Kentucky:
Taking the Lead on Next-Generation Teaching and Learning

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Labor/Management Conference

May 23-24, 2012
Cincinnati

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College/Career Readiness for All

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Kentucky Senate Bill 1 (2009)

Unbridled Learning

- New content standards in English/language arts; mathematics; science; social studies
- New balanced assessments
- Program Reviews in writing; arts/humanities; practical living/career studies
- New state accountability system

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Unbridled Learning

- First to adopt Common Core State Standards (CCSS)

  - First to teach and assess students on those standards
  - First state to align high quality instructional resources with CCSS in a Continuous Instructional Improvement Technology System (CIITS)
  - One of the first states with a comprehensive unified strategy for boosting college/career readiness

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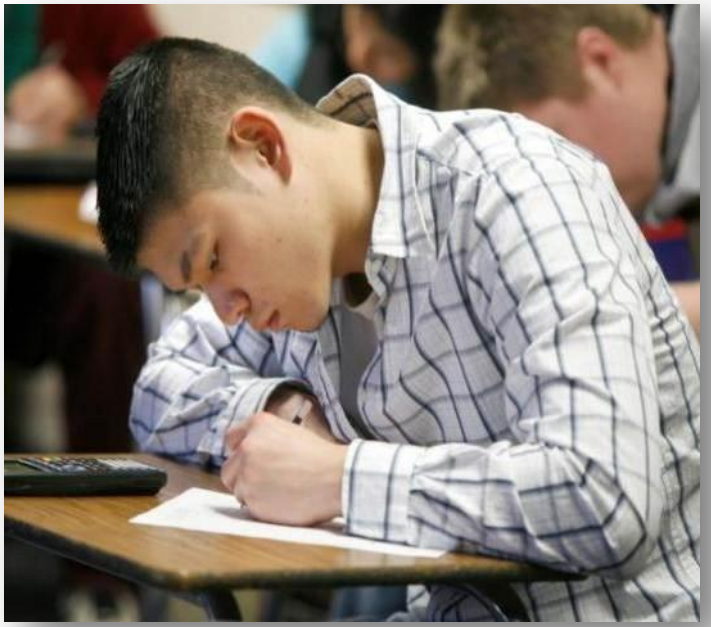
Unbridled Learning

- First state to implement a next-generation accountability system based on a variety of measures:
  - Student achievement
  - Growth
  - Gap
  - College/ career readiness
  - Graduation rate
  - Program Reviews
  - Statewide principal and teacher evaluation system



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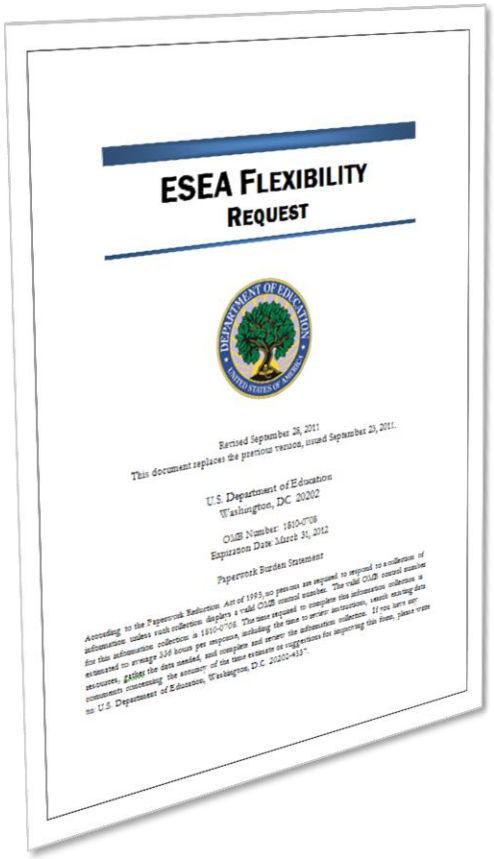
Unbridled Learning


ESEA FLEXIBILITY
REQUEST

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U.S. Department of Education
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- Among the first states granted ESEA flexibility to use a next-generation state accountability model for federal accountability

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Unbridled Learning Accountability Model

Next-Generation Learners

Next-Generation Instructional Programs and Support

Next-Generation Professionals

Next-Generation Schools/Districts

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Unbridled Learning Accountability Model

- Next-Generation Learner
  - Achievement
  - Gap
  - Growth
  - College/Career Readiness
  - Graduation Rate

- Next-Generation Instructional Programs and Support
  - Program Reviews
    - ✓ Arts/Humanities
    - ✓ Practical Living/Career Studies
    - ✓ Writing
    - ✓ Primary
    - ✓ World Languages

- Next-Generation Professionals
  - Teacher and Leader Effectiveness

Leadership Roles of Effective Boards

- Set clear and high expectations
- Create the conditions for success
- Hold the system accountable
- Create the public will to succeed
- Learn as a board team

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KSBA's Support of Board Leadership

- Partnerships with state agencies and organizations (accurate/timely/consistent information)
- Whole board training modules
- Statewide training opportunities
- Facilitation of community discussions

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Kentucky Education Action Team (KEAT)

- Coalition representing all aspects of education: community, parent, teacher and P-12 public school leadership organizations
- Kentucky Board of Education issued a resolution supporting KEAT
- Mission: persuade General Assembly to provide and sustain sufficient resources that will advance and support learning for all P-12 public school students to reach their potential for career/college readiness

KASC
LEADING THE WAY TO STUDENT SUCCESS

PRICHARD COMMITTEE
FOR ACADEMIC EXCELLENCE

KASA
KENTUCKY ASSOCIATION OF SCHOOL ADMINISTRATORS
Leadership Focused • Student Centered • Success Driven

Kentucky PTA

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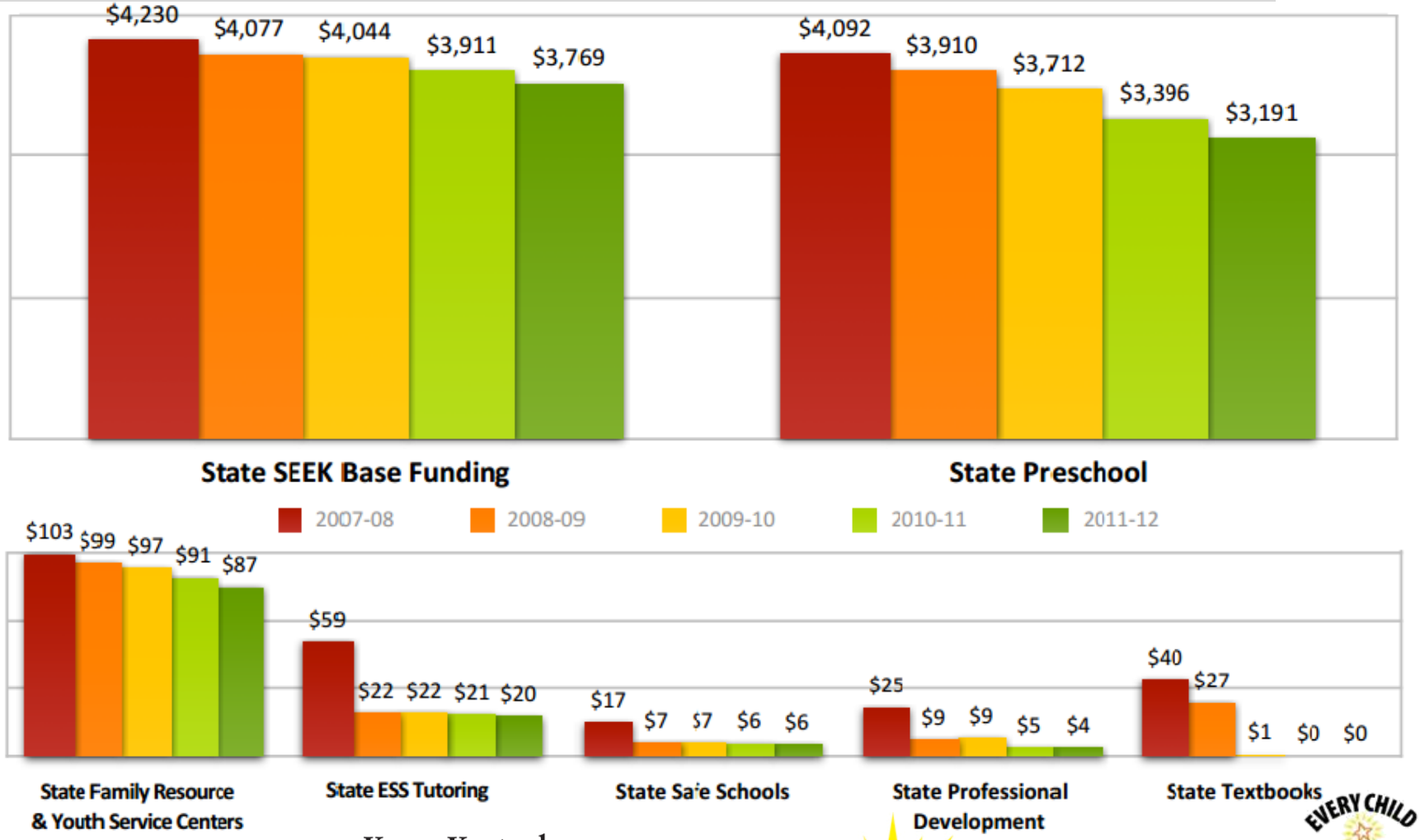
Per Pupil Funding, Adjusted for Inflation*

**(based on KEAT research)*



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Taking the Lead on Professional Development

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Kentucky Leadership Networks' Pillars of Learning

- Standards
- Assessment Literacy
- Characteristics of Effective Teaching and Learning
- Building Capacity for Leadership

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Kentucky Leadership Networks

School

- Content Leaders
- Administrators

- Instructional Sup.
- Superintendent

District

District Leadership Team

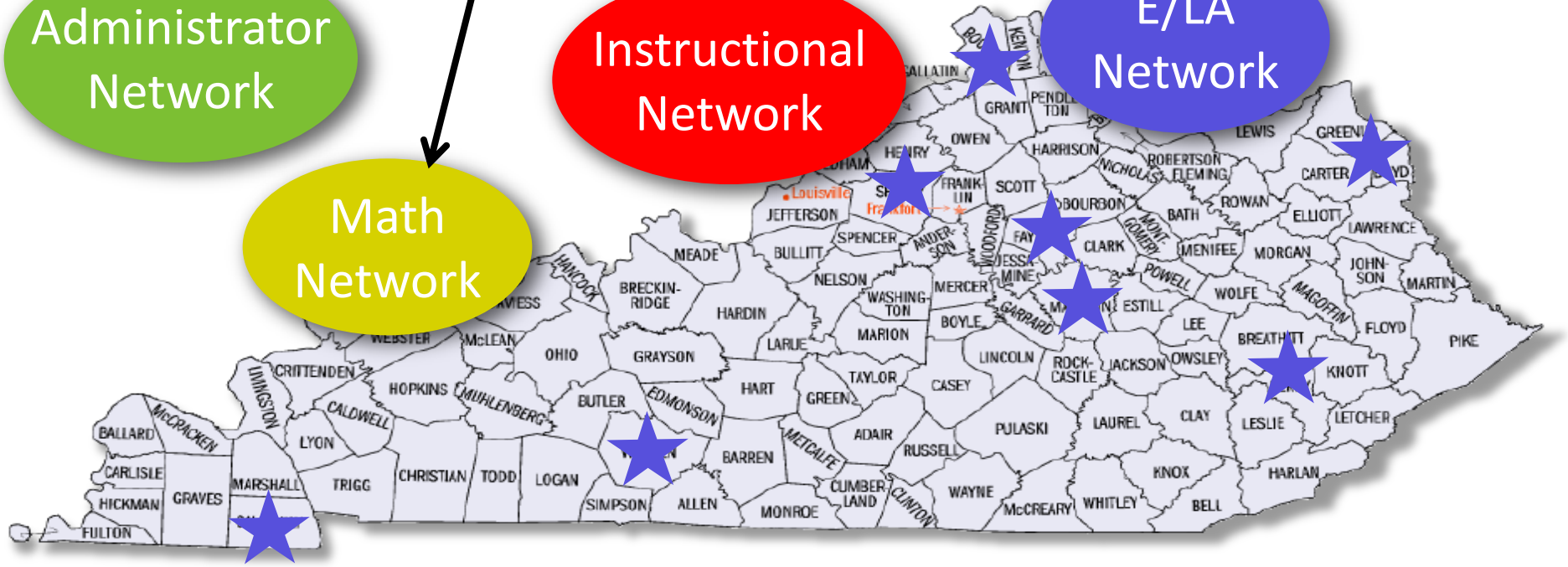
Educational Cooperatives
Higher Education

Administrator Network

Instructional Network

E/LA Network

Math Network



Leadership Network Work

- Break down or deconstruct standards into clear learning targets
- Design/implement high-quality formative assessment practices
- Plan/align rigorous and congruent learning experiences for instruction
- Select evidence-based strategies and resources to enhance instruction
- Facilitate and support professional learning at the local level based on district needs

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- Searchable online database of CCSS and Kentucky academic standards, learning targets, aligned instructional resources
- Lesson planner and scheduler
- Class roster information
- Standards-based test item bank for formative assessment
- Assessment results from benchmark tests, K-PREP (state tests), ACT, PLAN and EXPLORE
- PD/teacher-leader effectiveness resources
- School improvement resources

Taking the Lead on Professional Growth and Educator Effectiveness

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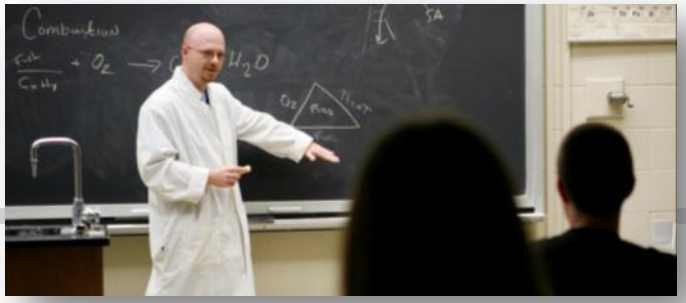
TELL Kentucky
TEACHING, EMPOWERING, LEADING AND LEARNING



- Statewide, anonymous, online survey of school-based educators in spring 2011 to assess teaching conditions at school, district and state levels
- Record setting 80% response rate; more than 42,000 educators responded
- Overall, Kentucky educators are satisfied with the teaching and learning conditions in their school
- Teachers are most concerned with issues of time and managing student conduct
- There is great variance when looking at results within district and across districts

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Items with greatest disparity between Stayers and Movers

TELL Kentucky Survey Items	Percent Agreement				
	Stayers	Movers	Leave Classroom	Leave Education	Stayers-Movers
The school leadership consistently supports teachers.	77.6	32.7	69.5	51.6	44.9
Overall, my school is a good place to work and learn.	87.6	43.1	81.2	63.1	44.5
There is an atmosphere of trust and mutual respect in this school.	73.3	28.9	62.9	47.8	44.4
Teachers feel comfortable raising issues and concerns that are important to them.	69.6	27.1	60.2	45.8	42.5
The school improvement team provides effective leadership at this school.	81.8	40.5	71.4	58.8	41.3
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	76.2	35.1	64.6	51.7	41.1
The faculty and leadership have a shared vision.	83.0	43.5	72.8	59.4	39.5
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	77.7	39.7	69.2	57.6	38.0

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Recommendations

1. Support schools and districts in understanding and improving teaching conditions.
2. Help school leadership establish positive teaching and learning conditions in every school.
3. Support schools in engaging the broader community in efforts to understand and improve working conditions.
4. Ensure that every new teacher is inducted into the profession and receives more frequent support to improve instruction.
5. Continue to provide systemic opportunities for teachers to grow professional and participate in decisions that impact their schools and classrooms.
6. Use TELL Kentucky and other mechanisms to collect educators' views on teaching and learning conditions to inform local and state human capital decisions.

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Teacher and Principal Professional Growth and Effectiveness System

- Design involves 54 school districts and the participation of all educational partners
- Two steering committees working to define observation protocols, rubrics, multiple measures and processes to move from an evaluation system to an educator effectiveness system
- Work heavily influenced by the Measuring Effective Teaching (MET) project
- Need is to identify and validate highly effective teaching strategies

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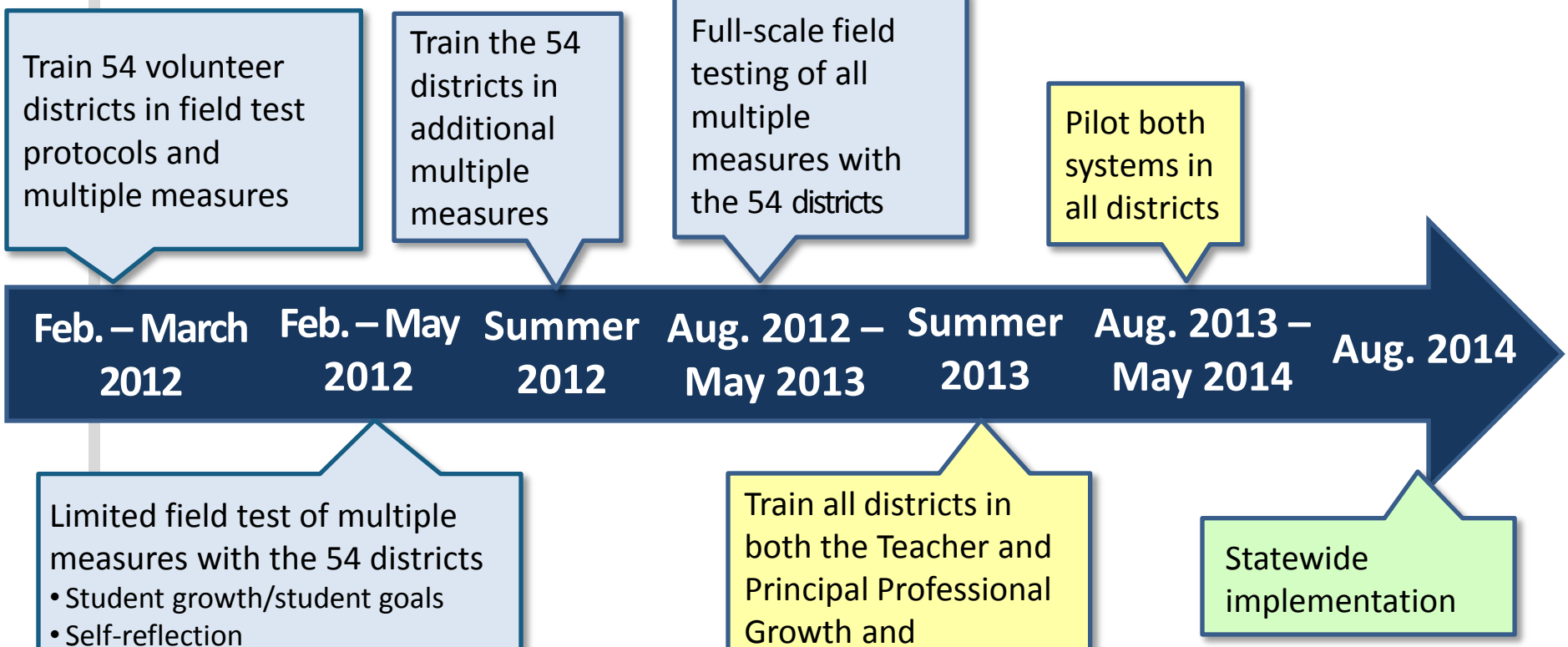
Teacher and Principal Professional Growth and Effectiveness System Timeline



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Multiple Measures of Effectiveness Supported with Artifacts and Evidence

Teacher Effectiveness Framework

- Observation
- Peer Observation
- Professional Growth
- Self Reflection
- Student Voice
- Parent Voice
- Student Growth

what's_the_problem.avi

Principal Effectiveness Framework

- Professional Growth
- Student Growth
- Student Voice
- Parent Voice
- Self Reflection
- Observation
- Teacher Reflection

ValEd 360

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College/Career Readiness

Integrated Strategy

Instructional Strategies

- Math and Literacy Design
- KCAS
- Ky. Curriculum Framework
- Common Core Networks
- Formative/Summative assessment

Teacher & Principal Effectiveness

- Steering Committees
- Rubric Development
- Observation Protocol
- Student Learning Evidence
- Student Voice
- Working Conditions Survey
- Legislation

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College/Career Readiness

Integrated Strategy

- Identify 12 integration districts to implement LDC tasks and MDC formative assessment lessons; integrate observation protocol, student learning evidence; field-test and validate teacher effectiveness rubric using MET tools
- Content specialists, effectiveness coaches and national experts work with the districts to support implementation and ensure fidelity
- Collect, analyze and use appropriate real time data
- Best practices taped using MET technology in readiness for statewide PD and implementation

Instructional Strategies

Teacher & Principal Effectiveness

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