| **Capacity Area and Criteria** |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1: Teacher Leadership** | **Beginning** | **Progressing** | **Implementing/Refining** | **Sustaining/Refining** |
| 1. Teacher leaders engage in high quality professional learning (see [Professional Learning (PL) Guidance Document](http://education.ky.gov/teachers/PD/Documents/KY%20Professional%20Learning%20Guidance.pdf)) in order to lead/mentor/coach others.
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| 1. Teacher leaders are utilized to plan and provide professional learning/mentoring/coaching.
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| 1. District Leadership Team collaborates with KDE Effectiveness Coach to intentionally identify, develop, and utilize teachers’ leadership skill and opportunity to support LDC, MDC and assessment literacy.
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| 1. Educators from IT work, the Leadership Networks, and/or other related school, district, or state initiatives have time to meet together to plan, reflect, observe and coach each other on quality KAS implementation.
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| 1. Teacher leaders participate as key members of the district leadership team to develop, monitor, adjust and implement the Instructional Transformation plan.
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| 1. Teacher leaders are compensated/supported (i.e., stipend, release time, hybrid role, duty reassignment, supplemental PL opportunities) for any and all work in their role to promote the implementation of KAS.
 |  |  |  |  |
| 1. The district intentionally explores ways for teachers to lead from their classrooms and be agents of positive change.
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| **Comments/Next Steps:** |  |  |  |  |
| **2: KAS Implementation through LDC** | **Beginning** | **Progressing** | **Implementing/Refining** | **Sustaining/Refining** |
| 1. Educators participate in LDC professional learning and implement LDC in the classroom.
 |  |  |  |  |
| 1. Educators use student work and data from modules taught to inform instructional practice, professional growth needs, and student learning needs.
 |  |  |  |  |
| 1. Created/Selected LDC modules and/or mini-tasks are aligned to KAS and thoughtfully embedded within curriculum maps/units.
 |  |  |  |  |
| 1. Educators from the IT work, the Leadership Networks, and/or other related school, district and state initiatives have time to meet together to plan, reflect, observe and coach each other on literacy instruction, including LDC.
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| 1. Teachers from various content areas participate in quality professional learning focused on LDC and aligned with the Framework for Teaching.
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| 1. District Leadership Team collaborates with KDE Effectiveness Coach to create, monitor, enact and refine the LDC implementation plan.
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| 1. Evidence (such as juried modules, teacher feedback, units of study, student work and student growth) exists that LDC is being implemented with quality (robust, with fidelity).
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| 1. Teacher leaders support professional learning communities to implement and scale literacy instruction, including LDC.
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| 1. Improved teacher practice in routine literacy instruction extends beyond implementation of the LDC module.
 |  |  |  |  |
| **Comments/Next Steps:** |  |  |  |  |
| **3: KAS Implementation through MDC** | **Beginning** | **Progressing** | **Implementing/Refining** | **Sustaining/Refining** |
| 1. Educators participate in MDC professional learning and implement MDC in the classroom.
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| 1. Educators use student work and data to inform instructional practice, professional growth needs, and desired student learning.
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| 1. Formative assessment lessons (FALs) are thoughtfully selected and embedded within curriculum maps/units and are aligned to KAS for mathematics.
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| 1. Educators from the IT work, the Leadership Networks, and/or other related school, district and state initiatives have opportunities to meet together to plan, reflect, observe and coach each other on implementation of MDC.
 |  |  |  |  |
| 1. Teachers participate in quality professional learning focused on the MDC and aligned with the Framework for Teaching.
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| 1. District Leadership Team collaborates with KDE Effectiveness Coach to create, monitor, enact and refine the MDC implementation plan.
 |  |  |  |  |
| 1. Evidence (such as changed teacher practice, teacher feedback, or increased student achievement) exists that MDC is being implemented with quality (robust, with fidelity).
 |  |  |  |  |
| 1. Teacher leaders support/lead professional learning communities to implement and scale MDC.
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| 1. Improved teacher practice in routine mathematics instruction extends beyond implementation of the formative assessment lesson.
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| **Comments/Next Steps:** |  |  |  |  |
| **4: Next Generation Assessment Systems** | **Beginning** | **Progressing** | **Implementing/Refining** | **Sustaining/Refining** |
| 1. Opportunities and structures exist to learn about, develop, implement, refine and share assessments that meet the intent of next generation learning and KAS.
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| 1. Teachers participate in professional learning focused on classroom assessment practices and a next generation assessment system that aligns to KAS and the Framework for Teaching.
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| 1. Teachers develop high quality assessments that represent a range of assessment types and purposes.
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| 1. High quality, teacher-developed assessments provide evidence that allows shareholders to evaluate and communicate growth along well-defined learning progressions. The system of assessment includes a balance of items (e.g. performance tasks, common assessments, through-course assessment, student growth measures, formative assessment, interim assessment, ~~or~~ components of LDC and MDC).
 |  |  |  |  |
| 1. Teacher leaders plan/lead professional learning to support implementation of a high quality system of assessments.
 |  |  |  |  |
| 1. Evidence exists that teachers are applying a balance of effective assessment practices in the classroom.
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| **Comments/Next Steps:** |  |  |  |  |
| **5: Professional Learning** | **Beginning** | **Progressing** | **Implementing/Refining** | **Sustaining/Refining** |
| 1. District Leadership Team collaborates with KDE Effectiveness Coach to revise and enact an effective and sustainable professional learning plan to implement IT goals.
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| 1. Professional learning experiences are aligned with Kentucky’s Professional Learning Standards.
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| 1. Professional learning experiences develop key instructional capacities identified in the Framework for Teaching.
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| 1. District and school administration, including the Site-Based Councils, support IT goals and participate regularly in IT-related professional learning opportunities.
 |  |  |  |  |
| 1. Professional learning system builds district, school, and teacher capacity, especially in the following areas: KAS implementation through LDC/MDC, teacher leadership, next generation assessment literacy.
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| 1. The district’s professional learning plan is appropriately paced and balanced to support scaling of IT goals.
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| 1. The district provides structures for collaboration and professional learning for teachers to master LDC/MDC instruction and assessment literacy.
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| **Comments/Next Steps:** |  |  |  |  |
| **6: Instructional Transformation Grant Assurances/Implementation** | **Beginning** | **Progressing** | **Implementing/Refining** | **Sustaining/Refining** |
| 1. The District Leadership Team (including principals, 7-10 teachers and the Effectiveness Coach) meets regularly to plan, design, implement, monitor, and evaluate district IT goals and progress on the IT assurances.
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| 1. The district shares successful implementation processes and systems that support high quality implementation of KCAS through LDC or MDC, assessment literacy or teacher leadership.
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| 1. A designated point of contact (POC) serves as a liaison with the KDE Effectiveness Coachto oversee implementation of grant objectives and outcomes for student learning.
 |  |  |  |  |
| 1. The District Leadership Team ensures that district funds and resources are aligned to support, scale, and sustain IT goals within the district.
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| 1. The district responds to information requests with timely, accurate and complete data, including requests from KDE and independent researcher associated with the IT grant.
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| 1. When requested, the district participates fully with external partners (such as institutions of higher education, Kentucky Association of School Councils, Kentucky Leadership Academy, Collaborative for Teaching and Learning) who support the IT initiative.
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| **Comments/Next Steps:** |  |  |  |  |