CONTENT LEADERSHIP NETWORKS YEAR-AT-A-GLANCE

*(note- these are estimations of when participants will **begin** to work on these targets—some likely will extend into subsequent meetings)*

Leadership Networks Vision

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: Every Student Proficient and Prepared for Success!)

Network Overarching Goal

*All participants will understand how to translate Kentucky's Core Academic Standards into clear learning targets **in order to** design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences.*

MONTH	TARGETS	PROCESSES/RESOURCES/DELIVERABLES	FOLLOW-UP ACTIONS
October	• Deconstruct KCAS (when necessary) into Learning Targets • Learn/practice formative assessment strategies	• Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL • Strong/Weak Models of Deconstructed Standards	• Deconstruct assigned standards before next meeting • Read Chapter 4 in CASL
November	• Deconstruct KCAS (when necessary) into Learning Targets • Identify instructional and/or assessment tasks/items that align to targets • Identify effective strategies for Teacher Leaders to lead deconstruction at the grade/school/district levels	• Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL • Strategies for facilitating the deconstruction process at the local level	• Read Chapters 5 and 6 in CASL • Select or design one selected response and one extended written response item to align with one selected target
December	• NO MEETING	• Posted Deconstructed Standards Model for KCAS ELA/Mathematics, K-12 • Posted strong/weak annotated models of assessment items/tasks with identified targets	

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January	• Sequence targets into progressions for teaching/learning • Design test blueprints/analyze assessments • Analyze resources/materials for quality	• Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL • Filters/Criteria for evaluation of support resources for quality and alignment • Examples/Non-examples of formative assessment practices	• Read Chapter 12 in CASL
February	• Analyze assessment items for quality and alignment • Select/design instructional experiences that align to targets • Provide feedback that moves learners forward • Engage students in self-reflection and tracking progress • Learn/share formative assessment strategies	• Posted examples/non-examples of feedback • Posted strategies for providing feedback • Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL	• Read Chapter 13 in CASL
March	• Select/design assessment tasks/items/instructional experiences that align to targets • Learn/share formative assessment strategies	• Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL • Posted examples of quality, aligned instructional plans for particular standards/targets at each level	
April/May	• NO MEETING (unless make-up day is necessary)		
June/July	• TBA – based on progress/feedback	• Literacy/Mathematics Instructional and/or Formative Assessment Strategy(s) to support HETL	

*Senate Bill 1 (2009) calls for the creation of a *MODEL* CURRICULUM FRAMEWORK (for example, T*ransformations* was our Curriculum Framework for KERA). The RESOURCES and DELIVERABLES created/shared within the networks will become ***part*** of that MCF. The MCF, then, will provide valuable information, resources, and examples as local districts develop their own curricula.

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