# ISLN and KLA: Purposes and Non-purposes

**Instructional Support Leadership Network (ISLN):**

Build capacity of a **DISTRICT LEADERSHIP** **TEAM** (that includes teacher, school, and district leaders—those attending ALL networks) to have the skills, competencies, and resources to systemically plan for the effective implementation of new standards by considering highly effective practices, including deep understanding of the formative assessment process, and leveraging internal leadership to scale up implementation district-wide.

Each ISLN meeting will engage the school and district representatives in understanding/seeking solutions to issues related to:

* + how ***standards implementation connects to educator effectiveness;***
	+ recognizing necessary instructional ***‘shifts’*** as a result of new standards;
	+ ability of schools/districts to build a ***systemic professional learning plan*** for the ***building and implementation of curricula*** based on new standards;
	+ deepening the understanding of all educators regarding assessment literacy—particularly ***realizing the appropriate and defensible uses of summative and of formative information***, including necessary skills and competencies needed by all educators to enact a strong, balanced assessment system that yield actionable and defensible evidence of student learning;
	+ building a system that values ongoing ***collaboration and learning through practicing and refining protocols*** that facilitate effective and efficient processes;
	+ ***sharing lessons learned*** across/between districts related to scaling effective practices, developing/revising curricula, and ***solving problems of practice*** related to teaching and learning.

ISLN is **NOT** intended to

* + Focus primarily on the ‘technical’/’how to’ issues around implementing PGES (T or P)—*but rather* on how effective practices contribute to educator effectiveness and how to reflect on implementation through a quality (vs compliance) lens
	+ Be a venue for ‘updates’ and ‘presentations’ –*but rather* an interactive ‘learning team’ where the needs of the group drive the work
	+ Be a venue for cooperatives to focus on their initiatives/work—*but rather* a focused and prioritized time to work toward the four key pillars
	+ Provide a location for districts to commiserate on problems—*but rather* a network of people capable of working collaboratively to propose solutions to challenges that districts are facing

**Kentucky Leadership Academy (KLA):**

Build the capacity of **Principals** and the District Leaders who support them to have the skills, competencies and resources to effectively implement PGES.  Focus will be on the role of the principal, as the instructional leader, to empower teachers through the process as well as effectively use school culture, structures and systems to encourage continuous improvement for principals, teachers and students.

 Each KLA meeting will engage participants in:

* ***collecting and analyzing  evidence***;
* providing ***feedback***;
* planning for ***coaching conversations***;
* problem solving about ***making the process more efficient*** for both administrators and teachers;
* utilizing ***existing structures/systems*** (PLCs, Professional Learning, Assessment Systems) to support effectiveness;
* ***making connections*** among PGES and assessment literacy, standards implementation and effective practices; and
* ***sharing effective practices***.

 KLA is **NOT** intended to:

* Focus on instructional strategies needed to implement standards
* Provide updates and presentations but will actively involve participants in processing and applying new information.