



Kentucky Department of Education | SBDM Newsletter – 2019

DECEMBER 2019 VOLUME 1, ISSUE 12

Verification database – check for accuracy

Now that the verification data has been entered into the database for each council member, please take some time to review the data and make sure the information is accurate. Please check for correct spelling of member names and remove any members who are no longer on the council. As a reminder, this information is included on each school's School Report Card webpage and must accurately reflect SBDM council membership. To access the database, visit [KDE Web Applications](#).

Curriculum policy development and the SBDM council's role

Pursuant to KRS 160.345(2)(i)(1), school councils are responsible for adopting a policy that is implemented by the principal in the area of determining the curriculum, including a needs assessment and curriculum development. When developing the curriculum policy, SBDM councils may delegate the curriculum determination and development process to a curriculum committee. As a reminder, committees must adhere to the SBDM committee policy and, as with SBDM council meetings, these committee meetings are subject to open meetings and open records law.



Dates, locations set for 2020 regional SBDM coordinator and SBDM trainer endorsement trainings

The annual regional Kentucky Department of Education training dates and locations for school-based decision-making (SBDM) coordinators and SBDM trainers have been set. Next year, coordinators and trainers will be able to choose whether they want to attend the annual training in person **OR** through a webinar format. Each live session will begin at 9 a.m. local time and end by noon. Webinars will begin at 9:30 a.m. ET. **All** coordinators and trainers (new and experienced) will need to attend one of the training sessions (in person or via webinar) to maintain SBDM endorsement as a coordinator/trainer. Your attendance qualifies you to continue in your role as either the coordinator or trainer or in some instances fulfilling both roles for the 2020-2021 academic year.

The training sessions will offer a hands-on approach to school-based decision making work and will include information on 2020 training modules, legislative updates and other SBDM updates. The live sessions will serve as a networking opportunity for council coordinators and trainers to share what is working within their SBDM councils.

Due to space at training locations, attendance is limited to the district SBDM coordinator, a trainer and/or a designee. All training registrations will be on a first-come, first-served basis. **The registration for each location will close after 45 participants have registered.** To register for a session or webinar please complete the [Google Form](#).

The chart below contains additional details regarding the regional trainings and webinars:

LOCATIONS AND ADDRESSES	DATES
Hampton Inn and Suites 1415 Lowes Drive Murray	Monday, March 2 9 a.m. CT
SBDM Annual Training Webinar Session No. 1	Tuesday, March 10 9:30 a.m. ET
SBDM Annual Training Webinar Session No. 2	Thursday, March 12 9:30 a.m. ET
SBDM Annual Training Webinar Session No. 3	Monday, March 16 9:30 a.m. ET
Kentucky Education Development Corporation 118 James Court No. 60 Lexington	Thursday, March 19 9 a.m. ET
Kentucky Education Development Corporation 904 Rose Road Ashland	Monday, March 23 9 a.m. ET
Laurel County Schools G.C. Garland Administration Building 710 N. Main St. London	Thursday, March 26 9 a.m. ET
SBDM Annual Training Webinar Session No. 4	Monday, March 30 9:30 a.m. ET

NOTE:

Inclusion of the items from outside the KDE, found below, does not indicate endorsement by the Kentucky Department of Education (KDE).



All Students With the High-Quality Materials They Deserve

By: Jenni Aberli- November 20, 2019

As my district's high school English/language arts instructional lead, I have the opportunity to visit multiple English classrooms in multiple schools in my district. While they have their share of both similarities and differences, the one thing I have noticed that all schools have in common is the lack of consistent use of high-quality instructional materials. As a member of the school-based decision making Council, you can help make a positive change around this issue.

School-Based decision making councils are responsible for setting school policy, consistent with district board policy, that provides an environment to enhance students' achievement and help the school meet the goals established in KRS 158.645 and 158.6451. Of all the decisions you make, one of the most important decisions is the determination of curriculum and instructional materials under KRS 158.6453(19). The determination of a school's curriculum is one that will have a direct impact on student instruction and achievement. Decision-makers of curriculum deserve access to information about what makes materials high-quality, along with resources to support choosing the best curriculum and resources for our students.

Research and experience tell us that students learn primarily through their interactions with teachers and content. The instructional core is the foundation for ensuring all kids are college and career ready and have the knowledge and skills needed to thrive in school and beyond. What is chosen matters, and I'm a believer that ALL students in every school deserve access to high-quality instructional materials.

While teachers know that materials matter, they don't always have access to the quality content their students deserve. According to Education Week, only 18% of teachers believe their district or school's instructional materials are aligned with the Common Core State Standards. And when teachers don't have access to great materials, they hunt for them online using Google, Teachers Pay Teachers and other unvetted resources. These unvetted resources that teachers are finding online may not meet the rigor of the standards, which means we are selling our students short of the quality education they deserve. What's worse, a 2017 RAND Corporation analysis found that our low-income students and students of color are impacted the most when teachers are not supported with aligned materials.

When we think about purchasing high-quality instructional materials in Kentucky, we are in a complicated space right now. Our state has suspended the formal adoption process, giving schools and school-based decision making councils little guidance and support in identifying and selecting those resources that are of the highest quality and most tightly aligned to the standards. Unfortunately, all too often we have to rely on the rhetoric and savvy selling skills of publishers in choosing our instructional materials. I, too, have personally experienced and fallen prey to this approach.

But not anymore. I started looking closer at the instructional materials in our schools and I realized that some of the resources being peddled by publishers were not aligned to standards as claimed and would not support our students in becoming college and career-ready. A sticker on the cover of the book that said, "Kentucky Standards Aligned," did not necessarily hold true. The more I investigated, the more I knew I had to do more for the students in my district.

I became a reviewer for EdReports.org, which means I have gone through extensive training to be able to identify high-quality, standards-aligned resources and curriculum. I am part of a team of well-trained educator reviewers who spend hundreds of hours combing through every single page of a curriculum using a rigorous rubric. This is an extremely timely and comprehensive process and one that teachers, while knowledgeable about curriculum, don't have the training or time to do on their own.

Fortunately, **EdReports** is an independent, evidence-rich resource available to help schools navigate the textbook adoption process, and the reviews offer detailed information about a curriculum's alignment and usability. At the heart of EdReports is a commitment to a by-educator, for-educator instructional materials review process. Educators design the review rubrics, meet over several months to examine materials, gather evidence and come to consensus on scoring recommendations.

At [EdReports.org](https://edreports.org) you will find more than 570 K-12 math, English/language arts and science grade-level series that have been reviewed to empower educators with information about the materials they are choosing. Schools can identify those programs that fully meet, partially meet or do not meet the expectations for alignment to inform their decisions.

Detailed reports are available that provide in-depth evidence and examples that support the ratings. Resources and guidance also are available to help with the materials adoption process in general. EdReports is a great starting point to identify several potential high-quality curricula from which

educators in your district can begin to research more deeply and make the best decision for your school.

In the end, what we really want is what is best for our students: the best teachers and the best materials. Through our work and research in the field, we know that instructional materials make a difference for kids. What is chosen matters, and EdReports can help you make the best choices for your students.

Next Steps – Three Things you can do:

1. Take a closer look at your school's curriculum and see how well it aligns to college- and career-ready standards at EdReports.org.
2. Read up! Check out the resources below to support your learning.
3. Share with your school-based decision making colleagues.

Additional Resources: Check out these great video resources from EdReports to learn more about choosing high quality curriculum for your school.

[Adopting New Curriculum? Three ways to Narrow your Options](#)

Check out EdReports' new video to learn more about how to find aligned curriculum, narrow your options and ensure you choose the best resources and/or program for your district.

[Selecting Great Materials is Not Enough](#)

Chief Strategy Officer Lauren Weisskirk shares a tale of two adoptions: one that planned a rollout for its new instructional materials and one that didn't.

[Three Ways to Leverage Professional Learning During Curriculum Adoption](#)

Check out these three guidelines to follow to ensure instructional materials are standards-aligned, educator voice is effectively harnessed and teachers are supported in using the materials to best meet the needs of all students.

[Eight Keys to Navigating the Materials Adoption Process](#)

Selecting instructional materials is one of the most critical decisions a district will make. These eight keys can help districts invest time upfront to save time later, maximize choice and choose the best materials for their students.

[Power of Engaging All Educators During an Instructional Materials Adoption](#)

Learn about how Fife Public Schools in Washington state engaged educators and ensured teacher voice was integral to the district's instructional materials adoption.

[Big Changes in Rural Wisconsin: Improving the Instructional Materials Selection Process](#)

Read the story of a group of rural districts in Wisconsin that came together to strategically engage publishers and develop a new materials adoption culture.

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