

Strategic Level Evaluation of Kentucky Department of Education Work Processes for Novice Reduction

Design and Deploy Standards

(What should students know and be able to do?)

Key Elements of this Process	Guiding Questions for Quality Practice	Evidence of Practice Being in Place
<p>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 and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</p>	<ul style="list-style-type: none"> • What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? • What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? • What processes do teachers use to create clear and precise learning targets for students? • What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? • How are your district's CTE Pathway courses monitored and evaluated for effectiveness? • What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? • Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	

___ Leverage ___ Concern

Greatest Impact on Novice Reduction

Most 5 4 3 2 1 Least