication while processing and documenting their learning through Writing to Demonstrate Learning.

## How to Read the Writing Across Disciplines Templates

Each content area template begins broadly with a compilation of possible Writing to Learn or Writing to Demonstrate Learning strategies that experts in the field deem especially applicable to learning that discipline's content. The remainder of each template provides authentic content-specific sample tasks, organized into elementary and secondary levels. These sample tasks can help educators recognize the presence or absence of Writing to Learn or Writing to Demonstrate Learning instructional strategies within their curricula, equipping them with the knowledge to identify when the curriculum does not include adequate opportunities for students to engage in both types of writing. Because the types of texts involved in reading and writing vary across disciplines, each sample contains discipline-specific approaches to Writing to Learn and Writing to Demonstrate Learning.

The type of writing being showcased will be included in the headings. Each will read Writing **to Learn**, Writing **to Demonstrate Learning** or Writing **for Publication** (coming soon).

Implementing Writing to Learn, Demonstrate Learning and for Publication is a springboard of ideas intended to launch further knowledge building of each type of writing. Disciplinary experts offer several strategies educators can consider implementing in their content-specific classrooms.

About the Writing to Learn, Demonstrate Learning and for Publication Tasks provides background for the sample tasks. The sequence of the tasks within the larger context is described.

This heading will read Writing **to Learn**, Writing **to Demonstrate Learning** or Writing **for Publication** (coming soon).

Implementing Writing in Social Studies Instruction			
About the Writing in Social Studies Tasks in This Resource			
Sample Task Featuring Writing to _____ : Third Grade Social Studies			
Disciplinary Strand Standards Alignment	Inquiry Practices Alignment	Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
The Task			
Teacher Notes			

Content Specific Standards Alignment lists the discipline-specific standards alignment. Because each content area's standards are organized differently, some templates include more boxes for standards alignment than others. In this example, there are two standards boxes because Social Studies standards include Disciplinary Strand Standards and Inquiry Practices Standards.

Reading and Writing Standards Alignment shows how the tasks align with at least one reading and one composition standard in the *Kentucky Academic Standards for Reading and Writing*.

Interdisciplinary Literacy Connections identifies two to three Interdisciplinary Literacy Practices that are intentionally embedded in the task to provide opportunities for students to practice the behaviors of literate citizens across disciplines.

Teacher Notes is a section for additional information the teacher may need to know regarding the Writing to Learn, Demonstrate Learning and for Publication tasks within their curricula. "Extra" details they may need to know in order to fully understand how the task aligns with standards, how to access and/or utilize accompanying resources as well as explicit explanations for how the tasks fit in the sequence of a larger unit are located here.

# Writing Across Disciplines

Writing to Learn & Writing to Demonstrate Learning in Reading and Writing

Writing to Learn & Writing to Demonstrate Learning in Mathematics

Writing to Learn & Writing to Demonstrate Learning in Social Studies

Writing to Learn & Writing to Demonstrate Learning in Science

Writing to Learn & Writing to Demonstrate Learning in Visual and Performing Arts



# Our Key Takeaways:

## Whitney:

- I am challenged by and also enjoy helping non-writing teachers write about their practice. I take my understanding of literacy for granted.
- I have to be vulnerable and ask questions about content area standards I don't know much about.
- I understand even more so why this is such a HUGE topic!

## Kristen:

- I enjoyed the opportunity to be a learner: What kind of reading and writing do disciplinary experts use outside of English/Language Arts?
- Many teachers, regardless of experience, question their ability to teach writing meaningfully or “correctly.”

# TAC Meeting Feedback: Please Complete

### TAC Meeting Feedback

Exit Slip

stacy.noah@education.ky.gov [Switch account](#)

\* Required

Email \*

Your email \_\_\_\_\_

Which meeting did you attend, today? \*

September 13, 2022

December 6, 2022

March 7, 2023

June 6, 2023

On a scale of 1-5, how engaged did you feel with today's meeting? \*

1   2   3   4   5

# 2023-2024 Meeting Dates

❖ *Sept. 7, 2023*

❖ *Dec. 7, 2023*

❖ *March 7, 2024*

❖ *June 6, 2024*

# VIII. Adjournment

Jamaal Stiles, TAC Chairperson, Washington County Schools

*Next Meeting Date: Sept. 7, 2023*