

Kentucky Next Generation Leadership Networks: Enhancing District Capacity for Highly Effective Teaching, Learning, and Assessment Practices

The system of Leadership Networks (2010-2016) in Kentucky was designed to support the quality implementation of the requirements set forth in Senate Bill 1 (2009). Specifically, the networks were intended to **build the capacity of each district** in the Commonwealth as they implement Kentucky's Academic Standards, develop assessment literacy among all educators, and work toward ensuring that **every student is college and career ready**. To that end, the vision for the networks was: *Every school district in the Commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning, and assessment practices in every classroom, every day. (Result: Proficient and Prepared for Success!)*

Beginning in the summer of 2016, selected District Leadership Teams will be invited to work alongside other committed DLTs to enhance and enrich their knowledge, skills, and practices in **Next Generation Leadership Networks**. The mission will be to **immerse selected DLTs in a model of inquiry- and problem-based learning around a specific locally identified problem of practice related to scaling highly effective teaching, learning, and assessment practices**. District teams will work to gain knowledge to solve their problem, while participating in a larger learning community/collaborative learning environment supported by skilled facilitators with specific instructional specialties.

Next Generation Leadership Network targets include:

- Study/understand current research base on professional learning that links educator learning to student success;
- Acquire strategies and tactics to design, implement, and evaluate system change;
- Acquire a deep understanding of each district's role in implementing KY's Standards for Professional Learning to apply these standards to the development of policy and practices;
- Identify a problem of practice relevant to current work responsibilities and design, implement, and evaluate a plan of action to address the problem over the next two years.
- Support district, school, and teacher leaders (DLT) to design, implement, and evaluate effective professional learning needed to address the district's problem of practice and support continuous improvement;
- Build a statewide network of colleagues that provides resources and support, serves as a critical friends and learning partners to support implementation of learning; and offers guidance and examples of other districts' application of effective professional learning practices;

In an effort to achieve statewide P12 coherency, each network will be facilitated by a team consisting of instructional specialists with diverse areas of expertise from the KDE, while bringing in other partners/experts as needed to support team learning.

District level leaders will hold the responsibility for organizing the **district leadership team**. Those members, at a minimum, should include representation from the following categories:

- Teacher leaders (Science, social studies, ELA, mathematics, arts, health/PE, special education, early childhood, gifted, and CTE teacher leaders)
- School-level Administrators
- District-level Administrators
- Superintendent and/or Chief Academic Officer
- May also include: board members, community partners, or others

Rationale/Supporting Research for the Design of the Next Generation Leadership Networks

The Next Generation Leadership Networks are designed using an approach/structure similar to the Learning Forward Academy. (see: <http://learningforward.org/learning-opportunities/academy#.Vs-BIPkrKUK>)

The focus will be on supporting the capacity development of a team from each participating district as they work specifically to solve both a collective, district wide problem of practice, while each individual team member also engages in solving individually identified problems of practice that impede success toward the district’s larger goals/mission.

While much of the learning will involve the DLT collectively, break-out sessions will allow for role-alike and/or content based deeper learning based on common problems of practice and/or focus areas.

Next Generation Leadership Networks (NGLN) Curriculum Overview

Key Content Areas	Learning Strands		
	Learn	Implement	Evaluate
Continuous Improvement Cycle (CIC)	Learn and understand the fundamental components of the Continuous Improvement Cycle and the relationship with KYs Standards for PL	Demonstrate the implementation of the CIC components in the Learning Plan (LP) including: -use of student learning data to set goals for student and educator learning -collaborate with colleagues -tap the expertise of DLT members and other educators -reflect on the impact of NGLN learning on student achievement -engage in ongoing improvements	Assess the degree to which the CIC components align with KYs Standards for PL and within the LP. Monitor the implementation of the cycle components and recommend shifts that will ensure alignment and high levels of fidelity. Analyze the cycle to determine its effect on educator and student learning.
Change/Theory of Change/Logic Model/KASAB	Understand how the -Theory of Change can serve as a roadmap to show how the program will work as well as a planning, implementation, and evaluation tool for assessing program success, including the six major levers of change implementation. -Logic Model can serve as an action plan specifying the inputs, activities, initial, intermediate, and intended outcomes that will accomplish the identified goal. -KASAB model can be an effective tool for implementing and monitoring changes in instructional practice and student achievement	Craft a Theory of Change that serves as an implementation guide and tool to monitor program success, including the six major levers of change. Craft a Logic Model to provide a framework for conducting the formative program evaluation. The Logic Model will clarify inputs, activities, and intended results to monitor progress toward the goal(s). Target and monitor changes in Knowledge, Attitude, Skills, Aspirations, and Behavior (KASAB).	Use the Theory of Change, Six Levers of Change Implementation, Logic Model, and KASAB to evaluate progress toward the intended outcomes. Ensure that the Logic Model elements align with the intended outcomes so that initial and intermediate outcomes lead to the intended results. Compare/contrast elements of the Logic Model to understand the difference between “activities” and “results” with evidence. Assess the level of change using KASAB

Problem of Practice (PoP)	Identify, clarify, and articulate the PoP. Explain the learning problem to include: -a vision of what success will look like when the desired outcomes have been achieved. -an understanding of the PoP essential elements	Integrate the essential elements of the PoP into a learning plan. Continually monitor progress toward the desired outcomes using assessment tools.	Evaluate progress toward the desired outcomes defined in the LP.
Learning Plan (LP) <i>(The Learning Plan is the theory of change and logic model and will also support refinement/elaboration of CDIPs and CSIPs)</i>	Craft a Learning Plan (LP) to include: -Problem statement -SMART goal(s) -Vision of results expected -Evaluation Question(s) -Innovation Configuration level -Evaluation Level (Guskey) -Unit of Study -Target Group(s) -Continuous Assessment -Data collection/analysis -Theory of change -Logic model -Evaluation of the evaluation	Demonstrate the implementation of learning of newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice via LP. Apply the essential elements to the LP and articulate progress via the LPs and 30-60-90 day plans. Ensure that professional learning in your setting is sufficiently sustained and rigorous, leading to high-fidelity implementation for student achievement/outcomes. Describe the level of fidelity of implementation in the workplace via the LP.	Evaluate the impact of the LP on instructional practice and/or student learning through reflection, assessment, observations, examining educator practice and work samples, peer collaboration, 30-60-90 day plans, and/or professional portfolios. Assess and articulate the degree to which NGLN learning contributed to improved practice and/or student performance gains. Use the results of the evaluation as part of a continuous improvement process to develop the following year's goals.
Evaluation of Professional Learning	Learn the framework, tools and processes related to assessing the impact of professional learning, including the eight step evaluation process (Killion). <ol style="list-style-type: none"> 1. Assess evaluability 2. Formulate eval Qs 3. Construct eval framework 4. Collect data 5. Organize, analyze, and display data 6. Interpret data 7. Disseminate/use findings 8. Evaluate the evaluation Develop a results-oriented approach to evaluation that shifts the mental model from activities to results, with evidence.	Map the evaluation in eight steps in the PoP and LP. Incorporate an evaluation mind-set into everyday practice to enhance data-driven decision-making processes. Implement practitioner based evaluation processes that directly involve the DLT members in the examination of their practice and the outcomes.	Continually assess progress in the LP using data and evidence to determine: Q. Did the LP meet intended outcomes? What is the evidence? Q. How was instructional practice impacted? Student achievement/outcomes impacted? Q. Were there unintended effects as a result of the study? Q. How would you make changes due to the outcomes? Q. How did the NGLN content align with the LP and support development of stronger CDIPs/CSIPs? Q. What is your personal/professional reflection of the NGLN experience?

			Q. How will processes and learning be sustained in your district?
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Next Generation Leadership Network Structure

Face to Face Meetings	Virtual Meetings	In-District Support
<p>Summer 2016 2 days of intensive NxGLN learning - including clarifying the PoP for the team/individuals</p> <p>Fall/Winter 2016-17 2 days of learning/team time</p> <p>Summer 2017 3 days</p> <p>Fall/Winter 2017-18 1 day</p> <p>Summer 2018 1-2 days (presentation of projects/findings)</p>	<p>2016-17 3-4 online meetings/learning sessions</p> <p>2017-18 3-4 online</p>	<p>Average of 1-2 days per month (10-20 total days) per academic year provided by various instructional/leadership specialists as planned/needed based on district problem of practice/needs</p>

Partnership Agreements

KDE will:

- Provide \$5,000 to each selected district to support the DLT in addressing the identified problem of practice (PoP). *(Half of the funds will be dispersed after the summer 2016 when the professional learning plan is developed in response to the PoP; the other half will be dispersed in the summer of 2017 provided all other agreements are met.)*
- Provide access to instructional specialists with a range of expertises to support in-district learning and to serve as thought partners in addressing PoP.
- Facilitate the face to face and virtual meetings, bringing in additional thinking partners as needed.
- Monitor progress of each DLTs efforts to address their PoP.

Selected districts will:

- Establish a district leadership team that involves representation from at least the required categories, including a member with authority to make district level decisions related to addressing the PoP (i.e., time, human and fiscal resources).
- Fully participate in required sessions.
- Implement and evaluate the DLT designed plan for addressing the PoP (as described in the Curriculum Overview).
- Serve as thought partners to other districts in the network by providing feedback and sharing ideas.
- Share lessons learned/success stories.