

**KY Model Curriculum Framework Advisory Group Meeting
December 8, 2010**

Opening Remarks: Saundra Hamon shared opening remarks that indicated that some of the content for the components will come from other KDE projects (e.g., content networks). She reviewed the KDE Deployment Strategies handout to show the KDE work that will feed the components and show the components that will need to seek resources to build the content for the particular component. Cindy Parker briefly shared information relative to the GATES work as content for the framework. The draft curriculum framework template that was prepared for the Office of Communication was also presented to the group. Saundra explained that it has the link to the KY Model Curriculum Framework webpage that is now available on the KDE website.

Summary statement: *Teams were asked to review the following links and were asked to begin to envision the possibilities for a web-based resource. Team leads guided their team through a discussion that focused on design, content, ease in navigation, etc. The purpose of this exercise was to begin thinking about what recommendations should be made to the developers of the web-based tool.*

What we notice that would “drive” traffic to the site	What we think district/schools would find helpful	What we want to avoid
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<http://www.state.nj.us/education/frameworks/ccwr/>

<http://www.tki.org.nz/>

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=320954>

<http://education.qld.gov.au/curriculum/framework/p-12/docs/p-12-policy.pdf>

Suggestions and Considerations for KDE

- Email updates to districts regarding new links that are created, changes that are made or decisions that have been made relative to specific documents
- Navigation of KDE website seems to be an issue for many teachers. Curriculum staff and other district staff have difficulty locating resource documents on KDE website. Some things are under Unbridled Spirit, for example, and not in a logical place that is easy to find on the KDE website. Another example is that assessment scores are not listed under Assessment.
- Make the website interactive so that teachers can ask someone questions or request training, etc. Even those who are savvy experience problems finding documents on KDE website.
- A Help Desk on web page is needed so that a live person can be reached by phone, at least until documents are posted and people are familiar with website and how to find the new resources.
- See Florida standards for reading research. It lists programs and resources. Will be a good resource.

- See Texas website as a good example.

Summary statement: Team members responded to the following questions.

What would attract people to the site?

- A site that is easy to navigate, graphically and visually appealing and relevant
- May want to review the research to determine how much time people will actually spend navigating a website to locate and access the desired information
- Balance narrative with bulleted points
- Include a brief description to accompany title of documents posted
- Use limited number of acronyms
- Include a What's New section
- Use standardized icons throughout site; see Clipboards from NZ. Build a similar system (like NZ) using same icons and terms across state and local levels.
- Quick access; not just easy access
- Consider option of presenting the information in different languages
- To get a broad understanding, use visual graphics
- NZ defined their values. See the graphic (snail?) of vision for growth
- NZ: Novice: intellectual and spiritual growth (Concept growth manual)

What would districts and schools find helpful?

- Make your own presets (defaults)
- Include links to specific resources
- Include sample lessons, videos and student work
- Offer personalization of resources (click here to add....)
- Use icons consistently across sections
- Include a glossary and resource list
- Label information that is new
- Use icon of KMCF on main page with static sidebar of links to components
- NZ is a key resource to use. Like the way it is structured and like the links, including subject links. Label State Initiatives 2010.
- Growth is woven throughout. Like this.
- Sustainability, globalization and citizenship are infused in NZ
- NZ defines success differently. Refers to students living full and successful lives, for example, rather than saying college and career ready.
- Content will be phased in to include district work, etc. that feeds into framework and evolves over time.
- May want to contact NZ to discuss their approach and determine whether or not they phased in the elements on the website.

- Recommend to KDE's vendor to start with NZ format and then make changes, rather than designing a new one from scratch.
- Whoever is assigned from KDE to monitor the site should have content and technical knowledge.
- More emphasis needed on formative assessment
- Add blog to site.
- District Initiatives are accessible to parents, also
- My personal folder should get automatically updated when updates occur at state level (like Ning or Facebook).
- Through Different Eyes: Provide real examples relative to student need and type of instruction. Case described on the NZ site and includes suggestions for accommodations for a specific type of disability). Search by accommodation or subject.
- Include resources for how to differentiate instruction.
- Keep the big picture (sidebar menu linking back to key systems framework content), even on subject site.

See Assessment Component Team graphic that included concepts, such as:

- Models of practice
- Like Connecticut, include subject area icons (resources)
- How do you use in PLC—separate
- Successful characteristics and conditions
- Brief content –link to more in-depth information
- Modules (definition of terms, principles, etc.) (NZ)
- Individualize it (what I need...2.0..)

Note: See additional recommendations that are provided in Component Team's notes

Summary statement: Team members met with another team to complete the following exercise. The pairings consisted of Assessment and Teaching and Learning; Curriculum Planning and Professional Learning. The Engaging Community and Family Resources Team divided among the other two teams.

Exercise

Teams were asked to present their work to each other and look for key threads that ran through each component.

Key Terms: to offer a common language (what)

Beliefs: to offer research and/or evidence based rationale (why)

Practices: to offer approaches that are supported by the research (how), and

Resources: to offer additional information and to prompt further thinking (where)

It was also suggested by one of the Team members to consider student motivation and self-management.

Note: Each team reported out during the large group discussion and shared the implications for their work. The team lead took notes during this exercise and the feedback was documented on a flash drive that was given to Sandra.

Next Meeting Date: January 19, 2011

Homework Assignment: Each Component Team should continue to review and update their work on the Wiki, using feedback from today's discussions to help guide their revisions.