

July 2015

Special points of interest:

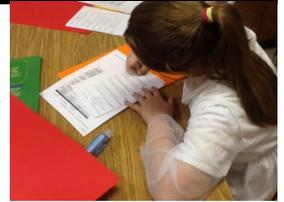
- Professional Learning
- Kentucky's Academic Standards
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Instructional Transformations Through Next Generation Assessments

Life as an ITG district is exciting and full of opportunities. We have MDC, LDC, Next Generation Assessments, TPGES, District Leadership Teams, and on and on. How do we make sense of all these initiatives? How do we build connections between them — connections that will help teachers and, most importantly, increase student achievement?



Well, as an ITG district, Lee County Schools is doing just that. Lee County has been involved in transformational work for several years now, both as part of the ITG and as an Integration district previously. The Lee County staff understood that for their instruction to take the next step, they needed to move to the next generation of assessment practices as well as the continuing development of the MDC and LDC work. Assessment needed to become part of the instructional process rather than an event that occurred at the end. Assessment needed to occur throughout the period of instruction and the results used to inform teachers about the instructional shifts needed at the present time. It was understood from the beginning that building intentional connections between MDC and LDC assessment practice, as well as alignment with the expectations of TPGES, would take transformational work. Lee County has committed to transforming their instruction with the end in mind.



Heart Rate Activity

Inspired and provoked by the work of Jay McTighe and Grant Wiggins, the process began with every teacher having a clear understanding of the standards in their specific content areas and what mastery of those standards would look like. End of unit assessments were designed that would allow mastery to be demonstrated. The question, "How will we know if we are getting there?" was asked and answered. A decision was made to take the work around the MDC and LDC to the next level by incorporating it into the formative assessment process. Teachers are currently designing instructional units that strategically incorporate mini-tasks from the LDC and FALS from the MDC as checkpoints or benchmarks along the instructional path. These tools will be used to determine what skills and abilities have been attained and to what level. The results will also be used to guide teachers as they design and implement additional learning experiences to support students who have more learning to do and need additional support. Connections between this work and the TPGES will also be made so the teachers and the principals understand that this complex work is reflected in the growth and effectiveness process by which staff are evaluated.

Lee County understands the value of all of their work being connected and that building these connections will increase student achievement. They are intentionally starting at the end with standards and measures of success. They are incorporating the LDC and the MDC as part of the next generation assessment process, as ways of monitoring progress rather than as "stand alone" events that compliance has required in the past. Everyone knows this will not happen overnight or even in one semester, but they are excited to have set off on the journey to transform instruction!

Lee County Student Voices:

"No one wants to read something boring. That was how I used to write." Haley -grade 8

"LDC has helped me to organize my thoughts better, learn how important details are, and I don't panic at test time." Sara-grade 8

Writing is now more enjoyable and easier because I understand what I'm doing." Taylor -grade 8

Critical Resources for Understanding Kentucky's Academic Standards

As we move forward in the work of implementing Next Generation Assessment, LDC, and MDC, it is critical to revisit the intent of the Kentucky Academic Standards (KAS) to ensure that the curriculum, instruction, and assessments designed and implemented are congruent to the standards. Annotated lists of resources are provided to support your district in this endeavor. Your Effectiveness Coach can support your district in helping to design job-embedded professional learning in these areas. We welcome the opportunity to learn how your district uses these resources, or others, in advancing the implementation of the KAS.

English/Language Arts and Literacy

Introduction to the Standards

In the [Introduction to the Standards](#), you will learn about: key design considerations, how to read the standards, and the skills that college and career ready students should be able to demonstrate.

Appendix A, B, and C

In [Appendix A](#), a glossary of terms is provided for the standards. However, this appendix is rich with information regarding the three measures of text complexity, thorough definitions of the three modes of writing, supplemental information for the Reading Foundation standards, guidance on the importance of the Speaking and Listening Standards, and an explanation of the three tiers of words and vocabulary acquisition.

In [Appendix B](#), you will find text exemplars and sample performance tasks, a critical resource in designing classroom instruction and assessments.

In [Appendix C](#), samples of student writing are provided. These examples can aid in the calibration of scoring student work at the school and district levels or serve as models for students during class instruction.

Achieve the Core

At [Achieve the Core](#), teachers and administrators can find lessons, student writing samples, assessments, planning tools, strategies to support all learners, and professional learning supports. Resources and Professional Learning regarding the Instructional Shifts necessary for implementing the standards are also provided by Achieve the Core.

Math

Introduction to the Standards

The [Introduction to the Math Standards](#) provides information about reading the standards and how they should inform instruction. In the [Standards for Mathematical Practice](#), information about the intent of the practices and how they connect to the content standards is presented to help teachers plan instruction. Most importantly, each grade level of standards has an introduction that includes the critical areas for instruction and an overview of the mathematical understanding students should gain.

Illustrative Mathematics

[Illustrative Mathematics](#) provides instructional and assessment resources for K-12 teachers by content and practice standards. IM recently released Course Blueprints that offer a way of organizing the standards throughout the school year. Professional Learning resources are also provided, and additional information regarding the progression of topics in the standards is located on the site.

Standards Progressions from Arizona University

When the Math Standards were designed, they were built upon progressions of a topic across grade levels. These were first articulated in narrative form, and now the narratives have been updated to reflect the current state of the standards and how those topics are presented at each grade level and connected through the standards. You may find the documents [here](#).

Achieve the Core

At [Achieve the Core](#), teachers and administrators can find lessons, student writing samples, assessments, planning tools, strategies to support all learners, and professional learning supports. Resources and Professional Learning regarding the Instructional Shifts necessary for implementing the standards are also provided.

Science

Classroom Planning Resources

Partners committed to the implementation of the science standards have created [resources](#) to support districts and schools. [Rubrics](#) for evaluating lessons and units are provided from EQuIP, in addition to [10 modules](#) created to support their use. Sample middle and high school [classroom tasks](#) are provided to serve as models, and [evidence statements](#) are currently available for high school that provide guidance on what students should know and be able to do.

National Science Teachers Association

The [National Science Teachers Association](#) has a wealth of resources to aid in curriculum planning, professional learning, and understanding the intent of the standards for instructional planning. The [assessments](#) and building a system of assessments sections provide guidance on classroom assessments and monitoring student learning.

Bozeman Science Videos

Looking for great video resources? [Paul Anderson's videos](#) are excellent resources for educators to learn more about the disciplinary core ideas, cross cutting concepts, or science and engineering practices. These resources could be used in a year-long PLC focused on the science standards and implications for classroom instruction.

Ambitious Science Teaching

At [Tools for Ambitious Science Teaching](#), you will find tools and resources to help support science instruction and planning. Because of the wealth of resources, they have created [pathways](#) to help individuals navigate the site based upon roles: [teacher working as a group of teachers](#), [teacher educator working with new teachers](#), and [leaders designing professional learning or organizing teachers for professional learning](#). The section on [Models and Modeling](#) is an invaluable resource.



Spotlight on Teacher Leadership in Jessamine County

Almost every day we hear or read reports that tell us American students are not keeping up with their international peers, while at the same time, there is a largely untapped source for changing the outcome for those students.

“Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change” (Katzenmeyer and Moller, 2001). Teacher leadership is the unexploited, yet powerful, strategy that schools and districts can leverage to foster the change in practice that leads to increased student success.

If that change in practice is going to happen, district and school administrators must leverage the expertise of teacher leaders by giving them time to collaborate with their peers in time-protected professional learning communities (PLCs). To develop their coaching skills, those teacher leaders need professional learning that builds that capacity. When the contribution to the community of learners that teacher leaders make is recognized, and they are given some authority through a shared-leadership approach,

they can provide significant goal-oriented support for administrators. The most important outcome of releasing the power of teacher leadership is a change in school culture and student achievement (Walters, Marzano, and McNulty, 2008).

One of the central Kentucky Instructional Transformation grant districts, Jessamine Co.,



Jessamine Co. MDC coaches engaging in teacher-led professional learning.

began building a foundation of teacher leadership three years ago. District leaders recognized the opportunity to develop and leverage teacher leadership as they scaled the Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) standards-based instructional approaches across their secondary schools.

In order to scale that work successfully, Jessamine Co. district and school administrators identified LDC and MDC “coaches” (who are also full time classroom teachers) for English Language Arts (ELA), social studies and science in each of their high schools, as well as MDC “coaches” for their math courses. They did the same at every grade in the district’s middle schools. Giving the teachers they selected the “coach” title recognized their expertise and formally acknowledged their roles. In addition, they gave the coaches a half-day substitute bi-monthly, so they could collaborate in a district level PLC led by the secondary curriculum director and their effectiveness coach. That decision facilitated the coaches’ learning and supported their development as leaders. The district also provided 2-3 days of release time per year for their LDC and MDC teacher leaders to mentor and coach their content area peers.

Recognizing the powerful impact of those teacher leaders, the district continues the practice of facilitating the leadership and professional

learning of their LDC and MDC coaches in district level meetings. During those meetings, these coaches lead the learning to address a variety of identified needs. Another important contribution these teacher leaders make is helping pinpoint current needs that inform professional learning opportunities for other teachers in their schools.

Because they recognize the potential power that increasing teacher leadership opportunities can have, district leaders in Jessamine County intentionally built additional teacher leadership opportunities into their IT grant implementation plan. In addition to the on-going support for LDC and MDC coaches, this year, district leaders leveraged teacher expertise on several leadership teams that support a variety of shared goals. For example, their Teacher Leader Network team contributes to lesson design, instructional feedback, and coaching. Another team is focused on

developing and implementing assessment practices. Their Instructional Transformation Leadership team guides implementation and progress

**Save
the
Dates!**

1

**IT Kickoff
August 31**

Embassy Suites
Lexington, KY

2

**IT
Mini-
Conference
November 19**

Louisville, KY

Teacher Leadership in Jessamine County

(Cont.)

monitoring of their district-wide instructional improvement initiative. In effect, the district is creating a network of teacher leaders from schools across their district.

Clearly, this district's approach to developing the capacity of teacher leaders involves more than just a few teachers. District and school leaders commented that involving many teachers from all levels and schools means that, individually, teachers spend less time away from their students, but teacher leaders from across the district still have the opportunity con-

tribute to district planning and implementation in meaningful leadership roles.

There is contagious energy among teacher leaders in Jessamine Co. that comes from being empowered by their district and school leaders. As Jessamine Co. teachers contribute their voices and their leadership to meeting district goals, they are transforming instruction. Positive impact on student learning is inevitable. This district is facilitating the kind of teacher leadership that will become the catalyst for change.

PL and Teacher Leadership

Kentucky's Professional Learning Standard on Leadership: *PL that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.* "Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead PL, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results."

In [The Seven Verbs of Teacher Leadership](#), National Board Certified Teacher Wendi Pillars explains that teachers leaders **invite, take risks, grow, act, fail, catalyze, and respect.**

She encourages leaders to "think about these verbs and the teachers leaders in your life who live them out. How can these ideas help you support their growth, collaborate with them, or take on similar actions?"

More at [The Seven Verbs of Teacher Leadership](#), *Education Week Teacher*, published online October 15, 2013.

Contact Information

Robin.Hebert@education.ky.gov
Coordinator, Instructional Transformation
Todd.Davis@education.ky.gov
Assistant Director, Next Generation Professionals
Amanda.Ellis@education.ky.gov
Associate Commissioner
Office of Next Generation Learners

Effectiveness Coaches:

Audrey.Harper@education.ky.gov
Carol.Franks@education.ky.gov
Kelly.Stidham@education.ky.gov
Mike.York@education.ky.gov
Monica.Osborne@education.ky.gov
Rebecca.Woosley@education.ky.gov
Stacy.Noah@education.ky.gov
Wayne.Stevens@education.ky.gov



LDC Modules: Analyzing Student Work

Many teachers in our IT Districts have taught their first LDC module and have begun analyzing student work from those modules and mini-tasks. Analyzing student work is a powerful component in implementing LDC modules. The LDC framework provides a four stage, recursive process of determining *What Task?*, *What Skills?*, *What Instruction?* and *What Results?* By analyzing student work through a Critical Friends/ Tuning Protocol, teachers are able to take a deeper look at the effectiveness of their module's task and instructional ladder based upon the evidence provided by their students' work. Analyzing student work allows teachers to have conversations about strengths students are demonstrating in mastering standards targeted in the module. This process of looking at student work also identifies where students have misconceptions or gaps in their learning. Moving then to conversations about instructional implications and next steps, teachers are then able to make adjustments to their module's task, skills clusters, and instructional ladder to help improve students' learning and classroom instruction. Opening the door to collegial discussions about student work, protocols provide a structure for analysis and next steps to enhance our LDC modules, as well as our professional learning communities.

For resources on analyzing student work, go to <http://www.kellyphilbeck.com/analyzing-student-work.html>.

LDC Jurying

In November of 2015, KDE will be hosting a jurying session for modules created by Kentucky teachers. We are looking forward to seeing the modules submitted by our IT Grant districts in this jurying pool. During this session, our Kentucky Jurying Team will jury modules and provide formative feedback for teachers to then revise their modules and submit for LDC national jurying in January. Kentucky teachers are leaders in our national LDC community, so we look forward to seeing their work being submitted for national review. Our deadline for submitting modules will be November 2, 2015.

If you have any questions about LDC or need to schedule training for your schools or districts, please contact: kelly.philbeck@education.ky.gov. For LDC resources, please visit www.kellyphilbeck.com.



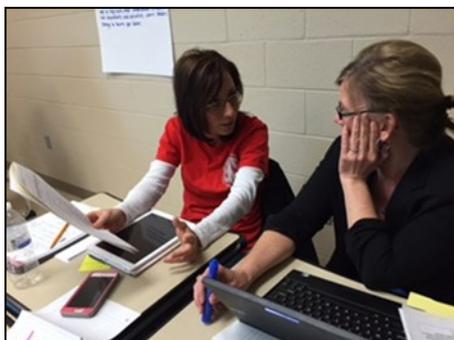
Math Design Collaborative Updates

Owsley and Whitley County are currently working in a professional learning partnership with MDC K-12 teacher leaders. Recently the group met to analyze student pre and post formative assessments and discuss instructional implications based on student work samples. By using the partnership, teacher leaders are able to share and collaborate across district boundaries, which is especially helpful for small schools with a limited number of teachers in the same grade/content area.

The [Math Shell Center Website](#) has middle and high school [Formative Assessment Lessons](#) plus more features for improving mathematical instruction including [summative tests or tasks](#). These resources exemplify the performance targets that the standards imply. The site also includes professional learning modules for [Teaching for Robust Understanding of Mathematics](#) (TRU Math).

Leslie Texas will provide technical support to IT districts for MDC. She has over twenty years of experience working with K-12 teachers and schools across the country. She is co-author of the book series [Strategies for Common Core Mathematics](#). Leslie lives in Louisville and is excited to work with the IT districts across the state. More information about Leslie can be found at [Leslie Texas Consulting](#).

If you have questions about MDC, please contact renee.yates2@education.ky.gov or visit www.reneeyates2math.com



**Math Design Collaborative-
Owsley and Whitley Counties.**

Left: Liz Stack and Sharon Saylor

Right: Dana Davis, Darlene Jones,
and Christy Frazier-Moses

