

December 2013

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Integrated Strategy Newsletter

Welcome New Integration Expansion Districts

Welcome Boyle, Campbell, Fayette, Floyd and Hardin counties as our newest Integration Expansion districts. The five Kentucky districts are on their way to learning and implementing the Literacy and Mathematics Design Collaborative (LDC/MDC) strategies for standards implementation together with piloting the Professional Growth and Effectiveness Systems (PGES).

KDE Instructional Specialists Renee Yates (MDC) and Kelly Philbeck (LDC) already have started working closely to train teachers on these strategies and will continue, along with the regional effectiveness coaches, and the state's technical assistance providers Ann Shannon and Associates (MDC) and Reach Associates (LDC), to



Sharon Thurman (Daviness County) and Jennifer Carroll (KVEC) work on a calibration activity at the September LDC meeting.

support the new districts.

All of the districts met in September in Lexington hosted by the Prichard Committee for a day of collaboration followed by a day of professional learning for the LDC/MDC teacher leads.

While most of these districts are

just being introduced to LDC and MDC, one district has a different story to tell. Boyle County has been involved from the beginning with Literacy Design Collaborative as an original pilot district. Boyle teachers have been implementing the LDC strategy across content areas long enough to say with confidence the strategies have impacted their student achievement. While many districts across Kentucky readily profess that they see anecdotal and observable results in their classrooms (e.g., in-

creased student engagement, higher-level questioning and discussions, improved assessment practices, improved writing products), Boyle Assistant Superintendent David Young goes further to confirm quantitative data as well.

(Continued on page 2)

Principals Play a Key Role in Integrated Strategy

As teachers implement new standards, pilot a new teacher effectiveness system and engage in reflective and stimulating professional learning, they are not alone in their quest to improve teaching and learning.

Principals also are involved in all of these improvement efforts as critical champions for the successful and meaningful implementation of the Integration work. Embracing this important role, principals in the Magoffin County

school district work daily to connect teachers with intentional supports for continuous improvement.

Chris Meadows, Magoffin County High School assistant principal, is working alongside his teachers as they tackle standards and the Teacher Professional Growth and Effectiveness System (TPGES). In his quest to learn more about research-based instructional tools to meet the standards, Meadows immersed himself in learning about

LDC and MDC. Attending regional, state and national LDC/MDC strategy meetings, Meadows acknowledged the trainings have helped him provide the support his teachers deserve.

"I have learned a great deal about the standards by going to the LDC/MDC trainings. Attending the meetings gives me an opportunity to find out how they implement the rigorous Common Core.

(Continued on page 3)

LDC Template Task Collection Version 2

As our understanding of the best practices for implementing the Common Core State Standards in English/Language Arts has developed from a focus on English teachers to a systematic approach to addressing the literacy needs of the 21st century in all disciplines, so has the need to provide greater flexibility in template tasks to create an LDC Module.

Wall-to-wall literacy expectations are expressed in grade-level standards and expectations for literacy in social studies, science and technical subjects. The Literacy Design Collaborative has responded to this shift by providing [a collection of template tasks](#) to address the needs of teachers and students.

This collection differs from the original piloted collection in that L2s and L3s are now a separate list of “demands” or “Ds” to choose from (see box to the right for examples). Accordingly, the L2 and L3 statements in the rubric also are deleted and replaced with a statement about meeting demands.

For example, under Advanced in the Informational/Explanatory rubric you will see, “D:

Addresses additional demands with thoroughness and makes a connection to controlling idea.” Excerpt from the Literacy Design Collaborative Common Core Template Task Collection 2.

The new templates and guidelines provide more suggestions for both texts and products to move students from reading or research to the three modes of writing described in the CCSS (argumentative, informative/explanatory, and narrative). As the Collection 2 describes, the term “text” refers to a range of artifacts, including print and visual types.

The best text choices allow students to engage deeply with texts that involve them in concepts, ideas or questions. Some examples include short stories, essays, speeches, short novels, poetry, chapters, maps, art works, timelines, data charts and video clips.

In addition, Collection 2 provides examples of products to allow for students to adjust “language choices and rhetorical strategies to meet the needs of a context for writing, purpose and audience.”

Demands in a Template Task

D1 Be sure to acknowledge competing views. (Argumentation)

D2 Give ____ (one; #) example/s from past or current ____ (events; issues) to illustrate and clarify your position. (Argumentation or Informational/Explanatory)

D3 What _____ (conclusions; implications) can you draw _____? (Argumentation or Informational/Explanatory)

D4 In your discussion, address the credibility and origin of sources in view of your research topic. (Argumentation or Informational/Explanatory)

D5 Identify any gaps or unanswered questions. (Argumentation or Informational/Explanatory)

D6 Use ____ (stylistic devices) to develop your work. (Argumentation or Informational/ Explanatory or Narrative)



New Integration Districts (Cont'd from p. 1)

Young is certain that the intentional LDC focus in their schools led to increased student achievement results.

“In our district, we have seen a tremendous increase in student results as a result of implementation of LDC. Those other districts are correct in that LDC does look like it is the ‘right thing to do,’” he said. “Good teachers see that immediately, and you can see it when you visit their classrooms. But in our district, reading and writing scores have both increased across the board in our middle and high school since we implemented

“In our district, we have seen a tremendous increase in student results as a result of implementation of LDC.”

LDC. Our middle school ranked No. 13 in the state last year (of more than 300 middle schools) on the state On-Demand writing test. Last year, we made a concerted effort to increase LDC across the board in our high school, and their writing scores have increased as a result.”

Boyle County, now as one of the new Integration Expansion districts, will be adding MDC to its toolbox of strategies for standards implementation and participating in the pilot of the PGES.

We are looking forward to getting to know our new integration colleagues and to future opportunities for collaboration AND many more success stories. Welcome to our new partners!

For more information on the new cohort of districts and a complete list of the Integrated Strategy districts, see Page 1 of this newsletter.

Save the Date!!!

2nd Annual
Let's TALK
(Teaching Advocates Leading Kentucky)
Conference
 Conversations about
 Effective Teaching

A Conference
 for, by and about
 all Teachers

Crowne Plaza Hotel
 Louisville, Kentucky
 June 16-17, 2014

Principals (Cont'd from p. 1)

You can get innovative ideas from others,” Meadows said.

In addition to learning about LDC/MDC, Meadows also has had the opportunity to share his learning and participate in scaling planning sessions when he was invited to attend a Gates Cross-State Learning Collaborative Meeting in Seattle, Wash., in July 2013.

With the release of the Next-Generation Science Standards (NGSS), Magoffin County teachers are being pro-active and getting ready for implementation now. Teachers have been attending regional and state trainings, and Meadows has implemented structures through professional learning community (PLC) time to plan for implementation. Science teachers have weekly PLC meetings during common planning time to review the standards and plan for curriculum and instructional changes. Teacher leaders who are attending the Science Network are sharing information and leading planning sessions, with Meadows being an integral encourager. Meadows also has delved into the NGSS and coordinated the construction of Magoffin County High School’s science rubric (based on critical skills of NGSS) for teachers to integrate into the development of student growth goals as part of TPGES. Meadows worked with high school teachers to create the rubric.

Meadows wanted to make the rubric, an essential resource, available for his teachers.

“To effectively measure student growth, we needed to pull our multiple sources of evidence together to reflect one piece. For us, the rubric

was the best way to measure growth. We wanted to use something that would allow for a comprehensive picture of student growth. You don’t just talk about diversity in learning. You need diversity in assessment as well. The rubric allowed us to measure lab performance, projects, writing and other skills.”

Just as with the science rubric, Meadows works strategically to find other resources his teachers need to implement TPGES in a meaningful and reflective way. Using PD 360, he recommends targeted professional learning and leads PLC sessions twice a month on TPGES topics. Additionally, time in his schedule is devoted to meaningful conferences with teachers. Meadows acknowl-

“With the roll out of the new content standards and professional standards, my job has become more intentional on every level. I am more focused as an administrator because I am asking my teachers to be more intentional and focused. Every minute has to count.”

edges his central role in meshing the integrated efforts and firmly believes that students are benefiting from the changes that are happening at Magoffin County High School.

“There was a measurable increase in our school’s accountability score this year. I feel confident we are on the right track. We are improving,” he said.

Principal Johnnie Johnson at Herald Whitaker Middle School in Magoffin County also is embedded in the work of change. For Johnson, the integration work has spiraled positive change in his professional practice and in all facets of the school.

“With the roll out of the new content standards and professional standards, my job has become more intentional on every level. I am more focused as an administrator because I am asking my teachers to be more intentional and focused.

Every minute has to count,” Johnson said.

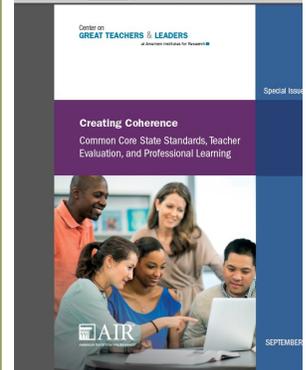
Specifically, going through the Teachscape Proficiency Training to become a certified evaluator has provided a focus for instruction.

“When I observe a teacher now, even if it’s a walkthrough, I look for student engagement as that is critical to the Framework’s rubric for quality teaching. I’m not saying I don’t get disappointed sometimes, but I know what I want to see,” he said.

Intentionality is a theme running through all layers of Johnson’s leadership. For instance, he recognized the need for science teachers to learn all they can now about the NGSS. Additionally, with the introduction of science literacy standards, teachers needed assistance in refining their instruction and practice. Working collaboratively with his teachers, science teachers in his school are focusing on “1A: Knowledge of Content and Pedagogy” from the Kentucky Framework for Teaching to guide their professional growth and reflection.

Johnson supports his teachers by using PD 360 and encouraging participation in content-specific professional learning such as the State Science Network, PIMSER and KYSTA trainings. Using PLC time, science teachers are sharing and enacting on their learning.

Clearly, as change is happening in Kentucky, the principal must grow professionally to lead effectively. Bill Sterrett, author of *Short on Time: How do I make time to lead and learn as a principal?*, highlights the critical role of the principal during change in the following excerpt: “As a school leader, you have the profound opportunity to reach new goals – but it won’t happen by accident. Use your calendar wisely, and make the time to keep learning and growing as a leader. Your school depends on it.”



From *Creating Coherence* report by AIR, Sept. 2013

Step 1: Identify the Instructional Practices That Support Common Core Implementation

Step 2: Determine How Well the Professional Practice Framework Supports the Core Instructional Practices

Step 3: Review and Refine Professional Learning Supports

Step 4: Based on the Review, Decide on Next Steps for Revising, Enhancing, or Staying the Course on the Teacher Evaluation and Professional Learning Reforms

Access a new professional learning module [here](#). The module provides four hours of material and contains an agenda, facilitator’s guide, workbook, slides, and handouts.

Inside an Integration District: Spotlight on Simpson County



When Simpson County began the Integration work, it initially focused its efforts on implementing the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) frameworks. Because literacy is a key component to success in ALL subject areas, the integration of literacy skills in ALL content areas is essential.

The LDC framework provides Simpson County teachers with a tool to design and implement integrated literacy instruction that aligns with the Kentucky Core Academic Standards. This year, the high school Career and Technical Education Department has taken a strong leadership role in designing and implementing modules during the first trimester. The modules allow teachers to integrate authentic writing experiences into the curriculum in addition to providing reading experiences to support them in addressing their content.

Another major focus of the integration work is MDC. Simpson County is focusing on implementing the formative assessment lessons into pacing guides and planning. At the middle school, the administration has focused on scaling the work by allotting release time, after-school meeting time and in-house support in the implementation of lessons and the analysis of data. Also, administrators have established a calendar for the math department where those teachers will commit to supporting one another with implementing the lesson and engaging in job-embedded professional learning.

While the LDC and MDC frameworks provide teachers with tools to implement the Kentucky Core Academic Standards (KCAS), focus on the Professional Growth and Effectiveness System (PGES) framework brought all of the pieces together for Simpson County. The Kentucky-adapted framework has provided teachers a guide to becoming more effective in the classroom and offered administrators a tool to coach teachers to the next level of improvement. Each school has pieced out the framework and focused on one component at a time.

At the middle school, the faculty and administration are actively engaged in collaborating and implementing the PGES. They are piloting the new system with nine teachers. The teachers are focusing on raising the level of rigor in their classrooms using the rubric as a guide. They meet monthly with the entire faculty to introduce each domain of the rubric. Teachers are able to practice score, use hands-on activities that engage them in the content of the rubric, and provide examples of how they are practicing the components of each domain. They also have included the domains and components in the administrative walkthrough form, and teachers are provided feedback on the walkthrough data.

Franklin Simpson High School teachers used a self-assessment to determine with which component they needed the most assistance, and overwhelmingly the faculty indicated that additional supports surrounding “3B Questioning and Discussion Techniques” were needed. Again, administrators showed videos on only 3B and led discussions with teacher leaders who then took the component information back to depart-



Simpson County teachers collaborate to improve student learning.

ment meetings to share with all teachers. Following rollout and trainings, administrators conducted walkthroughs focused on providing feedback to teachers on questioning and discussion techniques. In guided planning, teachers and administrators worked together on ways to improve that skill based on the results of the recent walkthroughs.

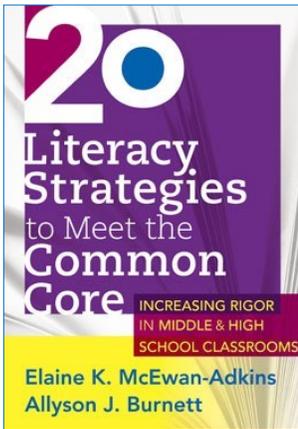
During this time, teachers and administrators were able to collaborate and use LDC modules and formative assessment lessons (FALs) to strengthen their professional practice, yielding higher performance ratings on future walkthroughs. The district provided release time to train teachers on both the LDC and MDC frameworks as well as allow opportunities for them to create modules and FALs of their own. Two Simpson County teachers have LDC modules recognized at the national and state level: English teacher Ashley Gore (national) and science teacher Amanda Houchens (state).

After the release of the 2013 test scores, Franklin-Simpson High School earned a Distinguished rating and a ranking in the 97th percentile, making it No. 1 in the region and 12th among all high schools in the state. Franklin-Simpson Middle School received a Proficient/Progressing rating and a ranking in the 77th percentile.

These achievements are a direct reflection of all the hard work the staff and students are doing and the work surrounding the Integration grant, which provided the necessary tools and resources to enhance classroom instruction.

Simpson County educators are very proud of these accomplishments and will continue to scale the work so that they ensure every student in has an effective teacher who provides them with the instructional opportunities and support to become college and/or career ready.

Integrated Strategy Newsletter



Simpson County teachers plan for integration of literacy strategies.

“Keep in mind your ultimate goal is not to ‘teach’ all of the strategies. The pot of gold at the end of the rainbow of strategies is your students’ acquisition of the ability to read and comprehend complex informational texts independently and proficiently.” (pg. 18 of *20 Literacy Strategies to Meet the Common Core*).

20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle & High School Classrooms

[*20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle & High School Classrooms*](#) by Elaine K. McEwan-Adkins and Allyson J. Burnett is a text that Franklin-Simpson High School is using to provide teachers with resources containing literacy strategies aligned with the Kentucky Core Academic Standards.

During the summer, administrators met to discuss how to roll-out the strategies in the text, and they quickly decided to use their teacher leadership team and guided planning times to focus on implementation. The text includes a sample implementation plan as a resource. At the beginning of the year, the administration introduced the first couple of strategies to the faculty, but they quickly saw teachers searching through the text and implementing other strategies in their classrooms and lessons. The method of implementation switched to more of a teacher-led initiative. Teachers have begun to bring student work samples and lesson ideas of how they have incorporated the strategies into their teaching. They also have used the strategies in the development and implementation of their LDC modules.

While the school is focusing on all aspects of literacy across the curriculum, this text serves a resource and support for teachers in planning and instruction for informational texts only. Nevertheless, the teachers enjoy that the strategies are aligned to the standards and easy to implement. They also have access to activities, lesson plans, organizers and other research-based tools to promote literacy.

New LDC Jurying Tools

In May 2013, the Literacy Design Collaborative released the official [LDC Jurying Rubric](#) for 2013-2014. In addition to providing this rubric, a guide to the scoring elements of LDC Informational/Expository rubrics also was released to serve as a teacher resource. Both documents, the rubric and definitions, are available through [R-GroupSpace](#), and the LDC jurying rubric may be found at [LiteracyDesignCollaborative.org](#).

One change that you might notice is that the “Needs Revisions” category has been changed to “Work in Progress.” After reviewing the descriptors at the varying levels, you also might notice that additional statements have been added and wording has been clarified to aid reviewers in determining an appropriate rating for the module. You will want to ensure that you use this new rubric when evaluating modules within your school and/or district.

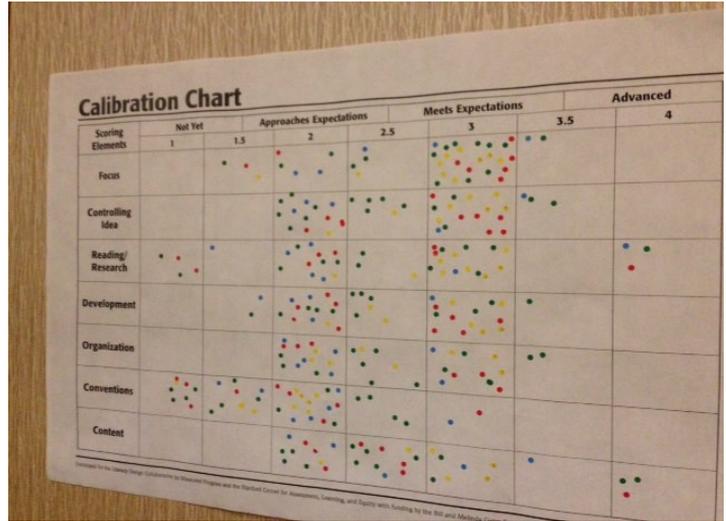
New MDC Website and Tools

The Mathematics Design Collaborative has launched [a new website](#) full of resources to support districts, schools and teachers. This first link is to a page where you can find resources, videos, student work samples and professional-development modules that can support the implementation of the formative assessment lessons. There also are sample course outlines that show how to situate this work in middle and high school math courses.

<http://collegeready.gatesfoundation.org/Learning/MathDesignCollaborative>

The second link takes you to a page where you can find links to other resources related to MDC as well as LDC. Many of the projects that members of our MDC partner networks have developed can be found on this page. There are many resources, so make sure to scroll through all the pages.

<http://collegeready.gatesfoundation.org/Learning/LearningContent/tag/Learning>



Above: Scores for sample student work from LDC scoring training.

Below: Teacher leaders “vote” on a performance level for sample student work.



Integrated Strategy

District Project Managers

To share ideas and strategies, contact your fellow district project managers:

Boyle County – David Young

Campbell County – Shelli Wilson

Daviess County – Jana Beth Francis

Fayette County – Lu Young

Fleming County – Joy Gooding

Floyd County – Ted George

Gallatin County – Dorothy Perkins

Hardin County – Mark Kopp

Jackson Ind. – Susan Watts

Jefferson County – Karen Branham

Jessamine County – Paige Stevens

Kenton County – Barb Martin

Lee County – Connie Smith

Magoffin County – Bernadette Carpenter

Owen County – Reggie Taylor

Simpson County – Shelina Smith

Washington County – Cherry Boyles

Integrated Strategy Newsletter

Integrated Strategy Team



Effectiveness Coaches:

Carol Franks

Audrey Harper

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Felicia C. Smith, Associate Commissioner

Cindy Parker, Integrated Strategy Project Manager

Greg Ross, Director, Division of Next-Generation Professionals

Cathy White, Branch Manager, Effective Teachers and Leaders

Kevin Stull, Principal Professional Growth and Effectiveness System

A special welcome to new coach Kelly Stidham, who joined our team on Nov. 18!

Integrated Strategy Districts



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