



CKEC ISLN
Instructional Support
Leadership Network
MARCH 2014



CKEC ISLN March 20th, 2014 Agenda

Introduction – **Review of Learning Forward module materials** –

Which materials can you use for professional learning with your teachers?

Concurrent Sessions:

--**Science Network Deconstruction and Classroom Assessment Updates** –

Terry Rhodes

--**Social Studies Network C3 Framework and Instructional Shifts Updates** –

Debbie Waggoner

--**PGES Rubric: the what, the why, and the how**

(reflections on using the EDI rubric from Fayette County) –

Rebecca Woosley & Mike Cassidy

Closure – **Spotlight: Anderson County – PGES Roll-Out Plan Sharing**

How is your district doing with Implementation?

How are you using your district network participants?

What's your plan for preparing all staff for TPGES by September?

Today's materials can be accessed at:

www.debbiewaggoner.com/mar-2014-isln.html

Join our backchannel at: www.todaysmeet.com/CKECISLN

Coming up this summer: ISLN/KLA Annual State-wide Meeting June 26th /27th

June 26— 3 cycles of TED talks/sessions on these topics: Teacher Effectiveness, Highly Effective Teaching and Learning in Science/Social Studies, Principal Effectiveness

June 27— 'morning working sessions' on a variety of topics districts sign up for these as desired

Let us know how we can assist you:

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Alternative scenarios

Directions: Read each scenario and select two learning designs that could be used to facilitate the next steps for that faculty. Write a statement defending why you think each of these are appropriate selections. Select one learning design that you believe would be an inappropriate fit for that scenario and tell why.

1. An elementary school identified a need for teachers to develop deeper content knowledge in mathematics. Teachers acknowledged that their undergraduate training had included mostly survey courses in mathematics.	
LEARNING DESIGN	RATIONALE
2. A middle school staff spent two years focused on improving students' comprehension skills in reading expository text. Teachers focused on instructional strategies and materials that increased reading comprehension. Interdisciplinary teams analyzed students' reading scores and identified specific areas of need.	
LEARNING DESIGN	RATIONALE
3. When a successful middle school staff analyzed five years of student data, teachers realized student achievement had plateaued. The teachers were concerned about how well students would meet the increased expectations of the Common Core State Standards.	
LEARNING DESIGN	RATIONALE

<p>4. A group of physics teachers from different high schools within one district met during a two-day, content-based conference. The teachers decided to stay in contact with one another, and with the help of a district technology specialist, they created a web-based learning community. Each week, one member posed an instructional question based on the content from the conference or presented a real student learning challenge.</p>	
LEARNING DESIGN	RATIONALE
<p>5. A high school staff recognized that to help students improve their writing, content-area teachers needed to focus on students' writing process. When school began, teachers established content-area learning teams. Team members examined lesson plans within their content areas and determined what kind of writing assignments might best prepare students for the state assessment.</p>	
LEARNING DESIGN	RATIONALE
<p>6. A regional network of teacher leaders is eager to make their professional learning meetings more engaging and to develop members' capacity to facilitate similar experiences in which participants engage in learning, and experience and apply the strategies they are learning to their own classrooms.</p>	
LEARNING DESIGN	RATIONALE

Learning designs note-taking form

LEARNING DESIGN	DESCRIPTIONS AND USES
Action research	
Author's assumptions	
Co-teaching	
Collaborative assessment conference	
Common assessment planning tool	
Descriptive review	
Lesson study	
Peeling a standard	
Peer observation	
Say Something protocol	
Standards in practice	
Success analysis	
Three levels of text	
Tuning protocol	
Wagon wheel	

Self-assessment of current collaborative professional learning designs and activities

1. At our school, teacher leaders and a majority of staff members give input into the design of our professional learning.

Strongly agree *Agree* *No opinion* *Disagree* *Strongly disagree*

2. We use varied designs of professional development for schoolwide and team-based learning (for example, protocols, peer observation, co-teaching, examining student work).

Strongly agree *Agree* *No opinion* *Disagree* *Strongly disagree*

3. The focus of our professional learning is closely aligned with our student learning goals.

Strongly agree *Agree* *No opinion* *Disagree* *Strongly disagree*

4. The designs of our professional learning encourage us to inquire into our practice, solve problems, and collaborate with colleagues to learn.

Strongly agree *Agree* *No opinion* *Disagree* *Strongly disagree*

5. Professional learning at our school includes support to help us implement new strategies and practices in the classroom.

Strongly agree *Agree* *No opinion* *Disagree* *Strongly disagree*

Standards summary

Standards for Professional Learning	Core elements of each standard
<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<ul style="list-style-type: none"> • Engage in continuous improvement. • Develop collective responsibility. • Create alignment and accountability.
<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<ul style="list-style-type: none"> • Develop capacity for learning and leading. • Advocate for professional learning. • Create support systems and structures.
<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<ul style="list-style-type: none"> • Prioritize human, fiscal, material, technology, and time resources. • Monitor resources. • Coordinate resources.
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<ul style="list-style-type: none"> • Analyze student, educator, and system data. • Assess progress. • Evaluate professional learning.
<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<ul style="list-style-type: none"> • Apply learning theories, research, and models. • Select learning designs. • Promote active engagement.
<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<ul style="list-style-type: none"> • Apply change research. • Sustain implementation. • Provide constructive feedback.
<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> • Meet performance standards. • Address learning outcomes. • Build coherence.

Tale of Two Schools



3 TEACHERS TEACHING TEACHERS

PAGE 7

FOCUS ON NSDC'S
STANDARDS

SCENARIO A

Teachers arrive at a designated location where all teachers from one grade level are scheduled to meet for the day. They have been promised continental breakfast and box lunches and six hours of professional development credit for the day. The outcome of the day is to familiarize teachers with the curriculum, help them know how to use it, and to teach the new inquiry-based instructional methodology the curriculum is based on. The science coordinators spend most of the six hours lecturing about how the curriculum was developed and explaining that it is based on both state and national science standards, show scope and sequence charts of the key strands in the curriculum, explain the pacing guides, and share common benchmark assessments that teachers will use to assess students in science. They learn how the benchmark assessment will be given on a set schedule, how the score will be turned into the principal at each school, and how those scores will be sent to the district office for analysis of how well each school is implementing the curriculum. The coordinators talk about the difference between inquiry and direct instruction and cite the benefits and challenges of both approaches. They show a videotape of an inquiry-based science lesson based on the curriculum and ask teachers if they have questions. Teachers make several comments about the added work and the challenge of each approach. At the end of the day, teachers receive their curriculum guides and are told to call the science coordinators assigned to their school if they have additional questions.

SCENARIO B

Teachers meet regionally in classrooms. As they arrive, they receive their curriculum guides, learn where and what typical science classroom equipment is in their learning room, and are grouped into grade-level teams of four. Each team is instructed to learn how the curriculum guide is organized using a set of questions appropriate to each team. After 20 minutes of exploration, the science coordinator highlights a few key points about the guide and answers questions. In their grade-level teams of four, teachers' next task is to prepare a 25-minute lesson using the curriculum guide. They are asked to make sure their lesson incorporates a few key principles — high student engagement, hands-on, and discovery vs. telling. Teams are encouraged to spend a few minutes clarifying what these terms mean to them and are pointed to several resources in the curriculum guide that might be helpful. They learn that they will present their lesson to another team. The teams have 75 minutes for preparation. After a short break, each team is paired with another team to observe each other's lesson. As one team becomes the students, and a member of the other team teaches the lesson, the three remaining members take notes on how students respond in the lesson. The process is repeated when the other team steps into the teacher and observer role. Teams share feedback with each other using the rubric for an age-appropriate inquiry lesson included in the curriculum guide. Next, teachers in their teams map out the first month of science lessons, what resources and questions they have, how to use the curriculum guide, and what equipment, materials, or other resources they are likely to need. They wrap up the day talking about how this approach to teaching science is both the same and different than what they did before, what they anticipate the benefits will be for students, and what they want students to gain from their learning.

For more information about NSDC's Standards for Staff Development, see www.nsd.org/standards/index.cfm



SIMILARITIES	DIFFERENCES

Scenario 1: Assessing Student Mastery of Content Knowledge

Scenario: You want your students to master specific subject matter knowledge because it represents an important foundation for later work. You plan a series of instructional activities to help your students reach this goal. Now you want to assess to be sure they've got it. In this particular case, you want them to know the material outright, not through the use of reference materials.

Question 1: Should you assess mastery of this material using selected response or short answer modes of assessment, such as multiple-choice, true/false, or matching exercises? Briefly explain your response.

Question 2: Should you assess your students' mastery of this material using an extended written response form of assessment? Defend your answer.

Question 3: Should you use a performance assessment to assess students' mastery of this content knowledge? Defend your answer.

Question 4: Do you think the personal oral communication form of assessment—by oral exam, interview, conference, or discussion—could viably assess your students' mastery of this content knowledge? Why or why not?

Scenario 2: Assessing Reasoning Proficiency

Scenario: You are a teacher who has seen to it that your students are able to access important knowledge when required. Now you want to see if they can use that knowledge productively to solve relevant problems. You want to see if they can reason analytically (think about the parts of things) and comparatively (think in terms of similarities and differences), draw inferences, and think critically (take and defend a position on an issue, for example).

Question 1: Can you get at these things with selected response or short answer assessments? Why or why not?

Question 2: Does extended written response assessment work in contexts where you seek to assess reasoning proficiency? Why or why not?

Question 3: Is performance assessment a viable alternative? Why or why not?

Question 4: Can you use personal oral communication as an assessment method to probe a student's ability to use knowledge to reason effectively and solve problems? Defend your response.

Scenario 3: Assessing Mastery of Skills

Scenario: You teach French and wish to assess your students' skill at communicating in that language in a conversational situation. So the skill of oral language proficiency is your target.

Question 1: Can you assess oral language proficiency in a conversational context using a selected response or short answer mode of assessment? Defend your answer.

Question 2: Can you assess these skills using extended written response assessment? Why or why not?

Question 3: Will performance assessment work as a basis for assessing the foreign language speaking proficiency of your students? Why or why not?

Question 4: Can you use personal oral communication as a basis for assessing conversational skill in a second language? Defend your response.

Scenario 4: Assessing the Ability to Create Quality Products

Scenario: You want your students to be able to create quality products—products that meet certain specified standards. They might be samples of writing, term papers, technology products, craft products, artistic creations, or others. Your instruction has centered on helping students learn the differences between products of high and low quality. You have provided practice in developing products that meet your standards. Now it is time to assess their achievement to see if your instruction was effective.

Question 1: Can you assess the ability to create these kinds of products using selected response or short answer modes of assessment? Why or why not?

Question 2: Will extended written response assessment work for evaluating this kind of achievement? Explain your answer.

Question 3: Can performance assessment provide the evidence of proficiency needed to evaluate this kind of achievement target? Defend your response.

Question 4: Is personal oral communication a viable way to assess when products serve as the source of evidence of proficiency? Why or why not?

	Selected Response & Short Answer	Extended Written Response	Performance Assessment	Personal Communication
Knowledge (Scenario 1)				
Reasoning (Scenario 2)				
Skills (Scenario 3)				
Products (Scenario 4)				

Update on Social Studies Standards Work in Kentucky – March 2014

Senate Bill 1 (2009) requires that Kentucky revise all required content standards to reflect the necessary knowledge and skills needed to ensure all students are college and career ready. SB 1 suggests that all standards should be rigorous, world class, and internationally benchmarked, while also allowing for deeper engagement around fewer concepts/topics. Adoption of the Common Core State Standards in English language arts and mathematics was the first step taken to address SB 1. Despite the fact that the ELA standards include a section for Literacy in History/Social Studies, there is still a need for a set of Social Studies standards that fully addresses the needs of Kentucky's 21st century learners.

In February of 2013, a team of elementary, middle, high school, higher education, and key Social Studies advocacy group representatives was established to begin setting a vision for and drafting new social studies standards for the Commonwealth. These new standards will be informed by a document called the College, Career, and Civic Life (C3) Framework for Social Studies. The C3 Framework is not a set of standards, but rather was designed to assist states in updating, revising, or reinventing their state social studies standards.

The College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, developed by the National Council on Social Studies (NCSS)—led by University of Kentucky's Kathy Swan (who is also on the team mentioned above) --focuses on the disciplinary and multidisciplinary concepts and practices that make up the process of investigation, analysis, and explanation. It is designed to have explicit connections to the Common Core ELA standards. Work on the C3 Framework began in 2010. Members of the Council of Chief State School Officers (CCSSO's) Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative (of which Kentucky is a member) provided feedback and guidance to this process. The C3 Framework was released on Constitution Day last year—September 17, 2013.

The KY team has been working with a near-final draft of the C3 Framework since late spring 2013 and has been able to begin some prioritization of desired characteristics/elements for a new set of Kentucky social studies standards—and has even begun to draft some models of what the new standards might be. Small writing groups will work to capture the thinking of the team and the intent of the Framework to draft a complete set of standards throughout 2014. During this period other key stakeholders and experts in various related fields will be asked for comments and feedback to ensure the quality of the work.

Teacher, School, and District Leaders participating in Kentucky's Leadership Networks for Social Studies (launched in January 2014) will focus on developing capacity of all participants to effectively translate the Literacy in History/Social Studies standards into practice while considering the C3 Framework's implications for teaching and learning. The participants will have multiple opportunities to provide input/feedback on the standards revision work, too, as they will have the most extensive knowledge of all the pieces—alongside their practical experience of supporting students' understanding of the social studies.

The goal is to have a solid, defensible, world-class draft of college/career- ready standards to present to the Kentucky Board of Education in the fall of 2014. Progress updates will continue on a regular basis during Network meetings and in KDE's ISN Newsletters and Webcasts.

Exploring the College, Career, and Civic Life (C3) Framework

Work together with your team of Social Scientists to analyze your assigned section from the list below:

- A. Dimension 1 Experts Developing Questions and Planning Inquiries (pgs. 23-27)
- B. Dimension 2 Experts Civics (pgs. 31-34)
- C. Dimension 2 Experts Economics (pgs. 35-39)
- D. Dimension 2 Experts Geography (pgs. 40-44)
- E. Dimension 2 Experts History (pgs. 45-51)
- F. Dimension 3 Experts Evaluating Sources and Using Evidence (pgs. 53-57)
- G. Dimension 4 Experts Communicating Conclusions and Taking Informed Action (pgs. 59-64)

As you discuss the document, record intended impacts on teaching and learning in the chart below. Highlight connections to the *Framework for Teaching*.

Impact on Teaching	Impact on Learning
<i>Teachers will...</i>	<i>Students will...</i>

C3 Framework Instructional Shifts

Developed by the Social Studies Assessment, Curriculum, and Instruction Collaborative (SSACI)

<p>Craft questions that matter.</p>	<p>Dimension 1 of the C3 Framework sets an expectation that individually and collaboratively, students will construct compelling and supporting questions that are suitable for inquiry. Compelling questions represent academic content-based problems and issues in and across the social studies disciplines. Supporting questions often nestle underneath compelling questions, contributing knowledge and insights to the overall inquiry and the C3 expects that students will be able to understand these relationships (D1.4). Set along grade banded pathways of increasing cognitive complexity, three of the four questioning indicators (e.g., D1.1, D1.2, & D1.3) ask students to parse compelling and supporting questions for importance as well as academic context (e.g., what others have said about these questions in the past). The C3 Framework notes that students will need considerable guidance from adults to construct questions suitable for inquiry (p. 24 & 25). Ultimately, the C3 Framework expects that students understand the relevance and importance of the questions under investigation and that this understanding spirals and builds along the inquiry experience.</p>
<p>Rate yourself!</p>	<p style="text-align: center;">1 ←————— ————— ————— —————→ 5</p>
<p>Establish a collaborative context to support student inquiry.</p>	<p>Collaboration is a key component of the C3 Framework. The C3 makes it clear that students need support from their teachers and from each other to develop skills and knowledge about social studies. Throughout the C3, indicators are prefaced by notion that students will “individually and with others...” accomplish the learning goals set forward. The idea of collaboration is hard-wired into the inquiry arc, but collaboration means more than just pairing up with other students to develop questions or analyze sources. Collaboration is a natural part of civic life. When using an inquiry approach informed by the C3 in the classroom, the importance of collaboration as an element of civic life is clear. Students collaborate to develop questions and rely on one another to examine the importance of those questions. When engaging disciplinary content, students “work together to apply civic virtues and principles in school settings.” Students are expected to communicate their conclusions to a “range of audiences” (p.60), including classmates but also outside the classroom. Students join efforts to critique arguments and explanations (D4.4 and D4.5) and to further refine their understanding. And, perhaps most importantly students assess their individual and collective capacities for addressing problems (D4.7) and then apply a range of deliberative and democratic procedures in making classroom decisions (D4.8). In all the places where the C3 emphasizes civic life, collaboration is fundamental to student success.</p>
<p>Rate yourself!</p>	<p style="text-align: center;">1 ←————— ————— ————— —————→ 5</p>
<p>Integrate content and skills meaningfully.</p>	<p>Dimension 2 of the C3 Framework focuses on disciplinary skills and key conceptual knowledge associated with civics, economics, geography, and history. Thus, Dimension 2 guides but does not prescribe the choice of curricular content necessary for a rigorous social studies program. Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas in the C3 that will help frame out the curricular content. However, the absence of curricular content in the C3 should not be misinterpreted. Curricular content is critically important to the disciplines within social</p>

	<p>studies, and teachers will need to be thoughtful in selecting appropriate and relevant content to help students ground their inquiries and to help them build up their disciplinary skills and conceptual knowledge. The notion of content as separate from skills is an artificial distinction. Skills, particularly those in the disciplines, exist for the purpose of developing content knowledge. The C3 Framework argues for the active (skilled-based) development and application of content knowledge. In essence, students will come to know disciplinary content as they apply C3 skills to be fully college, career, and civic ready.</p>
<p>Rate yourself!</p>	<p>1 ←————— ————— ————— —————→ 5</p>
<p>Articulate disciplinary literacy practices and outcomes.</p>	<p>The literacies described in the C3 Framework fall into two broad categories: Inquiry and Disciplinary literacies. Inquiry literacies include questioning, developing claims with evidence, and communicating conclusions. While these inquiry literacies represent, in some ways, a new way of thinking about social studies instruction (see shifts 1, 2, and 5), the unique emphasis on disciplinary literacies in the C3 Framework requires a separate consideration. Social studies has long emphasized literacy and social studies teachers recognize that they share the responsibility for literacy instruction in the schools. The Common Core provides a clear accounting for the development of literacies among students. However, the unique disciplinary literacies that emerge in social studies from the disciplines of civics, economics, geography, and history require special attention. The C3 emphasizes these unique disciplinary literacies in the 55 indicators in Dimension 2. These indicators represent a roadmap for students to develop disciplinary literacies as they examine content in civics, economics, geography, and history. Included among these disciplinary literacies are processes such as using deliberative processes, using economic data, reasoning spatially, analyzing cause and effect. With consistent practice, students can become more literate and practiced at thinking in the social studies disciplines and better prepared for college and careers.</p>
<p>Rate yourself!</p>	<p>1 ←————— ————— ————— —————→ 5</p>
<p>Provide tangible opportunities for taking informed action.</p>	<p>Dimension 4 of the C3 Framework closes the inquiry arc with opportunities for students to communicate the results of their inquiries, and in cases where it is curricularly appropriate, to take informed action. The C3 does not prescribe the actions that are appropriate for a particular classroom context or for a specific inquiry. Instead, what these indicators do is focus on being <i>informed</i> when taking action. Students in social studies use their C3 inquiries as a launching pad for action. The indicators in Dimension 4 guide students in doing three things as they move from academic inquiry to the public square: 1) Understand the pervasiveness of the problem as well its complexity (D4.6); 2) Assess options for action given the context of the problem (D4.7); 3) Engage in deliberative processes to move toward an “action” plan (D4.8). These experiences are organized within grade-banded pathways allowing students to grow in the skills that undergird purposeful, informed, and reflective action. According to the C3 Framework, citizenship is not just an ideal or a mantra we trot out for high-minded standards documents. Instead, there is an expectation that social studies students practice citizenship in the same way they practice historical thinking, economic decision-making or geographic reasoning. As a result, students will need tangible spaces in curricula to consider, debate, and plan for action-oriented experiences that would culminate their academic inquiries.</p>
<p>Rate yourself!</p>	<p>1 ←————— ————— ————— —————→ 5</p>

15

What the heck is Social Studies?

Social Studies is _____.

When I think of those two words, I think

_____.

The famous people I most associate with Social Studies are _____.

Most people who are not Social Studies teachers probably think _____

because _____.

If Social Studies is taught using the C3 Framework, parents will _____.

The future of Social Studies teaching is _____ because of _____.

The C3 Framework and the Inquiry Arc will _____ my students _____.

If Social Studies were a car it would be a:

_____.

If Social Studies were a plant it would be a:

_____.

www.inquiringmindsusa.com

Fixed Mind-set
Intelligence is static

Growth Mind-set
Intelligence can be developed

Leads to a desire
to look smart
and therefore a
tendency to...

Leads to a desire
to learn and
therefore a
tendency to...

CHALLENGES

...avoid
challenges

...embrace
challenges

OBSTACLES

...give up
easily

...persist in the
face of setbacks

EFFORT

...see effort as
fruitless or worse

...see effort as
the path to mastery

CRITICISM

...ignore useful
negative feedback

...learn from
criticism

SUCCESS OF OTHERS

...feel threatened
by the success
of others

...find lessons and
inspiration in the
success of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

Compelling Questions

- Address problems and issues found in and across the disciplines;
- Require students to apply to disciplinary concepts and skills;
- Require students to construct and argument;
- Compelling questions emerge from students' curiosities;
- Grounded in curriculum and content.

Questions for compelling questions.

- Will the question get under kids' skin?
- Is it interesting?
- Is there a way to engage students in this question?
- Is the question full of curricular jargon? Is the question vague or obtuse?
- Is there bias? Is there room for argument?

Kathy Swan, Ph.D. Associate Professor, University of Kentucky

Supporting Questions

- Contribute to understanding of compelling question;
- Focuses on descriptions, definitions, and processes;
- General agreement in the field;
- Require students to construct an explanation;
- Grounded in curriculum and content.

Supporting Questions Examples

- **Compelling Question:**
–What path should the transcontinental pipeline take?
- **Supporting Question:**
–What are the five largest sources of oil for U.S. Markets?

Supporting Questions Examples

- **Compelling Question:**
–Was the American Revolution Revolutionary?
- **Supporting Question:**
–What were the regulations placed on the colonists under the Townsend Acts?

Supporting Questions Examples

- **Compelling Question:**
–Should our community grow?
- **Supporting Question:**
–Who are community helpers?

IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER

WHY ARE WE STILL READING LINCOLN?

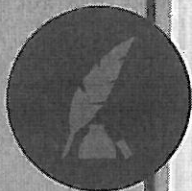
COMPELLING QUESTIONS THROUGH DISCIPLINARY LENSES



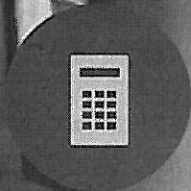
Civics



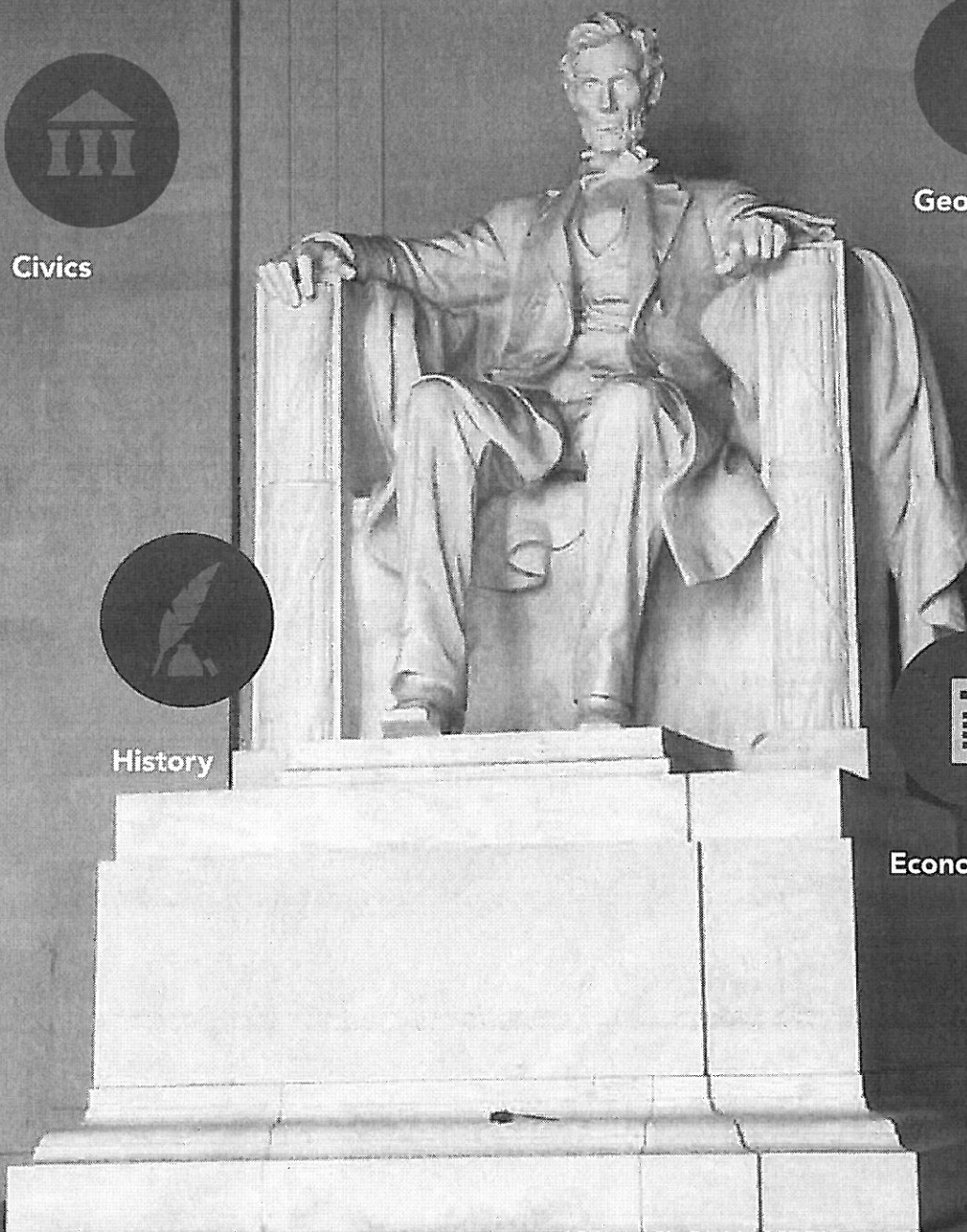
Geography



History



Economics



**College, Career, and Civic Life (C3) Framework for Social Studies State Standards
Lesson Plan Template**

Title of Lesson:		Subject/Course:	Grade Level:
Dimension 1 Developing Questions and Planning Inquiries	C3 Indicators		Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	<p>Compelling Questions: Questions about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response.</p>		
	<p>Supporting Questions: Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.</p>		
	<p>Determining Helpful Sources Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.</p>		

Dimension 2 Applying Disciplinary Concepts and Tools	C3 Indicators		State History-Social Science Standards
	Civics		
	Economics		
	Geography		
	History		
	Other		

Dimension 3	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Evaluating Sources and Using Evidence	<p>Gathering and Evaluating Sources</p> <p>Sources of Evidence List relevant information from multiple sources representing a wide range of views and personal experiences.</p> <p>Evaluate Sources Describe how students will evaluate the credibility of sources by examining how experts value the source(s).</p>	
	<p>Developing Claims and Using Evidence Describe how students will use evidence to develop claims and counterclaims by attending to precision, significance, knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	

Dimension 4	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Communicating Conclusions and Taking Informed Action	<p>Communicating and Critiquing Conclusions Describe how students will communicate their conclusion(s), (i.e. expository writing, multimedia presentations, digital technologies) to a range of audiences.</p> <p>Describe how students will use evidence to support claims, and appraise the structure and form of arguments and explanations.</p>	
	<p>Take Informed Action Describe how students will take informed action to respond to the issues raised in the inquiry and investigation.</p>	

Assessment	Formative Assessment	<input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Journal/Learning Log <input type="checkbox"/> Preliminary Plans/Outlines <input type="checkbox"/> Rough Drafts <input type="checkbox"/> Online Quizzes/Tests	<input type="checkbox"/> Practice Presentations <input type="checkbox"/> Notes <input type="checkbox"/> Checklists <input type="checkbox"/> Concept Maps <input type="checkbox"/> Other:
	Summative Assessment	<input type="checkbox"/> Written Product(s), with rubric(s): <input type="checkbox"/> Oral Presentation with rubric <input type="checkbox"/> Multiple Choice/Short Answer Test <input type="checkbox"/> Essay Test	<input type="checkbox"/> Other Product(s) or Performance(s) with rubric(s): <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Other:

Resources Needed	<input type="checkbox"/> On-Site People, Facilities: <input type="checkbox"/> Equipment: <input type="checkbox"/> Materials: <input type="checkbox"/> Community Resources:
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Ensure High Quality Data: Assure Accuracy – To what extent does your evaluation process accurately measure effective teaching?

1

2

3

4

rationale/evidence

possible next steps



Kentucky Department of Education Professional Growth and Effectiveness System (PGES) Implementation Rubric

This rubric is being designed for district leaders to self-assess and understand how teacher and leader evaluation systems are being implemented across their district. It uses definitions and evidence of strong and weak implementation to help district leaders evaluate where roll-out has been strong to date and to help guide planning around next steps.

This toolkit builds on the Measures of Effective Teaching (MET) principles defined by the Bill and Melinda Gates Foundation as well as the work in Kentucky to create a robust system for Professional Growth and Effectiveness System (PGES). It is intended to be a resource for district leadership as they design and implement PGES locally, and will be used in collaboration with state-provided supports (e.g. Effectiveness Coaches and PGES Coaches, among other supports) to facilitate strong implementation, and, increase the likelihood of successfully increasing the number of highly effective educators across the state, and, ultimately, lead to improved student outcomes.

Questions, comments, and feedback about the rubric can be shared with your district and/or regional coach(es), Todd Baldwin, Executive Strategic Advisor, Office of Next Generation Learners, KDE (todd.baldwin@education.ky.gov), and/or Sara Kerr, Program Manager at EDI (skerr@deliveryinstitute.org).

Kentucky Department of Education Capacity Framework

KDE's Capacity Framework provides guidance around core behaviors and actions that, when applied with intentionality and fidelity, increase the likelihood of successful implementation. These capacities are embedded throughout the rubric, as they are important indicators of success and warrant self-reflection. They push us to think beyond the "what" to the "how" and "how well." Where applied, the reader will note one of four customized bullets next to a "Question to Consider" that aligns with the four core capacities outlined by the Kentucky Department of Education. Alignment is indicated, where applicable, by the presence of one of four symbols as denoted in the table below.

Core Capacity	Characteristics	Application
😊 Human	High-capacity individuals are strategically situated in the system, and there is evidence of sustainable human capacity growth.	Intellectual proficiency, will
👍 Organizational	Culture is shaped or evidenced by the degree to which interactions, collaborations, and communications are positive and change-oriented.	Interactions, collaborations, communications
\$ Material	Consider existing resources from within and outside system, as well as the allocation of those resources. Resources must be allocated according to strategic priorities.	Fiscal resources, material resources
📄 Structural	Problems arise when structures do not fit the organizational goals, or do not facilitate the change process. The quality of structures must also be considered.	Roles, procedures/routines, policies, hierarchies

Rubric

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
Measure Effective Teaching				
1. Set expectations – Do stakeholders agree on a definition of effective teaching and what an effective TLE system should look like?				
a. Clarity and Transparency	<p>👍 Is there a shared definition of effective teaching and what an effective teacher and leader effectiveness (TLE) system should look like?</p> <p>👍 Did your system seek system design input from key stakeholders at all levels?</p> <ul style="list-style-type: none"> Do key stakeholders broadly agree on the set of knowledge, skills, and behaviors that enable improved student learning? Do stakeholders at all levels demonstrate a deep understanding of your evaluation system and its importance as a driver of improved teacher effectiveness and student learning? 	<ul style="list-style-type: none"> No evidence that single definition of effective teaching exists. System designed "in a vacuum" with little to no input from stakeholders; decisions made without consideration of stakeholder opinions. Majority of stakeholders unable to articulate definition or describe major components of PGES. 	<ul style="list-style-type: none"> A clear and shared definition of effective teaching has been established. Input solicited from stakeholders at all levels and used authentically to inform PGES design and major decisions were made openly. Stakeholders can articulate that definition and describe major components of the PGES. 	<ul style="list-style-type: none"> Shared language around effective teaching exists at all levels, among district administration, school leaders, teachers, parents, etc. When probed, stakeholders at all levels able to clearly articulate key components of PGES. Feedback from the field suggests consensus around the characteristics of an effective TLE system and their system's design.
b. Engagement and Communication	<p>👍 Were a broad and inclusive set of</p>	<ul style="list-style-type: none"> Evaluation system design and implementation was done with little or limited 	<ul style="list-style-type: none"> Stakeholder opinions were sought throughout the entire 	<ul style="list-style-type: none"> Attendance at stakeholder meetings represents a full and

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
	<p>stakeholders involved in designing your evaluation system?</p> <p>\$ Have resources been allocated toward the development of a robust communications strategy?</p> <p>😊 Is there a single responsible owner for communicating about initiative and engaging stakeholders?</p> <p>📄 Are there routines in place to assess the district's engagement strategy and make mid-course corrections where necessary?</p> <p>👍 Are communications about PGES system design and implementation delivered in a clear and timely fashion?</p> <ul style="list-style-type: none"> • Is there broad awareness of and buy-in into PGES among a diverse group of stakeholders at all levels? 	<p>involvement of key stakeholders.</p> <ul style="list-style-type: none"> • Few or no resources have been allocated (from either new or repurposed funds) toward engagements/communications activities. • There is a lack of single responsible person for communication/engagement work. • Outreach is characterized by unclear or incomplete communications with very limited regard for audience. • Awareness of and support for the TLE system is non-existent or limited; stakeholders are either uninformed, unsupportive, or both; resistance from the field is evident. 	<p>design and implementation process.</p> <ul style="list-style-type: none"> • Communication and engagement efforts are adequately supported with funding and human capital support. • District has assigned clear ownership for communication/engagement efforts. • High-quality, tailored communications materials have been developed and widely distributed. • Stakeholders demonstrate buy-in and actively push for strong implementation of TLE system. 	<p>diverse set of players.</p> <ul style="list-style-type: none"> • There is clear ownership for the development and implementation of a communications strategy. • Stakeholders have comprehensive access to information about PGES via multiple modes (e.g. webinars, newsletters, guides, meetings, etc.) • There is an existing structure and/or routine in place to ensure vision for effective teaching is diffused widely and frequently (e.g. as evidenced in CDIP)
<p>2. Use multiple measures – Does your district's Certified Evaluation Plan (CEP) provide clear guidance on the selection and integration of multiple sources of evidence to inform a teacher's summative performance rating?</p>	<p>Does your district's CEP set clear expectations for</p>	<ul style="list-style-type: none"> • CEP does not clearly lay out expectations for the use of minimum 	<ul style="list-style-type: none"> • CEP incorporates multiple sources of evidence, including, 	<ul style="list-style-type: none"> • Portfolio of sources of evidence is manageable from a

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
	<p>evaluators' use of multiple sources of evidence teacher and leader performance, rather than relying on a single metric?</p> <ul style="list-style-type: none"> Are the sources of evidence research-based and in alignment with the state-required sources of evidence (e.g. Professional Growth Planning and Self-Reflection, Observation, Student Voice, and Student Growth Percentiles/ Student Growth)? <p>Does your district have a plan to support evaluators' selection of sources of evidence in place, with sufficient capacity directed toward the effort? Does sufficient capacity to oversee evaluators' selection of sources of evidence exist?</p> <p>\$ Are evaluators equipped with the necessary resources (e.g. guidance documents, exemplar plans) to make</p>	<p>mandatory sources of evidence.</p> <ul style="list-style-type: none"> Sources of evidence selected by evaluators are inconsistent with state expectations for sources of evidence. District guidance and partnership with schools on selection of sources of evidence non-existent or limited; district does not access state-provided resources. District provides limited or no guidance on the selection of sources of evidence to evaluators. District has not set aside adequate resources or capacity towards supporting evaluators' selection of sources of evidence. Evaluators' selection of sources of evidence does not meet minimum state-requirements; summative ratings are based on too few or too many sources of evidence without attention to what constitutes a high-quality source of evidence. 	<p>but not limited to, the minimum of Professional Growth Planning and Self-Reflection, Observation, Student Voice, and Student Growth Percentiles/ Student Growth components.</p> <ul style="list-style-type: none"> Sources of evidence are consistent with state expectations for sources of evidence. District provides appropriate guidance and support to evaluators when determining sources of evidence and alignment, either via its own channels or through state-provided resources. District has prioritized resources and capacity toward supporting evaluators' selection of sources of evidence, with a balance of support and challenge in place to ensure evaluators select an appropriate set of sources of evidence. Evaluators exhibit sound professional 	<p>school leader and teacher perspective -- neither too few nor too many sources of evidence are included (as revealed via a randomized audit and review of summative evaluations).</p> <ul style="list-style-type: none"> Guidance documents to support evaluators' selection of sources of evidence have been developed and disseminated. Feedback from field positive regarding district support and resources is positive; evaluators report receiving clear expectations and support where requested.

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	<p>informed decisions about the selection of sources of evidence to inform summative ratings?</p>		<p>judgment by selecting the right balance of multiple sources of evidence to inform their summative ratings; evaluators demonstrate intentionality and attention to what constitutes a high-quality metric when selecting sources of evidence.</p>	
<p>3. Balanced approach— Do evaluators take a balanced approach to the selection of sources of evidence that align with and support the summative ratings in each of the domains of the Framework for Effective Teaching?</p>				
<p><input type="checkbox"/> Has the district developed and/or adopted a clear set of decision rules to help inform evaluators' consideration of sources of evidence and arrival at a summative rating?</p>	<ul style="list-style-type: none"> There is not a clearly established set of decision rules or guidance from the district to support evaluators' decisions about inclusion and values placed on various sources of evidence. Evaluators rely on too few or too many sources of evidence/data point, with little evidence that they are considering relative value of each source of evidence and its relationship to a teacher's overall effectiveness. No clear process in place to support selection of sources of evidence and and/or lack of district 	<ul style="list-style-type: none"> There is a clear and consistently applied set of decision rules for reviewing and weighing sources of evidence in order to arrive at a summative rating. Evaluators select a manageable number of sources of evidence and determine a teacher's summative rating based on the relative value of each piece of evidence on a teacher's overall effectiveness. Selected sources of evidence include following required sources: Professional Growth Planning and 	<ul style="list-style-type: none"> Student Growth Percentiles (SGPs) are determined using the state's pre-defined cut scores; student growth goals are set in alignment with district-determined rubric. District provides training and clear expectations about what quality evidence looks like and how it can be effectively aligned with the Framework for Teaching in order to promote an evidence-based summative rating correlated with improved student achievement. 	
<ul style="list-style-type: none"> Are evaluators selecting the appropriate number or mix of sources of evidence to inform their summative rating? <p><input type="checkbox"/> Has a clear and well-supported process been established to support local determinations for sources of evidence?</p>	<ul style="list-style-type: none"> There is not a clearly established set of decision rules or guidance from the district to support evaluators' decisions about inclusion and values placed on various sources of evidence. Evaluators rely on too few or too many sources of evidence/data point, with little evidence that they are considering relative value of each source of evidence and its relationship to a teacher's overall effectiveness. No clear process in place to support selection of sources of evidence and and/or lack of district 	<ul style="list-style-type: none"> There is a clear and consistently applied set of decision rules for reviewing and weighing sources of evidence in order to arrive at a summative rating. Evaluators select a manageable number of sources of evidence and determine a teacher's summative rating based on the relative value of each piece of evidence on a teacher's overall effectiveness. Selected sources of evidence include following required sources: Professional Growth Planning and 	<ul style="list-style-type: none"> Student Growth Percentiles (SGPs) are determined using the state's pre-defined cut scores; student growth goals are set in alignment with district-determined rubric. District provides training and clear expectations about what quality evidence looks like and how it can be effectively aligned with the Framework for Teaching in order to promote an evidence-based summative rating correlated with improved student achievement. 	

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	<ul style="list-style-type: none"> Are evaluators giving appropriate consideration to student growth when determining a teacher's overall performance rating? Do evaluators demonstrate a nuanced understanding of what "high-quality" and "valid" source of evidence look like? 	<ul style="list-style-type: none"> resources to support local efforts. Minimal value is placed on student growth when making a determination of a teacher's overall performance category; other, more qualitative sources of evidence are given significantly more consideration. There is little or no consistency among evaluators' selection and application of sources of evidence; there is an over- or under-reliance on certain sources of evidence at the expense of other valid indicators. 	<ul style="list-style-type: none"> Self Reflection, Observation, Student Voice, and Student Growth Percentiles and/or Student Growth Goals. Clear process established and utilized to support selection of sources of evidence, with appropriate support from district staff. Student growth is given significant consideration when determining a teacher's overall performance category. There is a high degree of consistency among evaluators' selection and application of sources of evidence; sources of evidence are selected with attention to balance of quantity (sufficient number of distinct sources of evidence selected) and quality. 	<ul style="list-style-type: none"> Clear process established and in use to support local decision-making around weights. Evaluators are aligned around expectations for the selection and application of sources of evidence (e.g. random audit of summative evaluations reveals a high degree of quality and consistency in the type of evidence leveraged and how it is used to inform the overall summative performance category).

Category Ensure High-Quality Data	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
<p>4. Monitor validity – Is there a process in place to ensure that the selected sources of evidence, when taken together, are associated with improved student learning outcomes?</p>	<ul style="list-style-type: none"> • Were sources of evidence selected with consideration to their ability to predict teachers' effectiveness in raising student achievement? ☐ Is validation a one-time event or is there a process in place to monitor the predictive strength of the selected sources of evidence on an ongoing basis?¹ 😊 Do you have the capacity and/or expertise to evaluate validity and adjust? 👉 Does your monitoring process result in direct feedback and/or support to evaluators on the selection and application of appropriate sources of evidence? 😊 Across the district, do evaluators select sources of evidence thoughtfully, with attention to their relationship to more 	<ul style="list-style-type: none"> • Few, if any, resources devoted to the careful selection of sources of evidence and the implementation of a process to assess validity of sources of evidence. • If a monitoring process is in place at all, it is intended to be a one-time-only check rather than a periodic review. • Findings from monitoring are resigned to the district office rather than used to inform feedback and support for evaluators. • When evidence suggests misalignment between source(s) of evidence and student achievement gains, it is ignored or incompletely addressed. 	<ul style="list-style-type: none"> • There is well-defined process and adequate resources allocated toward assessing the validity of sources of evidence and/or leveraging existing research on the validity of sources of evidence. • Evaluations are monitored on an ongoing basis to periodically assess the strength of sources of evidence (e.g. are you seeing correlations between high ratings on the sources of evidence identified to inform the professional practice rating and those used to inform the student growth rating?) • Comparisons of student achievement gains with teachers' performance are used to inform decisions about adjusting sources of evidence or, where needed, identifying new ones. • When evidence 	<ul style="list-style-type: none"> • High degree of correlation between student achievement and identified sources of evidence (e.g. those teachers who receive better observation scores and student survey results demonstrate better achievement outcomes for their students than peers with lower scores on the same measures). • Resources are in place to continuously monitor the selection and use of sources of evidence at the school-level. • Evaluators adjust their selection process and professional judgment in accordance to feedback from the district. • Increasingly, the district observes a stronger correlation between teachers' ratings on professional practice, student growth, and student achievement.

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
	<p>effective teaching and improved levels of student achievement?</p>		<p>suggests misalignment between source(s) of evidence and student achievement gains, there is a process in place and consistently applied to address inconsistencies.</p>	
<p>5. Ensure reliability – Are you confident that sources of evidence consistently reflect the quality of teachers’ practices rather than the biases or idiosyncrasies of a particular rater, lesson, or instrument?</p>	<p><input type="checkbox"/> Are you aware of and employing “best practices” to reliably measure teachers’ practice (e.g. for observations, multiple observations and observers, observations of different length and at different points in a lesson; for student survey measures and tests, consistent data collection processes, appropriate content, and assurance of confidentiality)?</p> <p><input type="checkbox"/> Do you collect and review available data to assess reliability of your system’s sources of evidence?</p> <p><input type="checkbox"/> Do you collaborate with KDE to discuss reliability in the field</p>	<ul style="list-style-type: none"> Teachers are observed solely by their supervisor; peer observation component is not employed. Summative evaluation rating is based on single observation rather than multiple lessons.ⁱⁱ Observations are consistently conducted at the same time of day, preventing opportunity to observe different aspects of teaching scored on the Framework for Teaching.ⁱⁱⁱ There is no protocol in place for observers to compare ratings across system. There is little to no training provided to evaluators and/or training is of poor quality; training does not 	<ul style="list-style-type: none"> Each certified teacher receives supervisor and peer observations, providing more than one source of feedback on practice.^{iv}. Summative evaluation rating is based on input from multiple observations, ideally conducted at different points in a given lesson. Observations consist of at least one full lesson and several others of varying lengths of time. Evaluators are given the opportunity to compare observation notes and ratings. High-quality training provided consistently to all evaluators; training includes the 	<ul style="list-style-type: none"> Comparisons of ratings across evaluators and lessons yield similar results for a single teacher. Scores on the Framework for Teaching are positively correlated with a teacher’s student achievement gains.^{vii} District-developed protocol calls for more than one observer per teacher observation There is a balance between frequency and length of observation. Evaluators feel confident on their ability to rate accurately and reliably, as gathered via feedback loop(s). Evaluators can

Category	Questions to Consider	Weak (1)	Strong (4)	Evidence to look for
	<p>and share feedback and experiences?</p> <p>Is there a robust training procedure in place for evaluators, and is it implemented consistently and with quality?</p> <ul style="list-style-type: none"> Do the sources of evidence at evaluators' disposal result in the identification of effective teaching in a fair and reliable fashion? 	<p>include evidence-based practices such as comparing ratings on video-taped lessons.</p> <ul style="list-style-type: none"> Confidentiality of results from student voice and educator surveys cannot be assured. 	<p>best practice of using videotaped lessons to ensure evaluators' judgment is consistent.</p> <ul style="list-style-type: none"> All evaluators meet minimum requirements for certification and re-certification. There is a process in place to track and monitor evaluator certification and re-certification that includes a scaffolded approach to supporting evaluators who require additional assistance. There is a transparent process to ensure student/teacher confidentiality; stakeholders trust the survey instruments in place. District-selected observation model (e.g. "Progressive", "Traditional", or "District-Determined") is implemented consistent with KDE-provided guidelines. If district selects "District-Determined" option, the plan 	<p>consistently distinguish between four levels of practice within each domain.</p> <ul style="list-style-type: none"> Distribution of summative ratings differentiates between higher and lower performing teachers.

Anderson County Schools Plan for Full Scale Implementation by August 2014

Month	Teacher Professional Growth and Effectiveness System (TPGES)		
	Principals	Teachers	
February 2014	<p><input type="checkbox"/> By February 1, 2014, principals will select teachers to participate in Student Voice Surveys. Due to snow days, encourage 1 per building, except pilot school.</p> <p><input type="checkbox"/> By February 15, 2014, principals and directors develop district-wide Student Voice Survey Training as a guide for principals to use as they train teachers. Principals may revise training as necessary for their buildings. (Training will include: 1) purpose of Student Voice Surveys, 2) validity of SVS, 3) how to prepare students for the surveys, 4) tie Student Voice Surveys to student growth goals, 5) how to use results and guidelines for the data collection person for K-2.)</p> <p><input type="checkbox"/> By February 15, 2014, all students taking the student voice survey will log in to IC. Derek Shouse will provide schools with the login names and passwords.</p> <p><input type="checkbox"/> By end of February, Student Voice Survey training will occur during PLC, staff meeting, afterschool through use of work days, etc. (1 teacher at SECC, ACLA teachers at ACHS, 5 pilot teachers at ACMS, 1 per grade level at RBT, EBW and SSE) (decision to be made by building principal).</p> <p><input type="checkbox"/> On February 25 at 11:30 am Brian Edwards, Amiee Miller, Robin Ratliff, Jeanna Slusher, Sandy Hendry, Jennifer Miller, Julie Bowen and Krista Sawyer will be trained as "Train the Trainer" Student Voice Data Collectors.</p> <p><input type="checkbox"/> By February 28, 2014, all principals and central office staff will complete Teachscape training. (New hires from December 2013 – July 2014 must complete</p>	<p><input type="checkbox"/> By end of February, Student Voice Survey training will occur during PLC, staff meeting, afterschool through use of work days, etc. (1 teacher at SECC, ACLA teachers at ACHS, 5 pilot teachers at ACMS, 1 per grade level at RBT, EBW and SSE) (decision to be made by building principal)</p>	<p>Peer Observers</p> <p><input type="checkbox"/> By February 28, 2014, all CRTs will complete Peer Observer training.</p>
March 2014	<p><input type="checkbox"/> On March 6, 2014, 3:30 pm – 4:30 pm in Board Office, Certified Evaluation Plan Committee will convene to continue review of KDE sample Evaluation Plan. training by August 1, 2014).</p> <p><input type="checkbox"/> By March 15, 2014 principals and directors will develop CIITS/EDS training.</p> <p><input type="checkbox"/> By March 21, 2014, participating SVS teachers will prepare students for Student Voice Surveys</p>	<p><input type="checkbox"/> By March 15, 2014, K-2 Student Voice Data Collection training will occur during staff meeting, PLC, afterschool through use of work days, etc. (decision to be made by building principal)</p> <p><input type="checkbox"/> During March, SVS teachers will prepare students for Student Voice Surveys by discussing vocabulary, items, etc.</p>	

	<p>by discussing vocabulary, items, etc.</p> <ul style="list-style-type: none"> <input type="checkbox"/> By March 28, students enrolled in participating SVS teachers' classes will complete Student Voice Surveys in Infinite Campus. <input type="checkbox"/> On April 7, 2014, principals and directors will develop training for using results of Student Voice Surveys. Principals may revise training as necessary for their buildings. <input type="checkbox"/> On March 27, 2014, 3:30 -4:30 pm in Board Office, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan 	<ul style="list-style-type: none"> <input type="checkbox"/> By March 28, students enrolled in participating SVS teachers' classes will complete Student Voice Surveys in Infinite Campus. 	
<p>April 2014</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By April 15, 2014, principals, directors and CRTs will be trained in Student Growth Goals and Professional Growth Goals. <input type="checkbox"/> Getting clarification from KDE - By April 15, 2014, CIITS/EDS and PD 360 training will occur during PLC, staff meeting, afterschool through use of work days, etc. (decision to be made by building principal) <input type="checkbox"/> On April 10, 2014, 3:30 – 4:30 pm in Board Room, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan <input type="checkbox"/> Getting clarification from KDE - By April 30, 2014 teachers will complete the initial reflection in CIITS/EDS. <input type="checkbox"/> On April 23, 2014, 3:30 – 4:30 pm in Board Room, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan <input type="checkbox"/> April 21, 2014, 9:00 – 11:00 am Principal/Director training on Student Growth Goal and Professional Growth Goal 	<ul style="list-style-type: none"> <input type="checkbox"/> By April 15, 2014, CIITS/EDS and PD360 training will occur for all teachers during PLC, staff meeting, afterschool through use of work days, etc. (decision to be made by building principal) <input type="checkbox"/> April – May 2014, all teachers will participate in initial reflection in CIITS/EDS. 	
<p>May 2014</p>	<ul style="list-style-type: none"> <input type="checkbox"/> On May 8, 2014, 3:30 – 4:30 pm in ACMS Library, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan <input type="checkbox"/> By May 31, 2014, train SVS teachers how to use Student Voice Surveys <input type="checkbox"/> By May 31, 2014, principals will have reviewed Domains 1-5 with all teachers so that they have a working knowledge of the FFT, standards and rubrics. <input type="checkbox"/> By May 22, 2014 3:30 – 4:30 pm in Board Room, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Train teachers how to use Student Voice Surveys <input type="checkbox"/> By May 31, 2014, teachers will have a working knowledge of the FFT, standards and rubrics. 	

June 2014	<input type="checkbox"/> By June 4, 2014, 3:30 – 4:30 in Board Room, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan. (Back up date will be June 5, 2014 from 3:30-4:30 in ACMS Library.) <input type="checkbox"/> Summer PD 1) Observation Process, 2) Student Growth Goals, and 3) Professional Growth Goal training will occur (Involve Student Voice teachers in the training of the remaining staff as TPGES is introduced.) <input type="checkbox"/> By June 12, 2014, from 9:00 – 3:00 in Board Room, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan	<input type="checkbox"/> Summer PD 1) Observation Process, 2) Student Growth Goals, and 3) Professional Growth Goal training will occur <input type="checkbox"/> Teachers will begin to develop their SGG and PGGs.	
July 2014	<input type="checkbox"/> By July 10, 2014, 9:00 – 3:00 pm in Board Room, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan		
August 2014	<input type="checkbox"/> TBA, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan <input type="checkbox"/> TBA, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan	<input type="checkbox"/> By August 31, 2014 all new teachers will participate in CIITS/EDS training . <input type="checkbox"/> By September 15 or KDE determined window, all teachers will complete the initial reflection in CIITS/EDS.	
September 2014	<input type="checkbox"/> TBA, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan <input type="checkbox"/> TBA, Certified Evaluation Plan Committee will convene to begin development of hybrid Fft and old evaluation system plan		
October 2014	<input type="checkbox"/> By October 15, 2014, Certified Evaluation Plan sent to KDE for approval		
November 2014	<input type="checkbox"/> By November Board Meeting, Certified Evaluation Plan Committee recommend plan for approval to ACBE for first reading.		
December 2014	<input type="checkbox"/> By December Board Meeting, Certified Evaluation Plan Committee recommend plan for approval to ACBE for second reading. <input type="checkbox"/> By December 14, 2014, Evaluation Plan will be in place.		

<p>January 2015 February 2015</p>		<p><input type="checkbox"/> By end of February 2015, all teachers will participate in Student Voice Survey training during PLC, staff meeting, afterschool through use of work days, etc. Principals may involve Student Voice teachers from previous years to help lead the training. (decision to be made by the building principal)</p>	
<p>March 2015</p>	<p><input type="checkbox"/> Involve Student Voice teachers in the training of the remaining staff</p>	<p><input type="checkbox"/> By March 15, 2015, K-2 Student Voice Data Collection training will occur during staff meeting, PLC, afterschool through use of work days, etc. (decision to be made by building principal)</p>	

_____ Plan for Full Scale Implementation by September 2014

(District)

<u>Month</u>	TPGES		
	Principals	All Teachers	Peer Observers
Feb. 2014	<ul style="list-style-type: none"> Scale-up work with entire staff for 2014-15 full Implementation 		
March 2014			
April 2014			
May 2014			

TPGES			
<u>Month</u>	Principals	All Teachers	Peer Observers
June 2014			
July 2014			
August 2014			
Sept. 2014	All teachers and principals will implement all aspects of the PGES and PPGES.		