

Classroom Evaluation of Kentucky Department of Education Key Core Work Processes for Novice Reduction

Design and Deploy Standards

Key Elements of this Process: The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.

Continuous Improvement Activities

Establish a **process** (work) to:

- Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.
- Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.
- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.
- Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.

Establish a **practice** (worker) to:

- Ensure that students have an opportunity to “unpack” standards.
- Construct student-friendly learning targets.
- Review and conduct cyclic curriculum reviews/checks within the PLC.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Use summative evidence to inform what comes next for individual students and groups of students.
- Determine if learning targets are clear to teachers.
- Determine if learning targets are clear to students.
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.
- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.

Establish a **condition** (workplace) to:

- Increase collaboration in deconstructing standards and developing congruent learning targets.
- Ensure that all users of assessment data use information to benefit student learning.
- Ensure that effective communication to guide instructional planning, student grouping, etc.