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ISN Contact: Susan Allred, Interim Associate Commissioner
Office of Next-Generation Learners
Susan.allred@education.ky.gov

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Important Request: District Course Code Contact is now available in People Manager. Please work with appropriate staff to identify a district contact to receive **course code information**. This contact will be notified when new information needs to be communicated about course codes such as when course codes have been updated by adding or deleting courses or end of course information as to which courses can be used to trigger end of course exams.

Each district has a WAAPOC who works with the student information system. In the February 2014 KSIS Newsletter, information about this process was shared with WAAPOCs. Your WAAPOC received a list of roles with details for what is/is not shown on Open House. As KDE continues to move toward a single collection tool for contacts, we request your ongoing assistance to keep contacts up to date. Please assist your WAAPOC by providing an end date when an individual's assignment to a role ends. An end date will prevent the system from displaying the person as a contact for the role. Again, this list will be the list we use to share important updates about course codes with districts.

In order to determine if your district contact has been identified, please go to <http://applications.education.ky.gov/sdci/Other.aspx>

If you have questions about the need for course code contacts, please contact Phillip Shepherd at Phillip.shepherd@education.ky.gov or 502-564-2106.

WEBCASTS

Superintendents

The next superintendents' webcast will occur on Wednesday, May 30, from 3-4 p.m. ET. Please place this date on your calendar.

ISN Monthly

There will not be an ISN webcast this month. Please tune in to the April 23 PGES webcast for the most current information about the Professional Growth and Effectiveness System.

The next PGES webcast is scheduled for 3 p.m. ET on Wednesday, April 23. The webcast will share information about the summative evaluation tool and address frequently asked questions from the field. The live webcast may be viewed via <mms://video1.education.ky.gov/encoder3a>. This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

The next ISN webcast will be 1:30 p.m. ET on Wednesday, May 30. To access the webcast go to <mms://video1.education.ky.gov/encoder3a>.

Updates

Kentucky Board of Education (KBE)

Highlights from the April 8 KBE study session on student growth:

The Kentucky Board of Education met for a study session on student growth and the Professional Growth and Effectiveness System on Tuesday, April 8. KDE staff worked with the Kentucky Board of Education around the issue of student growth comprised of a local and state contribution. The important recurring point that was made was that student growth component of the system is one component only and no teacher or principal's effectiveness will be determined solely by student growth. In response to requests from the field, KDE staff has prepared resources to support the implementation of the student growth component. These resources can be found at

<http://education.ky.gov/teachers/HiEffTeach/Pages/Student-Growth.aspx>

The PowerPoint for the study session can be found at

<http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=10924&AgencyTypeID=1>

Highlights from the April 9 KBE meeting:

The Kentucky Board of Education unanimously approved a new statewide evaluation system for teachers and principals and received an update on a new evaluation system for superintendents earlier

this month. The goal of the Professional Growth and Effectiveness System model is that every student is taught by an effective teacher; every school is led by an effective principal; and every district is run by an effective superintendent. Currently, multiple systems are being used across the state with no consistency or meaningful difference in performance levels or support.

Over the past four years, two steering committees and Kentucky Department of Education staff have developed a model for teachers and one for principals focusing on professional growth and continuous improvement. It includes elements of both formative and summative evaluation. Feedback from participants in a field test, statewide pilot and other stakeholders have helped shape the system.

“It’s scary, it’s change, but I have seen the benefit of it,” Stephanie Harris, principal at Mapleton Elementary (Montgomery Co.), told the board during its meeting. “What I’m most excited about is what this is doing for our kids. It’s about continuous improvement for all.”

According to [704 KAR 3:370](#), the Professional Growth and Effectiveness System, teachers and principals will be evaluated in two main areas: professional practice and student growth trends.

For [teachers](#), the professional practice rating will be determined by evidence from observations, a student voice survey, professional growth plans, self-reflection, and district-determined sources informing components and indicators of educator effectiveness in four domains: planning and preparation, classroom environment, instruction and professional responsibilities. Peer reviews will only be used to provide supportive feedback a teacher can use to improve professional practice. All evaluators and observers must be trained and tested before conducting evaluations.

The performance criteria for [principals and assistant principals](#) will fall into the following categories: instructional leadership, school climate, human resources management, organizational management, communication and community relations, and professionalism.

Based on how sources of evidence, educators will receive a professional practice rating of ineffective, developing, accomplished or exemplary.

The student growth rating of high, expected or low will be based on professional judgment and three years of data -- student growth percentiles on state K-PREP tests or rigorous, locally determined student growth goals, developed collaboratively between the teacher and evaluator.

An educator’s professional practice rating and student growth rating will determine the educator’s overall growth or improvement plan and whether it will: be directed or self-directed, run one or three years, and include formative and/or summative reviews. The ratings also will combine for an overall performance category of exemplary, accomplished, developing or ineffective. No individual performance ratings will be made public, but these will be reported in the aggregate by each performance category and will be used in determining the Next-Generation Professionals component of school and district accountability starting in the 2015-16 school year. Unless a district otherwise chooses, PGES will not be used to inform personnel decisions until 2015-16. PGES now moves through the regulatory process.

Other Highlights:

A companion evaluation system for superintendents is currently in development. During an update, the board reviewed the Superintendent Summative Evaluation tool that would rate superintendents

exemplary, accomplished, developing or growth required on seven standards: strategic, instructional, cultural, human resource, managerial, collaborative and influential leadership. A pilot of the superintendent system is scheduled for this fall with full implementation in the 2015-16 school year.

Also at its meeting, the board heard a [report](#) on Career and Technical Education (CTE) in Kentucky based on a study by the Southern Regional Education Board. While the report included academic rankings of all the CTE programs in the state, Commissioner Terry Holliday said the focus should be on the four over-arching recommendations:

- (1) commission an in-depth study that will identify funding priorities and formulate recommendations to create an improved and more equitable funding system for all technical centers
- (2) based on a set of best practices priorities, establish an accountability system that not only measures outcomes, but also measures whether all of the components are in place that will maximize opportunities for all students
- (3) forge a unified system of world-class technical centers
- (4) establish stronger, more formal ties between the state's secondary and postsecondary education institutions and private sector business and industry partners by creating a robust system of state and regional advisory committees

The commissioner committed to funding the recommended study and will work with the CTE Advisory Task Force to ultimately bring back to the board a plan for moving forward. To see the report, go to http://education.ky.gov/CTE/cter/Documents/SREB_ky_report_final.pdf

During the Commissioner's report, the KBE had a discussion about the implementation of World Language Program Reviews. See more about world language program reviews in the program review section of this newsletter.

You can access a recording of the meeting as follows:

KBE Meeting Tuesday afternoon 4/8/2014 <http://mediaportal.education.ky.gov/leadership/kentucky-board-of-education/2014/04/kentucky-board-of-education-meeting-april-2014/>

KBE Meeting Wednesday morning 4/9/2014 <http://mediaportal.education.ky.gov/leadership/kentucky-board-of-education/2014/04/kentucky-board-of-education-meeting-morning-492014/>

KBE Meeting Wednesday afternoon 4/9/2014 <http://mediaportal.education.ky.gov/leadership/kentucky-board-of-education/2014/04/kentucky-board-of-education-meeting-afternoon-492014/>

Unbridled Learning

Standards

Opting out of CCSS and testing is not an option: As part of the campaign against the Common Core State Standards and standardized testing, national pundits are urging parents to sign an opt-out form and submit it to their child's school. In Kentucky, districts are under no obligation to honor a parent's request to "opt out" of the Common Core State Standards, curriculum or testing.

As you know, Senate Bill 1 (2009), which was overwhelmingly supported by a bi-partisan majority of the Kentucky House and Senate, mandated common standards. Determination of the Kentucky Core Academic Standards (KCAS) for public schools (and for private/parochial schools that voluntarily subscribe to the standards via accreditation through the Ky. Non-Public Schools Commission) is under the discretion and authority of the Kentucky Board of Education, via state regulations that carry the force of law (704 KAR 3:303). Under its authority, the Kentucky Board of Education adopted the Common Core State Standards in English/language arts and mathematics as well as the Next-Generation Science Standards through the prescribed legal process. As these standards are included in regulation, the expectation is that all students are provided instruction and opportunity to learn these standards in the public schools; but how a school/district establishes the curricula for those standards is a local decision. Per KRS 160.345 (i) (10), "determination of curriculum" is a matter within the discretion of the school council.

In 1997, the Kentucky Court of Appeals affirmed the Kentucky Board of Education's authority to require all students in public schools in our state to participate in standardized assessments. In *Triplett v. Livingston County Board of Education*, 967 S.W.2d 25 (Ky.App. 1997), the Kentucky Court of Appeals held that Kentucky statute KRS 156.160, which provided the Kentucky Board of Education (KBE) the authority to set the minimum requirements for graduation from a public high school in our state, gave the KBE the authority to require all students of public schools in our state to participate in standardized assessments and that this requirement did not violate the students' rights.

As described on KDE's website at <http://education.ky.gov/AA/KTS/Pages/default.aspx>, Kentucky's statewide accountability system depends on the testing of every student. No student may opt out of the standardized assessments conducted under this system. The purpose of testing every student is to ensure that all schools and districts are serving all students and that gaps in categories of students are identified, addressed, and closed. Kentucky statute KRS 158.6453 <http://www.lrc.ky.gov/statutes/statute.aspx?id=3554> and Kentucky regulation 703 KAR 5:140 <http://www.lrc.ky.gov/kar/703/005/140.htm> were promulgated to ensure the system and the data produced were faithful to these goals. An accountability model must be all-inclusive and all-reflective.

A school should explain to parents these requirements, as well as the importance of the consistency of academic standards throughout all Kentucky schools as a part of the "efficient system of common schools" required by Section 183 of the Kentucky Constitution, and as more specifically described in the landmark case of *Rose vs. Council for Better Education* (Ky. Supreme Court, 1990).

More Resources to Get the Facts out about the Common Core: Many of you are likely aware of an anti-common core movie was released on March 31. The Home School Legal Defense Association, a Virginia-based organization opposed to the common core, has produced a film called "Building the Machine."

The U.S. Chamber of Commerce and Fordham have put together two documents that can be used to clarify the vast amount of misinformation that will be circulated as a result of the movie.

In addition, the U.S. Chamber of Commerce Foundation has put together an [informative video](#) highlighting the importance of the Common Core and correcting misinformation. This new video provides statements of support from superintendents, teachers, parents, legislators and others.

[CoreStandards.org](#) is the official online home of the Common Core State Standards. [WhatistheCommonCore.org](#) is another helpful resource as is the Kentucky Core Academic Standards [webpage](#) on the KDE website – all helpful places for parents, educators and policymakers to obtain clear information.

Social Studies Standards: Senate Bill 1 (2009) requires that Kentucky revise all required content standards to reflect the necessary knowledge and skills needed to ensure all students are college and career ready. SB 1 suggests that all standards should be rigorous, world class, and internationally benchmarked, while also allowing for deeper engagement around fewer concepts/topics. Adoption of the Kentucky Common Core State Standards in English/language arts and mathematics was the first step taken to address SB 1. Despite the fact that the ELA standards include a section for Literacy in History/Social Studies, there is still a need for a set of Social Studies standards that fully addresses the needs of Kentucky's 21st century learners.

In February of 2013, a team of elementary, middle, high school, higher education, and key Social Studies advocacy group representatives was established to begin setting a vision for and drafting new social studies standards for the Commonwealth. These new standards will be informed by a document called the College, Career, and Civic Life (C3) Framework for Social Studies. The C3 Framework is not a set of standards, but rather was designed to assist states in updating, revising, or reinventing their state Social Studies standards.

The College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, developed by the National Council on Social Studies (NCSS)—led by University of Kentucky's Kathy Swan (who is also on the team mentioned above) --focuses on the disciplinary and multidisciplinary concepts and practices that make up the process of investigation, analysis, and explanation. It is designed to have explicit connections to the Common Core ELA standards. Work on the C3 Framework began in 2010. Members of the Council of Chief State School Officers (CCSSO's) Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative (of which Kentucky is a member) provided feedback and guidance to this process. The C3 Framework was released on Constitution Day last year—September 17, 2013.

The KY team has been working with a near-final draft of the C3 Framework since late spring 2013 and has been able to begin some prioritization of desired characteristics/elements for a new set of Kentucky social studies standards—and has even begun to draft some models of what the new standards might be. Small writing groups will work to capture the thinking of the team and the intent of the Framework to draft a complete set of standards throughout 2014. During this period other key stakeholders and experts in various related fields will be asked for comments and feedback to ensure the quality of the work.

Teacher, school, and district leaders participating in Kentucky's Leadership Networks for Social Studies (launched in January 2014) will focus on developing capacity of all participants to effectively translate the Literacy in History/Social Studies standards into practice while considering the C3 Framework's implications for teaching and learning. The participants will have multiple opportunities to provide

input/feedback on the standards revision work, too, as they will have the most extensive knowledge of all the pieces along with their practical experience of supporting students' understanding of the social studies.

The goal is to have a solid, defensible, world-class draft of college/career- ready standards to present to the Kentucky Board of Education in the fall of 2014. Progress updates will continue on a regular basis during Network meetings and in KDE's ISN Newsletters and Webcasts.

Science Standards and Leadership Networks: The Science Leadership Networks are off to a terrific start. Teacher leaders are building relationships with their colleagues from across their regions in an effort to hone their own practice, skills, and knowledge. They are also strategically thinking about how to lead their own schools and districts in the effective implementation of the new standards, also known as 'performance expectations', that when accomplished, will be transformative for science teaching and learning K-12.

An essential step in achieving effective implementation of these new standards is taking the time to reach consensus on the meaning and intent of the standards. This is no easy or quick task. As soon as a standard is interpreted one way by one teacher and another way by another teacher, some students are likely to miss out and the result is unequal access to key knowledge, skills, and concepts that will move a student forward in their learning. This essential 'level-setting' and 'meaning making' requires deep conversations, consulting resources such as the Framework for K-12 Science Education, the supporting/foundational boxes in the NGSS document, and others. It challenges to everyone to look beyond 'what we do' toward what the intended student competencies truly are. Once there is deep understanding of the intent of each standard, then conversations can move to the essential underpinning learning targets that, collectively, will move learners toward attainment of the standard itself.

Deconstructing the standards into targets is no easy, quick, or small task either. It is the process itself—that of working with colleagues to identify the essential knowledge, skills, reasoning, and sometimes products explicitly and implicitly called for in each standard—that produces the understanding and mindset necessary to actually translate the standard into practice. As a result we have decided that we will not be deconstructing EACH standard into targets. Rather, we have selected "progressions" from the science standards on which each region will work. When we are finished, there will be very strong and complete models of four full progressions. We are expecting to have those progressions in usable draft form before the beginning of the 2014-15 school year so that all teachers can work with them next year and give feedback on how to strengthen and improve them.

Why is this process of identifying targets so important? Because without clear targets that are aligned and essential to attainment of the overall standard none of the following can be done:

- Know if an assessment adequately covers and samples what we taught
- Correctly identifies what students know and don't know and their level of achievement
- Plan next steps in instruction
- Gives detailed, descriptive feedback to students
- Has students self-assess or set goals likely to help them learn more
- Keep track of student learning target by target or standard by standard
- Complete a standards-based report card

We will also be supporting teacher leaders to begin looking at methods of collecting defensible evidence of student attainment of the standards. That involves designing congruent questions, items, and tasks that yield information about what each student knows and can do for each target and, ultimately, the overall standard.

Science Standards: The adoption of new science standards creates both a need and an opportunity to revisit how high school science courses are configured. The revised high school graduation regulation that included the new Kentucky Core Academic Standards (KCAS) for Science (<http://www.lrc.state.ky.us/kar/704/003/305.htm>) requires students to complete *“three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content contained in the Kentucky core academic standards for science.”*

Decisions regarding how the KCAS standards are distributed among courses are subject to local control, meaning that individual high schools and districts will need to revisit their course syllabi to ensure students will have the opportunity to learn all of the performance expectations contained in the KCAS regardless of the course sequence they are enrolled in.

Achieve, Inc., the publisher of the Next Generation Science Standards (NGSS) has created a guidance document to assist schools in making decisions about high school course design. NGSS Appendix K, [*Model Course Mapping in Middle and High School*](#) contains several suggested models high schools may consider when redesigning courses to align to the new science KCAS. Appendix K explains the origin of those models and their relative strengths/weaknesses in great detail, but their major features are summarized as follows.

Science Conceptual Progressions model (Appendix K, pp. 7-12; Table 2, p. 12)

Description: An integrated model designed to present the Disciplinary Core Ideas (DCI) in a progression based on a scaffolded progression of learning. This model is presented as a defined sequence, so Course 1 should be taken before Course 2, etc. Concepts in Course 1 were determined to be foundational ideas students should learn first in order to obtain the background knowledge and skills required to fully engage with the concepts contained in Course 2. Course 2 likewise is organized around those concepts that will contribute to student success with those conceptually demanding ideas in Course 3. The full set of Engineering Design standards are incorporated into every course in all models. Positive considerations of this course model include the fact that it was designed with progression of student learning in mind and that it tells a “story” of developing concepts over time.

Course codes, descriptions and a list of certification permissions for courses created from this model are being created by the Education Professional Standards Board (EPSB) and will be listed under the content area of Conceptual Progressions Science. These codes will be available for scheduling courses for the 2014-2015 school year.

Science Domains model (Appendix K, pp. 22-26; Table 5, p. 24)

Description: This is a relatively simple model based around the three domains of science. Performance expectations are sorted into three courses: Physical Science, Life Science and Earth/Space Science. The full set of Engineering Design standards are incorporated into every course in all models. An important consideration to remember is that these three courses do not imply a defined sequence. This course sequence matches relatively well to existing certifications.

Modified Science Domains model (Appendix K, pp. 27-31, Table 6, p.28)

Description: This model is a variation of the Science Domains model (above) that groups courses into the ‘traditional’ courses of Biology, Chemistry and Physics. The physical science performance expectations are divided into Chemistry or Physics while the life science performance expectations are all included in Biology. The Earth/Space Science performance expectations are distributed across all three courses in a way that best connects those concepts with related ideas in the three courses. For example, standards related to biogeology are integrated into Biology while astronomical standards are included in Physics. This model aligns well with existing certifications and traditional course models. As with the Science Domains model, the Engineering Design standards are included in every course, and the models do not imply a course sequence.

Modified Science Domains model-four courses (Appendix K, pp. 31-33, Table 7, p.33)

Description: This model is a variation of the Modified Science Domains model (above) that groups courses into the ‘traditional’ courses of Biology, Chemistry and Physics and adds an Earth/Space Science course. Rather than integrating the Earth/Space science standards they are separated into a distinct course of their own. Only districts wishing to require an additional fourth course beyond the three required by statute would likely use this model.

It is important to consider these models as only first steps in course planning. Districts and schools are encouraged to consider the best features of each model and perhaps make curricular decisions that modify, blend or revise them. Appendix K contains significantly more detailed guidance on how to use these models to guide course development and curriculum planners are urged to download and read it in its entirety. The regional instructional specialists for science are also available to help schools and districts make scheduling decisions.

Attention: Course Codes for the 2014-15 school year have been uploaded into IC. For more information, visit

<http://education.ky.gov/curriculum/docs/Pages/Kentucky-Uniform-Academic-Course-Codes.aspx>

Program Reviews (general information): Considering the impact of the unusually cold and snowy winter weather on school calendars this year, the Kentucky Department of Education is extending the submission date for Program Reviews. Approval by districts and district submission into ASSIST of ALL Program Reviews is now required **by June 11**. If districts have questions concerning submission, they are to contact Todd Davis at todd.davis@education.ky.gov or (502 564-1479).

World Language Program Reviews: World Language Program Review Superintendent Survey Results (March 2014)

- 104 superintendents responded to the survey.
- 85 responded “NO” when asked if the current schedule for World Language Program Review implementation should be maintained;
- 19 responded “YES”—stay on the current schedule (the current schedule would call for a statewide pilot in 2014-15 with full implementation for accountability coming in 2015-16)

Suggestions regarding when it should be implemented:

- 1 year delay: 15 responses
- 2 or more years: 16 responses
- Never: 11 responses
- Others suggest considering implementation ONLY when specific funds are allocated to support world language programs statewide

Reasons or concerns given for suggesting delays:

- 31 cite a need to focus on PGES implementation before launching this program review
- 42 cite a need for adequate funding to implement --and several of these also elaborate on the lack of certified/qualified teachers available

During the SCAAC meeting, an update was provided on the current timeline (the timeline approved at the February 2014 KBE meeting) which would call for a statewide pilot in 2014-15 with full implementation for accountability coming in 2015-16. **Members of SCAAC voted to recommend to the KBE delaying the PILOT for one year**—and use the upcoming year (2014-15) as a STUDY year. **During the study year, they recommended that KDE**

1. consider carefully and thoughtfully the information gained from the few districts that were involved in the field test during this school year (2013-14),
2. make any needed revisions,
3. conduct orientation sessions around the state on the World Language Program Review standards/indicators
4. create a tool kit of implementation and support resources, and
5. test the toolkit in several locations, revising based on feedback

At the April 9 KBE meeting, Dr. Holliday shared the data from superintendents and SCAAC. The KBE reaffirmed its support of world language in the global economy and the commissioner to bring an implementation plan back to them in June for their consideration.

The KBE also charged the Kentucky Department of Education to provide examples of models for world language that are low cost. For the past three years, KDE has provided funds to schools and districts that would apply to 'plan' or 'study' how they could begin to implement world language programs. Those given planning grants were then offered a one year 'launch' or 'implementation' grant. Additionally, each cooperative region has been provided funds for the past two years to provide training sessions on World Language programs and language proficiency to schools in their regions.

Building Language Programs: The following suggestions have been/are being shared with schools/districts to guide their design/implementation of effective programs that support every learner using a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Step 1

- Determine a language policy that reflects a shared school and community vision.
- Administer a community (school and beyond) language survey to determine available partners and resources.
- Become familiar with the benchmarks of the Kentucky Standard for World Language Proficiency.
- Recognize and promote students' language proficiency gained *outside* of the traditional classroom, (i.e., heritage language speakers, study abroad, language camps, home instruction, individual study).

Step 2

Create a backward design plan to establish school language proficiency targets. This would entail communication among levels within the district and include an assessment plan, learning opportunities and instructional options.

For those schools that do not have language programs, possible first steps might be to:

- Look at different school schedules. If the schedule includes a large reading block, consider shifting some of the time to world language learning, given the effects of second language learning on literacy skills. If the focus is proficiency, perhaps students don't need to meet every day.
- Consider the integration model of teaching other content through the language, i.e., PE in Spanish, arts and humanities in French, math units in Chinese, etc.
- Investigate teacher/subject distribution. Questions to ask: Are all students receiving instruction equally across all content areas? If only some are getting WL instruction, does this point to elitism? Does the school really need a certain number of teachers, or could language teachers be acquired by redistributing other content teacher ratio?
- Consider teacher supply, including:
 - partnerships to use university majors or teacher candidates for regular conversation practice in blended programs
 - visiting certified teachers from Spain (KDE)
 - guest certified teachers from China (i.e., WKU and UK Confucius Institutes, The College Board)
 - certified Japanese teachers through the JET program
 - language and culture assistants, from the embassies of Spain or France, paired with a teacher of record.
- Consider partnering with other schools.
- Consider encouraging high school dual enrollment or early college programs that will free up teachers to teach in elementary schools.
- Consider partnering with community organizations that do or could offer intensive summer instructional programs (i.e., Crane House in Louisville, Confucius Institute in Lexington and Bowling Green, Baker Hunt Arts in Covington, Governor's Scholars, etc.)
- Consider preliminary steps toward eventually hiring a teacher, i.e., securing language assistants from foreign embassy partners or hiring native speakers from the community to collaborate with onsite facilitators, teachers of record, or other content teachers.
- Consider using online, video, or software instructional aides/programs ALONG WITH the regular use of a native speaker or certified language teacher to insure that students can demonstrate their learning aligned to state benchmarks (i.e., interpersonal speaking and writing).

Optional Models for School World Language Programs

1) Fayette County Spanish Academy Partial Immersion model

Partial immersion is a means of acquiring a world language through content matter instruction. Elementary students spend half the day studying the regular grade-level curriculum in classes conducted in the world language. The other half of the day is conducted in English.

- In elementary school half of the school day—math, science and Spanish language, is taught in Spanish. The other half of the day—language arts, specials, etc., is taught in English. When this model is used in a community where at least 40% of the population speaks the foreign language, it is called a “dual immersion” program and also serves to strengthen heritage learners first language.

Benefits: cost effective, high proficiency, implements common core standards, supportive of internationalization of school district.

Requires teaches to have elementary education certification and a demonstrated advanced proficiency in the language.

- In middle school (Bryan Station Middle) there is an immersion strand, where some students continue to take math and science classes in the target language.
- In high school (Bryan Station High) an immersion strand continues for students to study physics in Spanish. Students graduate with a diploma from Kentucky and Spain.

Anticipated language proficiency outcomes:

Elementary School: A2 on the CEFR scale (Novice High/Intermediate Low)

Middle School: B1 CEFR scale (Intermediate Low-Mid)

High School: B2 CEFR scale (Intermediate Low-Mid)

2) IB model

The International Baccalaureate (IB) program is an academic option the goal of which is to educate an international community of skilled, thoughtful, compassionate, and responsible citizens who communicate at a high level in more than one language.

- In an elementary and middle school IB program every child receives daily instruction in target language based on the IB cross-curricular units.
- In high school the IB program requires students who opt for the IB diploma program to take four years of high levels of language courses and pass international exams.

3) P-12 Articulated teacher taught model

This model is a traditional school-based model with language teachers in the elementary, middle and high school.

- In pre-school students are immersed in language activities through games, song, dance, and other hands-on activities.
- Elementary school students receive *daily* instruction from certified teachers:
Grades 1 and 2: 20 minutes minimum
Grades 3-5: 30 minutes minimum.
- In middle school students continues daily instruction from a certified teacher.
- In high school students continue to take language courses each year.

4) P-12 Articulated blended model

This model provides traditional school-based instruction delivered by language teachers combined with non-traditional learning opportunities.

- In pre-school students are immersed in hands-on language activities facilitated by a combination of one or more of the following: teacher, paraprofessional, video program, software, and online program.

- In elementary school students are provided daily language learning opportunities in a variety of ways, i.e., direct instruction, video- or computer-based instruction, learning centers.
- In middle school students are provided regular learning opportunities in a variety of ways, i.e., direct instruction, video- or computer-based instruction, learning centers. Some students may take online language courses. *All students will have opportunities to participate, for example, on projects with internationally-based peers.*
- In high school students are provided regular learning opportunities in a variety of ways, i.e., direct instruction, video- or computer-based programs, online courses.

5) **Primary: Literacy Center**

Using the literacy block, one of the literacy centers is devoted to learning a world language through technology. A Spanish example might be viewing *Arte Y Mas* and participating in video-based activities. The teacher of record would be required to have some training in understanding and monitoring the program's use, ideally with a native speaking parent or community volunteer. Student-friendly learning targets would be provided to students daily and the teacher would help students to learn to provide evidence of achieving the target (LinguaFolio), thus beginning the student's training for autonomous learning.

Intermediate: Language facilitator

A native speaker or highly qualified teacher acts as language facilitator. (Parent, heritage community member, shared teacher, distance learning teacher, etc.)

Students are provided opportunities for regular language interaction with language facilitator, partner class in target country, SKYPE partners/speakers, etc.

During intermediate grades a language facilitator could provide the necessary spoken and written language interaction to support a continuing technology-based learning. Content-based distance learning programs like those produced by South Carolina Educational Televisions could form the curriculum.

Students would continue to provide evidence of meeting learning targets through LinguaFolio and, at the end of 5th grade, would be assessed by NOELLA (National Online Early Language Learning Assessment).

Middle: Language Teacher

A highly qualified teacher would: a) provide daily instruction in, and formative and summative assessment of, the language, or b) facilitate, monitor and assess learning that is achieved through blended or hybrid instruction. Students who have not met the Novice High precollege curriculum requirement for world language proficiency would take the STAMP test or similar at the end of middle school.

All students who meet the requirement could, in high school: a) continue study of the language to build greater proficiency, b) develop a language maintenance plan to be monitored by a language teacher or coach, or c) begin study of a different language.

High: Language Teacher and/or Coach

A highly qualified teacher would provide instruction and assess students

a) on a daily basis, **b)** on a regular but not daily basis, or **c)** as needed through a language maintenance program for students who have demonstrated a high proficiency level.

6) **Out-of-school option or supplement**

Recognition at any level (elementary, middle or high school) of language learned through any type of out of school experience (afterschool, during summer, or on a student's own time), i.e., language

camp or academy, overseas travel, student exchange study, individual online course, personal study, dual credit course at a postsecondary institution, etc.

7) After School Elementary Program

Based on Fairfax, VA, schools' Global Language Opportunity Benefiting All Learners (GLOBAL) program. Children are introduced to a language through a content-based curriculum that aligns language instruction with the content areas in math, science, and social studies taught during the school day. All teachers (paraprofessionals) are provided a copy of the curriculum, and attend a curriculum overview and orientation meeting prior to teaching an after school class. Annually, all teachers can attend an instructional strategies training session where teachers work collaboratively in groups using best practices for teaching and learning that emphasize relationships (building with and among students) and engagement (activities with students).

8) Layered language model

This model allows students to gain proficiency in multiple languages.

- In pre-school students are exposed to one or more languages through hands-on or blended activities.
- In elementary school, students receive daily direct or blended instruction in one world language.
- In middle school students continue to receive instruction in their first world language and add on a second language.
- In high school students continue to study their first and/or second world language, and may choose add a third language.

9) Pyramid model

This model is designed to place the greatest focus of school-based language learning in elementary school, with decreasing amounts of school-based instruction in middle and high school. Students become more autonomous in and responsible for their learning as in middle and high school. At these levels, opportunities for learning extend beyond the classroom, with the school's responsibility shifting more toward facilitation and monitoring of student learning.

- In pre-school all students participate in hands-on language activities facilitated by a combination of one or more of the following: teacher, paraprofessional, video program, software, and online program.
- In elementary school all students are provided daily instruction from certified teachers.
- In middle school students are provided frequent instruction from a certified teacher who also facilitates and/or monitors learning opportunities outside the school.
- In high school students use, build upon, and receive credits for their language proficiency through a variety of ways, i.e., in school-based language and other courses, dual credit courses, study abroad, independent projects, service- and community-based learning, online courses, internships, intensive summer camps, etc.

Strategic Work

Next Generation Professionals (update)

While you may already have planned weather make-up days at the end of the school year for staff to meet contract obligations, if you haven't (and even if you have), you may want to consider some or all of the following activities focusing on preparing staff for next year's statewide implementation of PGES.

One option might be for schools and districts to consider connecting teachers with the vast array of resources and information on the Professional Growth and Effectiveness System (PGES) and doing it in a way that is fun and engaging. For example:

- Using the [Student Growth](#) and [PGES](#) websites, have teacher teams examine what is there and create a scavenger hunt for fellow teachers.
- Make some popcorn and watch the videos on [student growth](#) created by Kentucky educators and follow by a discussion using these questions: What did we learn? How can that help us?
- Delve into the district's [Model Certified Evaluation](#) Plan. Break into sections and share out using these questions: What does this tell us? How are we aligned?
- Take the [FAQ](#) and review it via a discussion. Document any unanswered questions and submit them to KDE at teacherleader@education.ky.gov.
- Pair share on the new PGES [regulation](#).

Or think about these...

- Take a deep dive into the domains of the [Framework for Teaching](#). Mark a beach ball with the four domains and as it's tossed around have the person who catches it explain one of the standards in that domain. Or work through the [Making Connections document](#) or the [Framework Vignette Activity](#).
- Hold a click off. Divide into two teams, with a computer for each. With one player from each team facing off for each question, see which team can navigate to the various elements of the Educator Development Suite (EDS) module in CIITS (the technology platform for PGES) the quickest.
- Student Growth - [Think and Plan Tool](#), Comparability, Rigor
- [Professional Growth Planning and Self-Reflection](#)
- [Student Voice](#): Review student voice survey and the analysis. How would you honestly answer the questions?
- [Peer Observation](#) Training
- Play the Six Degrees of Separation -- Educator Effectiveness version. See how few steps you can take to connect Program Reviews, the Math Design Collaborative, the Literacy Design Collaborative, Assessment Literacy, the Kentucky Core Academic Standards and the Professional Growth and Effectiveness System.

Certified Evaluation Plan Submission: As districts' 50/50 committees work to develop their Certified Evaluation Plan (CEP), there have been several questions around guidance and the submission process. The Kentucky Department of Education (KDE) has released the Working on the Work (WOW) document allowing districts to conduct a self-assessment on each of the assurances that require a district decision and need to be addressed in the local CEP. This tool will help districts inform the local board of

education on specific changes and can be found on the PGES website at: <http://education.ky.gov/teachers/HiEffTeach/Pages/Certified-Evaluation-Forms.aspx>. Board members also may use this tool to assess the quality of the assurances. A flowchart that illustrates the submission process is also provided to illustrate the process for submission. Collectively, these tools will help districts develop their CEP and gain approval in time for PGES to be used for personnel decisions.

If a district wishes to go full PGES for the 2014-15 school year, submissions of CEPs need to occur in May. This is NOT a “gotcha”. We plan to coach those who are attempting to submit and be leaders in this process. Documents that have been created should assist you in submitting a good plan and KDE staff will help you make it great. If you make a substantive change in your 2013-14 plan to provide for use of components of PGES as part of your evaluation for the 2014-15 school year, those plans need to be submitted this spring in order to be able to begin the school year with teachers being aware of the changes for evaluation. For those who will run a dual system for 2014-15, the CEP that you have for 2013-14 can apply for evaluation for 2014-15. Your plan for 2015-16, which will be for your PGES full implementation, is due in December of 2014.

Support for PGES Implementation: Any district seeking additional guidance and support can access the following resources:

- The PGES website, located on the KDE website provides a variety of tools, research, and guidance for districts to access for successful implementation. The Model CEP 4.0 is posted now with a crosswalk from the 3.0 to 4.0 version.
<http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx>
- In CIITS-PD360, a variety of videos and resources can be accessed for improving practice and providing guidance on specific strategies.
<https://ciits.kyschools.us/Authentication.aspx?mode=login&referrer=https%3a%2f%2fciits.kyschools.us%2fmain.aspx>
- Specific questions can be e-mailed to teacherleader@education.ky.gov.
- PGES Consultants are available for each education cooperative region. The list of regional consultants can be found in the table below.

Consultant	Cooperative	Consultant	Cooperative
Dennis Bledsoe	WKEC	Mike Cassady	CKEC
Amanda Abell	GRREC	Charles Rutledge	KEDC
Ron Hurley	GRREC	Jennifer Carroll	KVEC
Greg Smith	SESC	Abbie Combs	KVEC
Brenda Hammons	SESC	Tracey Harris	OVEC
Norma Thurman	OVEC	Jenny Ray	NKEC

Other Professionals Steering Committee and pilot plans: Kentucky is adding a component to the Professional Growth and Effectiveness System for certified non-classroom educators such as counselors,

social workers, psychologists, library media specialists, nurses, instructional specialists, and therapeutic therapists. The Other Professionals Growth and Effectiveness System (OPGES) is being developed under the guidance of a steering committee. This committee is charged with providing guidance on the design, development and deployment of the Professional Growth and Effectiveness System that addresses the unique roles of this group of educators.

Two subcommittees formed from the steering committee will make further recommendations regarding:

- *How the sources of evidence within PGES are used for educators who serve the entire school/district as well as those who have a designated caseload?*
- *Who will participate in the OPGES pilot?*
- *How will professional learning occur for those educators participating in the OPGES?*

A pilot for OPGES will occur in 2014-15 in order to gather feedback to inform the system. In 2015-16, all educators who fall under OPGES will participate in the statewide implementation.

For more information on PGES, all PGES newsletters are posted at

Next Generation Learners

New custom interventions tab in Infinite Campus: Kentucky statute and regulation outline the intervention requirements schools must put in place so more students will meet proficiency goals and college- and career-readiness benchmarks.

A new custom interventions tab in Infinite Campus is designed to collect intervention data for students in kindergarten through 12th grade. Schools can use this tab to track student-level interventions and the results of the interventions; there is a combination of required and optional areas within the tab. A statewide report on interventions will be produced annually.

The custom tab was available to schools and districts in early February. Any school that is interested in piloting this new process will have the option to begin using it during the spring semester to record and track benchmark interventions.

Beginning in the 2014-15 school year, the following schools will be required to enter information on intervention plans for specific students within Infinite Campus:

- *Third year Focus Schools – All novice students*
- *High Schools – All seniors who did not meet ACT benchmark(s)*

After receiving feedback from schools and districts, many changes have been made to the initial version of the interventions tab. To avoid duplicate data collection, the interventions tab is being merged with the current [Extended School Services](#) (ESS) tab in 2014-15. However, schools should continue using the current ESS tab for the remainder of 2013-14. Additionally, in 2014-15 schools will no longer be required to enter student intervention plans in the [Individual Learning Plan](#) (KY ILP).

Schools that already have an intervention tracking mechanism in place have the option to provide the same student-level detail on interventions collected through the tab in a standard Excel template each year.

The new interventions tab has been intentionally designed to reflect a variety of intervention systems. The new interventions tab will be placed into the existing PLP (Program Learning Plan) tab, allowing schools and districts additional functionality such as uploading progress monitoring documents and utilizing the contact log for intervention team meetings. This additional functionality is available but not required for school use. For more information on the interventions tab, please watch this [video](#). A training plan is currently being developed at KDE to help schools and districts implement use of the new tab.

Please contact April Pieper at april.pieper@education.ky.gov or Nick Easter at nick.easter@education.ky.gov regarding any questions or if your school wishes to pilot the new tab this spring and provide feedback to the Kentucky Department of Education (KDE).

Assessment and Accountability

ACT DATA INTERPRETATION AND INSTRUCTIONAL SUPPORT WORKSHOPS: ACT’s new Learning Management Team is offering Data Interpretation and Instructional Support Workshops across Kentucky. ACT consultants work with educators face-to-face to analyze data and identify implications for curriculum and instruction. The interactive workshop is designed to help educators improve student learning by using ACT solutions to make data-informed decisions.

See attached *ACT Data Interpretation and Instructional Support* pdf for workshop overview and objectives. These workshops are being offered at

Date	Location	Contact Name	E-mail/Phone
June 16	OVEC 100 Alpine Drive Shelbyville, KY	Tina Tipton	Ttipton@ovec.org 502-647-3533, ext. 266
June 18	WKEC WKEC Conference Center 435 Outlet Avenue Eddyville, KY	Carolyn Pennington	Carolyn.pennington@wkec.org 270-809-6966
June 19	SESC G.C. Garland Building 710 N. Main Street London, KY	Johnda Bales	Johnda.bales@sesccoop.org 859-625-6048
June 20	KEDC 904 Rose Road Ashland, KY	Donetta Trimble	Donetta.trimble@kedc.org 606-928-0205

Kentucky withdraws from PARCC: In a letter from Commissioner Terry Holliday, Gov. Steve Beshear and KBE Chair Roger Marcum Kentucky withdrew from the Partnership for Assessment of Readiness for College and Career (PARCC). Kentucky has been a participating state in PARCC since 2010. The *participating state* status allowed Kentucky to monitor the development of the assessment, but Kentucky never committed to administering the PARCC assessments.

As Kentucky moves toward a Request for Proposal (RFP) for different assessments, there cannot be an unfair advantage for any vendor, including PARCC. Additional reasons for withdrawing from PARCC include the confusion of participating in the consortia and competing resource priorities on KDE staff.

Resources

[Educators Evaluating the Quality of Instructional Products \(EQuIP\) Rubric for Lessons & Units: Science](#)

was released today. The Rubric provides criteria by which to measure the alignment and overall quality of lessons and units with respect to the Next Generation Science Standards (NGSS). The purpose of the Rubric is to (1) provide constructive criterion-based feedback to developers; (2) review existing instructional materials to determine what revisions are needed; and (3) identify exemplars/models for teachers' use within and across states.

Alliance for Excellent Education report: A recent article from *eSchoolNews* states, "Librarians and libraries are in a unique position to help schools and districts prepare for and progress through the digital transition. Read the full article here: <http://www.eschoolnews.com/2014/01/29/librarians-digital-transition-930/>. For information about supporting effective school libraries in Kentucky explore the Kentucky Department of Education's guidelines for effective school library media programs: [Beyond Proficiency @your library](#), or contact Kathy Mansfield, KDE library/media textbooks consultant (Kathy.mansfield@education.ky.gov).

***Beyond the Classroom*, highlights the importance and role of librarians in preparing students for college and career readiness:**

<https://higherlogicdownload.s3.amazonaws.com/CCSSO/Beyond%20the%20Classroom.pdf?AWSAccessKeyId=AKIAJH5D4I4FWRALBOUA&Expires=1391009642&Signature=Y0qTMK8vn2cmwTPwdUFc5%2BTrzPw%3D>

How to Win Students Over -- Segment 7: The Law of Least Intervention

The video series, *How to Win Students Over*, provides strategies and techniques for effective classroom management and diffusing power struggles with students. [Segment 7](#) of the video series, *The Law of Least Intervention*, demonstrates how a teacher may use this strategy to manage minor classroom disruptions without interrupting the learning environment. This practice aligns to Component 2D, Managing Student Behavior, in the [Framework for Teaching](#). This video series and other instructional resources can be found in [PD360](#).

[VIDEO](#) Concepts of Technology Pedagogy: Technology Pedagogy; Segment 2 of 13

[VIDEO](#) Technology Supporting Curriculum Mapping; Segment 5 of 8

Common Core in the Classroom: Enjoy! The *Common Core in the Classroom* series from School Improvement Network showcases real-life classrooms across the country in which effective lessons aligned with Common Core standards are being taught. In addition to offering authentic examples of teacher and student engagement, these segments include excerpts from teacher interviews that highlight the lesson's successes and the impact of Common Core standards on student learning.

These newly released video segments feature three ELA Literacy segments (6th, 8th, and 11th grade), all filmed in Salem-Keizer, Ore.

Each video is accompanied by a guidebook that can be downloaded from the PD 360 platform. These guidebooks contain the featured teacher’s lesson plan, viewer response form and discussion prompts that guide viewers to reflect on the lesson and consider what they might apply to their own practice.

Segment Information

6th Grade ELA: Critical Reading in Elective Classes

Ms. Debra DeLapp, a 6th-grade family and consumer science teacher at Claggett Creek Middle School in Keizer, Ore., guides her students as they practice critical reading skills in preparation to write a summary of an article outlining safety procedures for using sewing machines. Her lesson is aligned with Common Core ELA standards RI.6.1 & 4.

8th Grade ELA: Citing Evidence from a Science Text

In Ms. Emily Cunningham’s 8th grade science class at Stephens Middle School in Salem, Ore., students analyze and cite evidence from a science text. Ms. Cunningham’s lesson is aligned with Common Core ELA standards RST.6-8.1 & 4

11th Grade ELA: Revising Transitions and Tone

Ms. Jennifer Walloch, an ELA teacher at Early College High School in Salem, Ore., guides her students to revise the summaries they have written comparing texts studied for a unit on early American literature. Her lesson is aligned with Common Core ELA Standards W.11-12.2c, e & 5.

Segment Length

[6th Grade ELA: Critical Reading in Elective Classes](#) – 3:12

[8th Grade ELA: Citing Evidence from a Science Text](#)– 5:49

[11th Grade ELA: Revising Transitions and Tone](#) – 5:07

KHEAA website now available in Spanish: Portions of the state agency website that promotes college access are now available in Spanish. The Spanish version of the Kentucky Higher Education Assistance Authority (KHEAA) website, www.kheaa.com, recently went live. The sections provide information to students, families, adult learners and military personnel.

The number of Latinos enrolled in public school increased 63 percent from 2006 to 2011. According to the Census Bureau’s American Community Survey, only 17 percent of Latinos in Kentucky have an associate degree or higher.

Funding for the project came from a Lumina Foundation grant awarded to Bluegrass Community and Technical College to create a statewide effort named the Kentucky Latino Education Alliance (K’LEA). To access the Spanish version, go to www.kheaa.com and select “Español” at the top. KHEAA is the state agency that administers the Kentucky Educational Excellence Scholarship (KEES) and other state student aid programs.

Kentucky Digital Learning Guidelines: The Kentucky Department of Education Digital Learning team has designed the Kentucky Digital Learning Guidelines as guidance for schools, districts, and digital providers when selecting or creating developmentally appropriate digital learning resources for instruction and online and blended learning courses in Kentucky schools. The digital guidelines can be accessed on the

[Digital Learning website](#). If you have additional questions contact Darlene Combs at darlene.combs@education.ky.gov.

[Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands](#) by Rachel Curtis
This video explains why systems pursue teacher leadership strategies and the importance of embedding that work in a specific vision of what the system seeks to achieve.

Broadly speaking, teacher leadership is defined as specific roles and responsibilities that recognize the talents of the most effective teachers, and deploy them in service of student learning, adult learning and collaboration, and school and system improvement.

The vision for teacher leadership and what it can facilitate may include any of the following:

- A culture of collaboration, shared accountability, and continuous improvement among adults;
- Greater capacity and commitment to differentiate instruction to meet students' needs;
- Recognition, through status and compensation, that excellent teachers can be on par with school leaders; and
- New ways of organizing and delivering instruction that increase the number of students highly effective teachers reach.

Through new forms of teacher leadership, students' learning and teachers' work experiences may be transformed. This requires a strategic approach integrating evaluation systems that differentiate teacher performance and prioritize growth and development.

Finding a New Way aligns to Component 4E (Growing and Developing Professionally) in the [Framework for Teaching](#).

Announcements



Students succeed when their teachers can create an inspiring and engaging environment for learning. To give teachers the tools they need to become more effective in the classroom, Kentucky has adopted the new statewide Professional Growth and Effectiveness System (PGES). "Teacher Professional Growth and Effectiveness" explores PGES and its impact on administrators, teachers, and students. The show includes video visits to Marshall and Boone counties to see how schools are implementing the new system.

Watch streaming video of this and other episodes at the [Education Matters](#) website.

Premiere Date

KET: Monday, April 28 at 9/8 pm CT

Upcoming Events

Let's TALK: Conversations about Effective Teaching June 16-17, 2014: The first Let's TALK: Conversations about Effective Teaching conference was so successful that a second one has been scheduled for June. The conference for, by and about teachers is sponsored by the Kentucky Department of Education, Kentucky Education Association, Prichard Committee for Academic Excellence and the Fund for Transforming Education in Kentucky. Sessions will focus on practical strategies for implementing the Kentucky Core Academic Standards, including the new science standards, and on the Professional Growth and Effectiveness (PGES) system, among other topics. [Share a flier](#) with your colleagues. If you have questions, please contact Michelle Duke at talk@kea.org or (502) 696-8948.

KDE Revised Consolidated Compliance Plan for Non-Discrimination Available

Please be advised that the Kentucky Department of Education has revised its Consolidated Compliance Plan for Non-Discrimination. The revised plan has been posted on the Legal and Legislative Services [page](#) on KDE's website and includes a Discrimination Complaint Form that can be filled out by anyone alleging discrimination against KDE staff and/or KDE program areas.