

Kentucky Leadership Networks: 2011-12 Year-at-a-Glance

	Instructional Support		English Language Arts		Mathematics	
	Focus	Follow-up	Focus	Follow-up	Focus	Follow-up
September	<ul style="list-style-type: none"> Re-Establish purpose for Instructional Support Leadership Network (ISLN) and relationship with the content leadership networks Describe the design and intent of Literacy Design Collaborative(LDC)/Formative Assessment Lessons (FALs) and their 'fit' with network goals 		<ul style="list-style-type: none"> Introduction to Literacy Design Collaborative (LDC) as a strategy for highly effective teaching and learning to implement KCAS Writing an argument Making explicit connections among the KCAS ELA Strands 21st century learning and communications (CHETL) Individual Growth Targets 	<ul style="list-style-type: none"> ✓ Create an LDC task ✓ Reflect on new Writing Instruction Information 	Orientation of Mathematics Formative Assessment Lessons (FALs) with connections to formative assessment process <ul style="list-style-type: none"> Intro to FAL (Problem-solving task) Formative assessment as process Feedback to move learners forward (CHETL) Choosing cognitively demanding tasks – analyzing tasks (becoming a critical consumer of tasks) Content Connection: Number and Algebraic Thinking 	In Classroom <ul style="list-style-type: none"> ✓ Successfully implement a formative assessment cycle (short, medium, and long term) ✓ Identify the cognitive demand of a task and modify as needed. In PLC/School/District <ul style="list-style-type: none"> ✓ Facilitate a discussion around the formative assessment process (short, medium, long term)- consider using NCTM research brief ✓ Begin building the capacity of others to identify the cognitive demands of a task and to modify as needed. ✓ Describe the design and purpose of a FAL ✓ Begin building the capacity of others to identify the cognitive demands of a task and to modify as needed. ✓ Read/Review: CASL ch 8
October	<ul style="list-style-type: none"> Identify CHETL in action and CONNECTED to other 'work' <ul style="list-style-type: none"> See evidence of CHETL in Teacher Effectiveness Frameworks OR Focus on Instructional Core and CHETL Connections share specific 'look fors' in teacher leader classrooms (and expected 'results') Identify elements/key features of "argumentation" and of "number: operations and algebraic thinking—to—functions." Develop a "critical consumer" stance to judge resources for congruency to KCAS (vs merely correlated). 	<ul style="list-style-type: none"> ✓ Visit Teacher Leader Classrooms to see LDC/FALs in practice ✓ Bring some questions/ observations to November meeting ✓ Review Assessment Balance and Quality (ABQ) Action 3/Competency 2 	<ul style="list-style-type: none"> Formative assessment process within LDC instructional ladder Feedback strategies 21st century learning and communications(CHETL) Critical consumers of texts and resources Individual Growth Targets 	<ul style="list-style-type: none"> ✓ Try out task 2 in classroom 	Inner working of a FAL: Equating the 5 strategies of FAL to 7 strategies of CASL and to CHETL <ul style="list-style-type: none"> Review FAL framework Connect to 5 → 7 → CHETL Feedback Formative assessment process with Good Questions books Content Connection: Number and Algebraic Thinking 	<ul style="list-style-type: none"> ✓ Try out a FAL in your own classroom, return in November with examples of student work ✓ Read/Review: CASL ch 8 Personal Communication
November	<ul style="list-style-type: none"> ✓ Analyze LDC/FAL teacher/student work products for transferrable learning and strategies that can be scaled to other teachers/content areas ✓ Reach consensus on strong and weak examples of teacher/student characteristics within CHETL Instructional 	<ul style="list-style-type: none"> ✓ Look for strong examples of instructional rigor and student engagement, come to next mtg. prepared to share/discuss 	<ul style="list-style-type: none"> Literacy Design Collaborative: Analyzing, scoring and providing feedback on student work (CASL and CHETL) 21st century learning and communications(CHETL) Individual Growth Targets/reflection 	<ul style="list-style-type: none"> ✓ Scoring of student work, feedback, talking with colleagues about high and low points 	Inner working of Formative Assessment Lessons: Engineering effective discussion and providing effective feedback <ul style="list-style-type: none"> Feedback and questioning (CHETL) Engineering effective discussions(CHETL) Analyzing FAL work Content Connection: Number and 	<ul style="list-style-type: none"> ✓ Read/Review: CASL ch 9 Communicating Results

	<p>rigor and student engagement (connect to <u>Assessment Balance and Quality (ABQ) Action 6</u>)</p> <p>✓ Make explicit connections to Teacher/Principal Effectiveness Frameworks</p>	<p>✓ Review <u>Assessment Balance and Quality</u> Action 6/Competency 4</p> <p>✓</p>			Algebraic Thinking	
January	<ul style="list-style-type: none"> Analyze student work thru lens of Tuning Protocol in order to provide feedback for growth and determine next instructional steps Reach consensus on strong and weak examples of teacher/student characteristics within CHETL Classroom Assessment and Reflection (Connect to ABQ Action 4) Make explicit connections to Teacher/Principal Effectiveness Frameworks: Multiple Measures and Guiding Questions PGES Field Test Update 	<p>✓ Look for strong examples of Assessment & Reflection characteristics; come to next mtg. prepared to share/discuss</p> <p>✓ Review <u>Assessment Balance and Quality</u> Action 4/Comps. 2,3, 6</p>	<ul style="list-style-type: none"> Analyzing student work from implemented LDC Template Task Provide feedback that moves learners forward (CHETL/CASL) 21st century learning and communication (CHETL) Individual Growth Targets/reflection 	<p>✓ Practice descriptive feedback and using data from work to inform instruction</p> <p>✓ Preview LDC task 11</p>	<p>Inner working of FAL: Reflection of 5 strategies of FALS</p> <ul style="list-style-type: none"> Engineering effective discussions (CHETL) Revisit – test blueprint and self-reflection Review planning and pacing at target level Content Connection: Number and Algebraic Thinking 	<p>✓ Read/Review: CASL ch 12</p>
February	<ul style="list-style-type: none"> Using data to improve teaching/learning (classroom, school, district, Tell Kentucky, etc.) Teacher/Principal Effectiveness Frameworks: Multiple Measures Tools 	<p>✓ Review Tell KY data for implications for improving teaching/learning</p> <p>✓ <u>ABQ</u> Action 7/Competency 5</p>	<ul style="list-style-type: none"> Informative writing and connection to new LDC Template Tasks 21st century learning and communications (CHETL) Individual Growth Targets – Connections to Teacher Effectiveness Framework 	<p>✓ Try out task 11 in classroom, return in March with student work scored</p>	<p>Enhancing your Instructional Practice (CHETL)</p> <ul style="list-style-type: none"> FAL #2 CASL self- reflection from January Content Connection: Number and Algebraic Thinking Connections of CHETL/FALS to Teacher Effectiveness Framework 	<ul style="list-style-type: none"> Try out a FAL in your own classroom, return in March with examples of student work
March	<ul style="list-style-type: none"> Teacher/Principal Effectiveness Frameworks: Multiple Measures- Observation Tools, Artifacts, Evidences To be determined 		<ul style="list-style-type: none"> Reviewing quality tasks (protocol): Looking for LDC Characteristics Student work to jury quality of teaching tasks 21st century learning and communications (CHETL) Individual Growth Targets and relationship to Goal setting/self-reflection (Teacher Effectiveness) 		<p>Reflection and Revising Implemented FALS (CHETL)</p> <ul style="list-style-type: none"> Reflect on FAL #2 including questioning and engineering effective discussion FAL revisions Connections of CHETL/FALS to Teacher Effectiveness Framework 	
Summer 2012	TBD - Statewide Meeting with Kentucky Leadership Academy targeting all district and building leaders		TBD –based on feedback		TBD –based on feedback	