



What resources are available to my school or district to support developing and implementing a local curriculum grounded in high-quality instructional resources (HQIRs) aligned to the *Kentucky Academic Standards*?

- ❑ [Curriculum Development Process in the Model Curriculum Framework](#)

This section of the *Model Curriculum Framework* is designed for school and district leaders to provide guidance on utilizing a systematic process for translating standards into a coherent, high-quality curriculum and selecting instructional resources to support implementation. This process focuses on four crucial phases: (1) Prepare for the Process, (2) Articulate a K-12 Instructional Vision, (3) Develop the Curriculum and (4) Implement and Monitor the Curriculum. **Appendix A contains a toolkit for each phase consisting of professional learning resources, artifacts and videos from pilot districts and additional resources to support implementation.**
- ❑ [Instructional Resources Consumer Guides](#)

The instructional resources consumer guides are designed to help decision-makers at Kentucky districts and schools select high-quality reading and writing instructional resources that meet the unique needs of students, educators and families within their local communities. Each guide includes an overview of the characteristics and markers of high-quality instructional resources for the specific content area and outlines four key steps districts may utilize as they seek out resources, evaluate their effectiveness and ultimately select them for use in schools.

 - ❑ [Mathematics Instructional Resources Consumer Guide](#)
 - ❑ [Reading and Writing Instructional Resources Consumer Guide](#)
 - ❑ [Science Instructional Resources Consumer Guide](#)
- ❑ [Curriculum Implementation Framework](#)

This document provides a detailed roadmap of key responsibilities by role group for the three stages of curriculum implementation (launch, early, ongoing).
- ❑ [Curriculum-Based Professional Learning Guidance Document](#)

This document provides guidance to support developing an understanding of curriculum-based professional learning and its role in supporting local curriculum implementation and overall improvement of instructional practice. It also outlines the three stages of curriculum-based professional learning, including each stage's purpose, key questions to consider and key tools to support the work.

What resources are available to support implementation of effective Professional Learning Communities (PLCs) in my school or district?

- ❑ [Professional Learning Communities in the Model Curriculum Framework](#)
This section of the *Model Curriculum Framework* is designed to provide guidance on creating a culture of continuous improvement through the implementation of Professional Learning Communities (PLCs). It takes a closer look at the rationale for the need for PLCs as well as providing clarity on the ongoing work of the PLC process. In addition, this section provides guidance to school and district leaders on implementation and to teachers in being effective members of a highly effective PLC. **Appendix B and C contain a toolkit of resources to support this work.**

- ❑ [Curriculum-Based Professional Learning Guidance Document](#)
This document provides guidance to support developing an understanding of curriculum-based professional learning and its role in supporting local curriculum implementation and overall improvement of instructional practice. It also outlines the three stages of curriculum-based professional learning, including each stage's purpose, key questions to consider and key tools to support the work.

- ❑ [Building a Culture of Learning Topic Study](#)
This study allows educators an opportunity to dig deeper into how Professional Learning Communities (PLCs) can help build a culture of learning in schools and districts. The goal of the study is to develop a common understanding of the benefits of and the work that defines the PLC process, the role of school and district leaders in supporting and implementing PLCs, and what it means to be a teacher in an effective PLC.

What resources are available to support implementation of a comprehensive balanced system of assessment in my school or district?

- ❑ [Balanced System of Assessment in the Model Curriculum Framework](#)
This section of the *Model Curriculum Framework* is designed to provide guidance on how teachers and leaders can implement a comprehensive, balanced system of assessments to ensure equitable, high-quality and reliable assessment practices. There is a focus in this section on the formative assessment process and providing stakeholders with effective strategies for noticing, recognizing and responding to the evidence of student learning. This formative assessment process works to support continuous progress towards students' learning goals and grade level standards. **Appendix D contains a collection of modules to support this work.**

- ❑ [Leading a Balanced System of Assessment Professional Learning Series Modules](#)
This professional learning series, developed in partnership with WestEd, is designed to support school and district leaders as they develop and implement a comprehensive, balanced assessment system at the local level. It also provides guidance for creating the conditions necessary for implementation of high-quality formative assessment practices in classrooms across a school or district. The series consists of three modules and a toolkit of resources to support implementation.
 - ❑ [Leading a Comprehensive Balanced Assessment System](#)
This module will support school and district leaders to understand the characteristics

and value of a comprehensive, balanced assessment system as well as the role that leaders play in developing and sustaining a comprehensive, balanced assessment system. Leaders will learn about the essential components of a comprehensive, balanced assessment system and how different assessments can work together to support student learning.

❑ **[Leading for Formative Assessment](#)**

This module will support school and district level leaders to understand the formative assessment process and the culture necessary for high-quality formative assessment to improve student outcomes. The module also will take a closer look at how leaders can empower teachers and foster student ownership of learning within the formative assessment process.

❑ **[Leveraging Tools for Assessment Leadership](#)**

This module will orient school and district level leaders to a suite of tools to support comprehensive, balanced assessment systems and high-quality formative assessment practice. This module also will help leaders determine the purpose of each tool in the context of their own system, which tools are most relevant, and when and how to use them.

❑ **[Assessment Leadership Toolkit](#)**

This toolkit, in combination with the three modules, is intended to help guide leaders as they work to develop and implement a comprehensive, balanced system of assessment and formative assessment at the local level. The toolkit is designed for maximum flexibility to support leaders as they work to implement both processes and the relevant tools for each process may be adapted as needed for local use, to support your site-appropriate action plan.

❑ **[Balanced Assessment Professional Learning Series Modules](#)**

This professional learning series, developed in partnership with WestEd, is designed to support educators in leveraging quality assessment practices in order to effectively implement the standards and support all students in achieving their learning goals. Each module contains a PowerPoint and Facilitator's Guide for a one-hour professional learning session and a one-hour teacher collaboration activity.

❑ **[Comprehensive Balanced System of Assessment](#)**

In this module, participants learn about the essential components of a comprehensive, balanced assessment system and how different assessments can work together to support student learning.

❑ **[Understanding Formative Assessment](#)**

In this module, participants build a common understanding of the assessment cycle in the formative assessment process.

❑ **[Clarifying and Sharing Learning Goals and Success Criteria](#)**

In this module, participants will focus on how to elicit meaningful evidence of student learning through clarification of learning progressions, learning goals and success criteria.

❑ **[Eliciting Evidence of Student Learning](#)**

In this two-part module, participants learn about designing and eliciting evidence of student learning aligned to the standards and valid assessment practices.

❑ **[Interpreting Evidence of Student Learning](#)**

In these content-specific modules, participants learn about strategies for interpreting student evidence, engaging students in the interpretation and analysis of their own evidence and identifying patterns in student responses to inform teacher and student learning.

❑ [Acting on Evidence of Student Learning](#)

In these content-specific modules, participants learn about strategies to adjust instruction in the moment as well as to improve teacher practice over time.

What general resources are available to support implementation of evidence-based practices into classroom instruction?

❑ [Evidence-Based Instructional Practices in the Model Curriculum Framework](#)

This section of the *Model Curriculum Framework* is designed to support school and district leaders as they coordinate a system of effective instruction aligned to the disciplinary practices and outcomes of the KAS, and in evaluating the quality of instructional resources. It also supports teachers in understanding what constitutes an evidenced-based instructional practice and in implementing them effectively. In addition to a general introduction and facilitation considerations, there are content-specific supports for each of six featured practices. **Appendix E contains a toolkit of resources to support this work.**

❑ [Clarity for Learning Book Study](#)

This self-paced study focuses on how teachers gain clarity through constructing learning intentions and success criteria aligned to the standards that allow students to identify where they are going, how they are progressing and where they will go next. The study focuses on answering two critical questions: (1) How can clarity improve teaching and learning? and (2) How does clarity serve as the foundation for other powerful, evidence-based practices?

What resources are available to assist in planning professional learning to support implementation of the specific content area standards?

❑ [What is High-Quality Professional Learning?](#)

This document describes the KDE's characteristics of high-quality professional learning (HQPL) aligned to current research and outlines the associated HQPL structures.

❑ [Curriculum-Based Professional Learning Guidance Document](#)

This document provides guidance to support developing an understanding of curriculum-based professional learning and its role in supporting local curriculum implementation and overall improvement of instructional practice. It also outlines the three stages of curriculum-based professional learning, including each stage's purpose, key questions to consider and key tools to support the work.

❑ [Content Specific Implementation Guidance Documents](#)

The purpose of the Standards Implementation Guides is to help schools and districts identify resources available from the Kentucky Department of Education (KDE) to support standards implementation. Schools and districts may be in various stages of the standards implementation process and the Standards Implementation Guides provide a list of resources by the content

area that may be utilized at each stage. The guidance documents will be updated as new resources become available.

- [Reading and Writing Implementation Guidance Documents](#)
- [Mathematics Implementation Guidance Document](#)
- [Social Studies Implementation Guidance Document](#)
- [Science Implementation Guidance Document](#)

What resources are available to accelerate student learning in response to learning gaps?

- [Adjusting Curriculum for Acceleration](#)
This resource offers guidance on a process for educators to draft an adjusted curriculum to help accelerate student learning where gaps in learning have occurred.
- [Accelerating Student Learning During the Summer and Through the Academic School Year](#)
This guidance focuses on evidence-based strategies for accelerating student learning through summer learning programs and during the academic school year. The document offers research-based considerations for creating effective summer learning programs designed to accelerate student learning and meet their academic, social-emotional and behavioral needs. In addition, the document examines the use of high-intensity tutoring and vacation academies throughout the academic school year to provide ongoing support to meet students' academic needs.

What resources are available to support parents and caregivers?

- [Standards Family Guides](#)
The *Kentucky Academic Standards (KAS) Family Guides* have been developed to help families familiarize themselves with the content of each grade level's standards. Each guide contains a standards overview for Reading & Writing, Mathematics, Science and Social Studies.
- [A Family's Guide to Understanding Student Assessment](#)
This guide is designed to help families understand how assessment can support student learning. Information is provided on the different types of assessments students might engage in and how each can help students meet learning goals. This guide includes questions that families can ask their children and their teachers to help support learning at home.

How do I stay informed about new resources as they become available?

- [Standards Newsletter](#)
The *Standards Newsletter* is emailed weekly and includes updates about new resources, professional learning opportunities and standards revision updates.