

July 2012

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# Integrated Strategy Newsletter

## Group Genius Convening: Atlanta, June 18-20

Kentucky Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) teacher-leaders joined their teacher-leader peers from Georgia, Colorado, Arkansas, New York, Pennsylvania and Florida at the Group Genius Convening in downtown Atlanta June 18-20. The focus of the convening was “Strengthening Networks, Cultivating Leaders.”

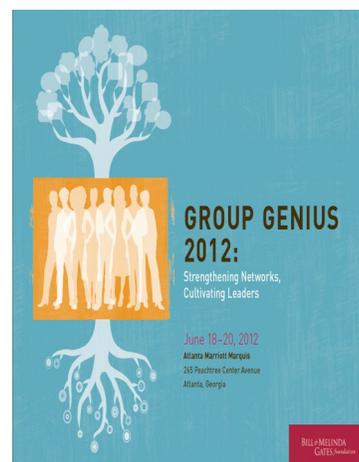
During literacy, math and state/district/network strands, participants shared their collective expertise and focused on three

key questions that are fundamental to scaling the work and building capacity. *How collaborative can we be? How digital can we go? How data-driven can we get?* Recognizing the power of teacher-to-teacher connections, the event planners facilitated multiple opportunities for teacher-leaders to share their perspectives on these key focal issues throughout the convening.

The next step is to build on the collaborative teacher-leader strategy, leveraging the expertise that now exists in each state. The goal is to move toward institution-

alizing LDC and MDC teacher-to-teacher programs. One way to support teachers in that process is through collaborative problem-

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## Teaching and Learning at its Best: June 4 Showcase

The Prichard Committee hosted a teacher showcase for Literacy Design Collaborative and Math Design Collaborative projects occurring in Integration and Continuation Districts. These presentations were informative, inspiring and energizing. Teacher presenters focused on their own professional growth through the

collaboratives, student growth as a result of their growth and next steps for scaling up the work in the future. Featured presenters included:

MDC: Warren County (Christa Lemily, Randi Womack and Alice Cantrell)

MDC: Magoffin County (Sabrina Montgomery, Andrew Oliver and

Bernadette Carpenter)

LDC: Fayette County (Brian Toy and Robin Reid)

LDC: Daviess County (Sharon Thurman, Vicki Riley and Julie Clark)

LDC: Boone County (Kathy Dikeos, Bill Long, Linda Kuhn and Jennifer Warford)

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## Scenes from Teaching and Learning at its Best Showcase, June 4



Tiffany Lane, a special education teacher at Fleming County High School, discussed a classroom math activity with a table working through the exercise cards. In the background, Fleming County teacher Melissa Plank talks with people at another table.



Sabrina Montgomery, a teacher at Herald Whitaker Middle School in Magoffin County, explains how "formative assessment" lessons are used to monitor what students are learning in math and adjust classroom instruction accordingly. Magoffin County High School math teacher Andrew Oliver, right, shared similar strategies from his experience this year.

### **Showcase (continued from page 1)**

MDC: Jessamine County (Amanda Brandenburg, Mary Moore and Andrew Pickerill)

MDC: Jefferson County (Stephanie Fields, Tina Morris, Kerry Morris and Amy Herman)

MDC: Fleming County (Tiffany Lane and Melissa Plank)

LDC: Kenton County (Kris Gillis, Soula Palassis and Gary McCormick)

LDC: Collaborative Presentation: Jessamine & Owen Counties (Matt Albertson and Amy Klein)

LDC: Washington County (Kristen Bartley and Michelle Devine)

LDC: Jackson Independent (Melissa Henson and Jessica Bowling)

Andrew D. Baxter, director of the Center for Human Capital Strategies for Charlotte, North Carolina, was the speaker during lunch. Baxter discussed the importance of continuous feedback in the process of teacher growth. He further said that if we do not change our practices in educator feedback, growth and instruction, 30 percent of our students nationwide will not graduate or be college- and career-ready.

The finale of the showcase was a panel discussion facilitated by Kentucky Department of Education (KDE) Associate Commissioner Felicia Cumings Smith. The panel consisted of district teachers and leaders: Dot Perkins, superintendent of Gallatin County; Kandie McDaniel, Daviess County teacher; Melissa Plank, Fleming County teacher; and Brennan Sapp, Kenton County principal. The distinguished panel discussed the implementation of LDC and MDC, building capacity within the districts and using the Teacher Professional Growth and



*Kentucky Education Commissioner Terry Holliday speaks to the audience to open the "Teaching and Learning at Its Best" Showcase.*

and Effectiveness System (TPGES), all to improve teacher instruction and student achievement toward the goal of Unbridled Learning – increased college and career readiness for the students of the Commonwealth. One of the highlights of this conversation came from the teachers on the panel discussing the need for effective feedback and the desire of teachers to move forward in their practice. The panel discussed that the timing for this feedback is now, and Kentucky's TPGES will require this feedback.

For resources on LDC and MDC, visit [this page](#).

To share ideas and strategies, contact your fellow District Project Managers:

**Daviess Co.** – Jana Beth Francis

**Fleming Co.** – Joy Gooding

**Gallatin Co.** – Dorothy Perkins

**Jackson Ind.** – Susan Watts

**Jefferson Co.** – Lynne Wheat

**Jessamine Co.** – Paige Stevens

**Kenton Co.** – Barb Martin

**Lee Co.** – Connie Smith

**Magoffin Co.** – Bernadette Carpenter

**Owen Co.** – Danny Osborne

**Simpson Co.** – Shelina Smith

**Washington Co.** – Cherry Boyles

## Continuation and Integration Sites Convening

The June 5 convening of the Integration and Continuation districts began with a panel discussion that set the stage for the day's focus on the connections between LDC, MDC and the TPGES. The panel, comprised of teachers, district leadership and KDE effectiveness coaches, was facilitated by Mary Rudd. One insight shared by Washington County Instructional Supervisor Cherry Boyles was the need to capture student voices. She explained that we can learn much about the effectiveness of LDC and MDC implementation by listening to and capturing what students are saying, what they are discussing during instruction and as they reflect on their learning. The panel also shared plans for scaling the work, such as including LDC, MDC and TPGES integration into professional development plans with emphasis on increasing involvement of their LDC and MDC teacher leaders.

Since the issue of time surfaces persistently when discussing professional learning, Rudd asked the panel members to share how they are tackling the challenge in their schools and districts. Thoughtful scheduling, release time and focused faculty meetings were mentioned as key ways to be more intentional in the use of time. The districts also are working to focus on fewer initiatives as well as integrating initiatives by identifying overlap so inter-connections of the work is clear.

Connections continued to be the topic as KDE effectiveness coaches Carol Franks and Monica Osborne presented the relationship between the TPGES and LDC, especially for the measure of student growth. Teachers can use LDC tools to goal-set for student growth. The classroom assessment component of the modules, along with the LDC rubric, can provide baseline data. Teachers then can goal-set based on analysis of students' performance and identified areas of need.

Later, Franks facilitated a discussion of the connections between LDC/MDC, the TPGES and Program Reviews. Participants were provided descriptors from program reviews and the 2011 Danielson Framework for Teaching, then brainstormed the kinds of evidence that work for both initiatives, especially considering LDC and MDC implementation. Examples included student samples of formative assessments and writing products, student and teacher reflection, observation, and professional development plans. Participants found that evidence reflecting teacher and student growth in the TPGES also reflected growth in the programs.

Another identified area of overlap between program reviews and the TPGES is the leadership resulting as LDC and MDC teachers share their expertise and support other teachers in the work. Overall, participants appreciated making the connections between these initiatives designed to promote college and career readiness of Kentucky's students.

While teachers and administrators learned more about LDC connections, Ann Shannon and Mike Stevens of Ann Shannon & Associates facilitated deeper understanding of formative assessment lessons with other convening participants. Their session started with volunteer participants debating the role of formative assessment in teachers' classrooms. "Formative Assessment Lesson? Never!" was the topic of the lively debate that sparked thoughts and questions from the audience. However, in the end, consensus was that formative assessment belongs regularly in teacher practice.



*The stage was set for Tiffany Lang and Melissa Plank, Fleming County teachers, to argue against the resolution "Formative Assessment Lesson? Never!" while Kelly Stidham, of Boone County, and Christa Lemily from Warren County argued for the resolution.*

Participants also made connections between MDC formative assessment lessons and the TPGES. Teachers overwhelmingly agreed that they would welcome their principals' observation during a formative assessment lesson. During the lesson, teachers are confident that their students are engaged in high levels of discussion and critical thinking and that they are skillfully asking student questions and providing feedback to move learning forward, all of which are key components of an observation instrument. Additionally, assessment is part of the lesson plan that can be shared with the principal to demonstrate impact of the lesson on student learning.

Reflection from feedback form from convening in response to **What are your next steps in supporting this work as you return to your district?**

*"Continue to seek more administrative support for collaborative work among teachers such as provision of subs for co-teaching opportunities, professional development on formative assessment/strategies, etc."*

## Inside an Integration District: Spotlight on Daviess County

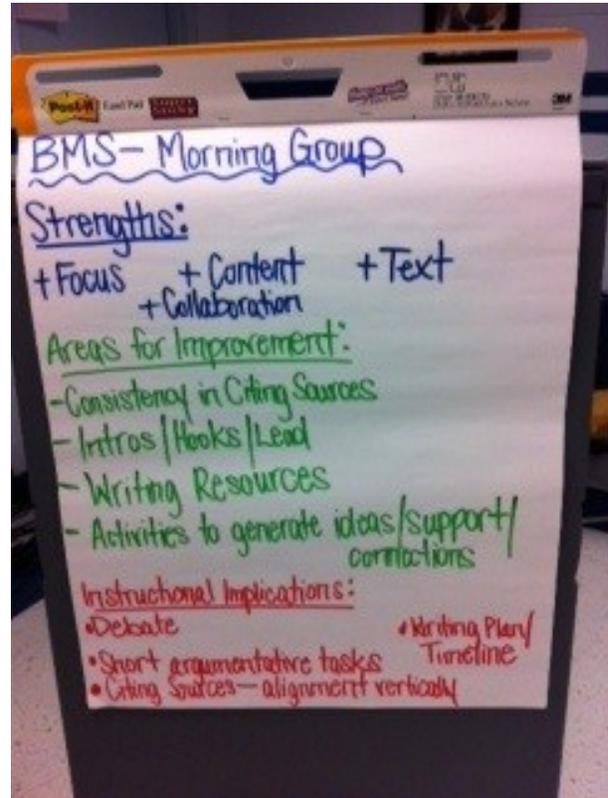


In May, KDE Integrated Strategy Project Manager Cindy Parker had the opportunity to accompany LDC technical assistance provider Mary Rudd on a site visit to Daviess County, one of the original pilot sites for both LDC and MDC. The district's professional development coordinator, Kristin Atwell, a former teacher who used LDC in her classroom as an implementation strategy for Common Core State Standards implementation, facilitated two sessions with Burns Middle School teachers. Additionally, the district's LDC lead, Sharon Thurman, helped lead the PD sessions with teachers who met to analyze the modules they implemented and the accompanying student work.

The Literacy Design Collaborative implementation in the Daviess County system involves eight secondary school sites and 164 teacher participants representing 94 percent of all English/language arts (ELA), science and social studies regular and special education teachers in the district. In addition, teachers from the areas of agriculture, art, drama, fine arts, foreign language and music are involved in the LDC work. LDC also is being implemented in the elementary schools in the district and funded outside the Gates Foundation grant.

The groups' conversations about the modules – there were teachers and modules representing ELA, science, social studies and arts & humanities – was thoughtful and reflective. They started by reviewing the writing rubric and used it to respond to a common set of student papers from another state, generated from modules representing their content areas. The teachers then looked at their own modules and the resulting student work in content-alike groups.

Several Daviess County teachers commented on how the creation of an LDC Module greatly impacted their teaching practice. One ELA teacher shared that she had taught a particular novel for years, but tying it to an engaging writing task and incorporating informational texts caused her to look at her instruction of that novel in a new light. She was excited about teaching the module. That excitement was rewarded with students who were engaged in the mini-tasks and who successfully comprehended rigorous texts and wrote excellent essays (6th-grade language arts teacher, Daviess County, 2011-12). Another teacher commented on how LDC Modules sparked enthusiasm among her students: "Students enjoyed forming and writing their own opinions. It was fun to watch them grow and continue to support their opinion writing. A few students were surprised that their opinions changed after more information/sources were shared. The whole unit also gave our class a sense of community and cooperation in working and learning together. I specifically remember one student being very vocal about

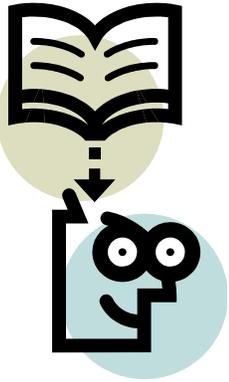


*Daviess County teachers' reflections on strengths, areas for improvement and instructional implications after reviewing their LDC modules and student work.*

her argument, and she was able to give lots of reasons." (elementary teacher, Daviess County, 2011-12)

Both the morning and afternoon teacher groups ended the sessions by focusing on strengths noted from their work this year, areas for improvement and instructional implications noted from looking at the modules and student work (see the photograph of the morning group's reflections).

Because Daviess County is also a continuation site and has been involved in this work longer, the district – along with Kenton and Jessamine Counties – is an excellent resource for the other Integration Districts for conversations and site visits to learn about how it has planned for and carried out scaling plans of LDC and MDC. The piece that is newer for all of these sites is the teacher effectiveness work and how that work is unfolding and intentionally integrated into the overall plans moving forward.



Over 700  
participants  
registered for the  
summer trainings  
by mid-June.



## **Group Genius Convening (continued from pg. 1)**

solving and virtual coaching through access to literacy and math expertise and resources.

Digital tools, like Module Creator, have the potential to strengthen the module development process and allow teachers at the local level and across the state to collab-

oratively develop modules. For LDC teachers, coupling the virtual expertise and the support for electronically developed modules allows the possibility of a viral spread of LDC implemented with fidelity. Best of all, the convening provided a rare opportunity for

state teams to meet face-to-face, pinpoint areas of need, set short-term and long-term LDC/MDC goals, and begin thinking about the year two action plan that will build capacity across districts and across the state.

## **Teacher Professional Growth and Effectiveness System Updates**

The 2012-13 Professional Growth Effectiveness System (PGES) field-test year will be a year where participants will experience full implementation of the new effectiveness system. Unlike the abbreviated 2012 spring field test where districts only focused on one or two multiple measures, the year-long field test will require districts to fully implement all the multiple measures within the PGES.

During the abbreviated spring field test, data was collected from the 54 field-test districts. Recommended changes were identified and reviewed by the teacher steering committee, and the system was refined for the upcoming year-long field test. Data will again be collected in the upcoming year to further refine the system before state-wide pilot implementation begins in August of 2013.

### **Summer Field Test Training**

The Teacher Effectiveness summer field test training is in progress. Many of the 2012-13 field-test pilot districts have already completed the four-day training, while others will complete training in the upcoming weeks.

During Day 1 and 2 of this training, teachers, peers and school/district leaders learned the process and protocols of the new professional growth and effectiveness system. The training on these two days consisted of an overview of the Framework for Teaching, an overview of the observation process and use of the instruments associated with the multiple measures of teacher effectiveness.

Day 3 was attended by peer observers and principals. The training on Day 3 provided an in-depth focus on the observation process, particularly on providing meaningful feedback and professional growth of educators.

Day 4 of the training was attended by principals only. This day was solely for the purpose of preparing principals and others for certification. Over 700 participants registered for the summer train-

ings by mid-June. All summer trainings will be completed by July 26.

For more information on the PGES Summer Field Test, visit the Field Test District

[page](#) on the KDE website.

There you can find the Field Test guide, a list of all the districts participating in the field tests and with the new Kentucky-adapted Danielson 2011 Framework.



## PGES 2012-13 Timeline

### May 2012

Data Collection and Analysis with volunteer districts  
District Feedback – Revise Training

### June – July (Ext. Field Test)

Effective System Training  
Observer Training – Inter-rater Reliability and Certification  
Providing Meaningful Feedback Through Coaching and Mentoring

### August – December

54 Districts Extended Field Test Implementation  
Full Evaluation System Cycle – Implementing the Complete System  
Scaling Criteria – How will you scale across schools and the district?  
Training on the Principal Evaluation System  
*Readiness and Preparation (remaining 120 districts)*

### January 2013

Original 54 Districts Scaling to Full Implementation – Capacity, Infrastructure, Planning  
120 District Leadership Team Readiness Meetings

### February – May

54 Districts Continue Scaling  
120 District Leadership Team Training on PGES

### June – July

State Leadership Team Training for All Districts

### August (2013)

Statewide Pilot Implementation  
Local District Scaling to Full Implementation

*Teaching is a  
profession  
more  
complex  
than  
medicine.”*

Lee Shulman, *The  
Wisdom of  
Practice*





## Integrated Strategy Team

### Effectiveness Coaches:

*Carol Franks*

*Lori Hollen*

*Larry Murphy*

*Monica Osborne*

*Neely Traylor*

*Rebecca Woosley*

### Project Manager:

*Cindy Parker*

### Division of Next-Generation Professionals:

*Michael Dailey, Director*

### Office of Next-Generation Learners:

*Felicia C. Smith, Associate Commissioner*

## Integrated Strategy Districts



Daviess County

Fleming County

Gallatin County

Jackson Independent

Jessamine County

Jefferson County

Kenton County

Lee County

Magoffin County

Owen County

Simpson County

Washington County