

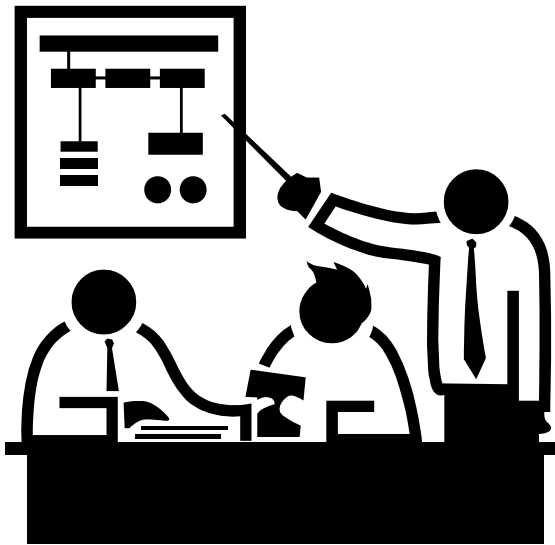
Senate Bill 1

Professional Development and the Common Core Standards

1

**WELCOME KLA CADRE AND LEADERSHIP NETWORK
MEMBERS TO KLA CADRE SESSION 1**

Orientation to Networks



Learning Targets:

- I will be able to clearly articulate the vision and goals of the leadership networks.
- I can explain how the system of networks will work together to improve teaching and learning.

Leadership Networks = Teamwork



*None of us is as smart as
ALL of us!*

**“Predicting Rain Doesn’t
Count, Building Arks Does”**

— Warren Buffett



Senate Bill 1's Charge



Senate Bill 1 requires professional development to support:

- assessment literacy
- new standards
- integration of the new standards in instruction and assessments
- improvement of student higher order thinking and communication skills
- program reviews

Senate Bill 1 (2009) and Professional Development

- **PD is a key component in SB1 (2009)**
- **SB1 PD Design Team- representation from CPE, P-12, higher education faculty, KET, educational cooperatives, KEA, parent groups, and community and business stakeholders**
- **Primary strategy – Leadership Networks – regional, systemic approach**
- **Additional Opportunities**
 - On-line SB1 modules – Release Date, June, 2010
 - Mathematics and Science Partnership (RFA, 2010)
 - Pod casts

Leadership Network Vision

6

- Every school district in the commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning and assessment practices in every classroom, every day.

Statewide Leadership Networks



The Leadership Network concept/design is based on the most current research-based data that we have on effective professional development that leads to improved classroom practice.

Every network will focus on the actual work of each participant, in an on-going, collaborative manner, emphasizing a ‘learn, do, reflect, revise’ strategy.

Overview of P-20 Leadership Networks

Research based approach to delivering large scale professional development and professional learning communities

Focus on building district and school level capacity

Investment and commitment to change at the classroom level

Focus on highly effective teaching and learning

- **Content Leadership Networks**
 - Focus on teacher and teacher leaders
- **Administrator Leadership Networks**
 - Building level administrators
- **Instructional Supervisor Networks**
 - District level leaders
- **Superintendents Network**
- **Higher Education Networks**

District Leadership Teams= Superintendent +

9

Content Teacher-Leaders

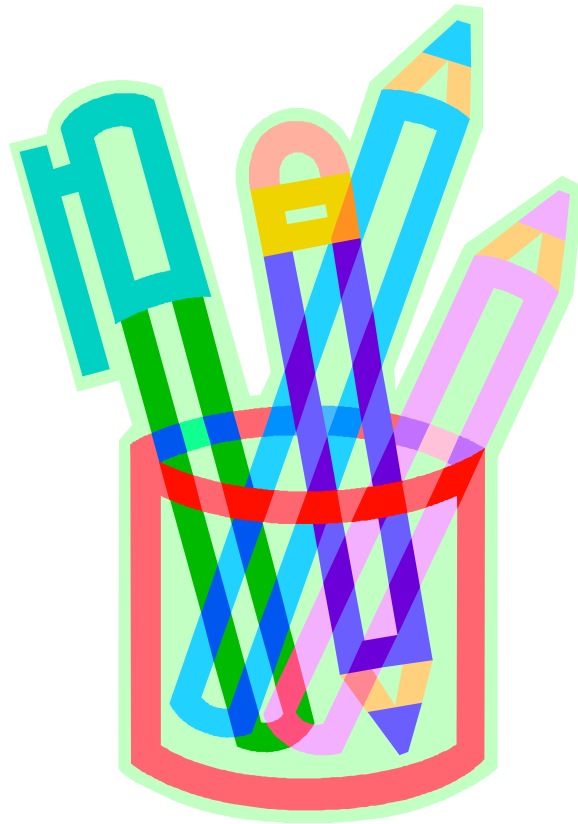
- Mathematics Leadership Networks- **3 Teacher Leaders per district**
- English Language Arts Leadership **Networks-3 Teacher Leaders per district**
- Names to local Education Cooperative

School/District Leaders

- KLA –**school level leaders-3 per district** (names to Shirley LaFavers)
- Instructional Support Leadership Networks – four sites –**up to 3 district leaders** (names to Leslee Hellmann)



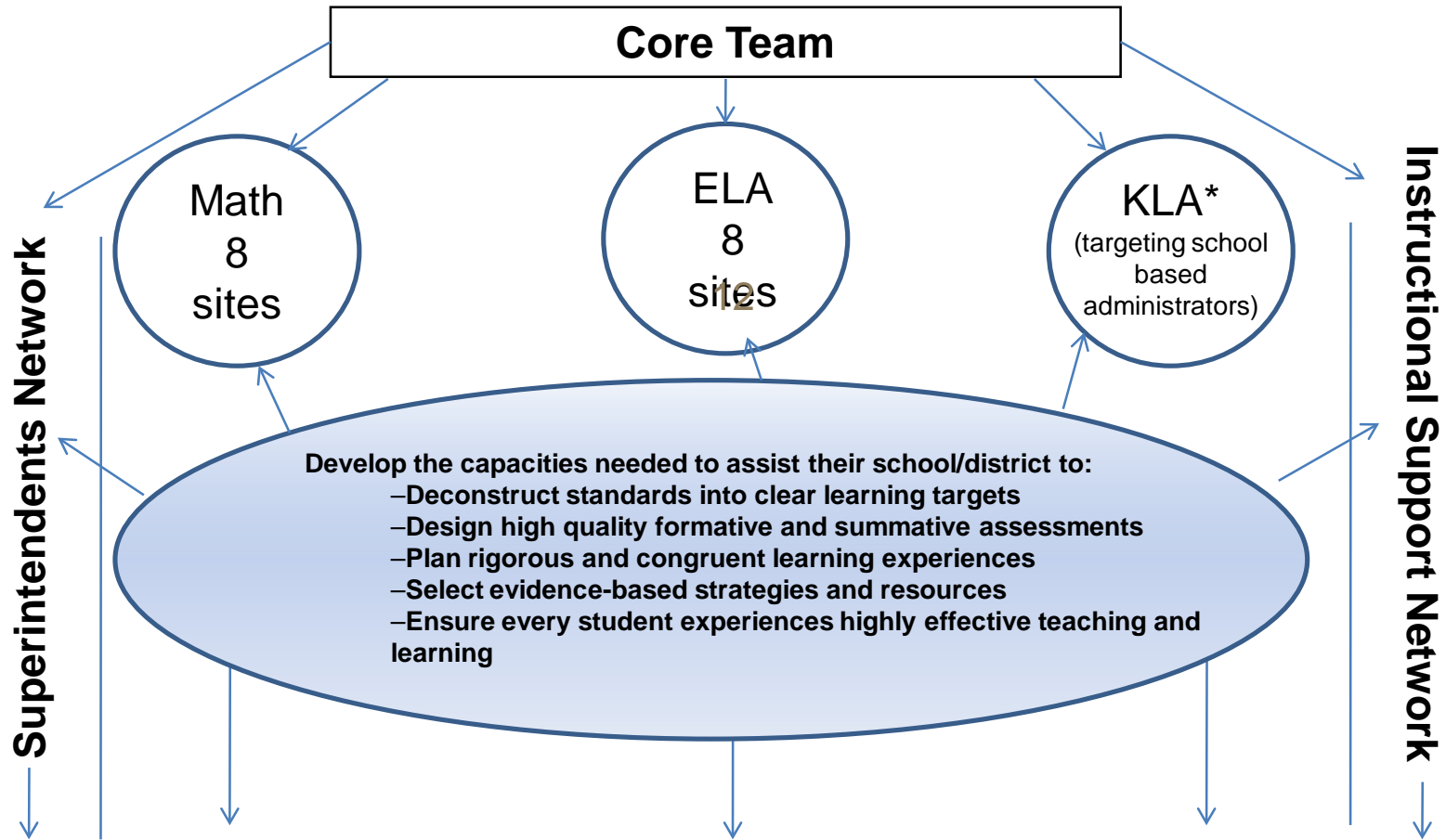
T-Chart Time!



**Welcome
Message From**

**Commission
Holliday**

Leadership Network System



Content Leadership Network Goal

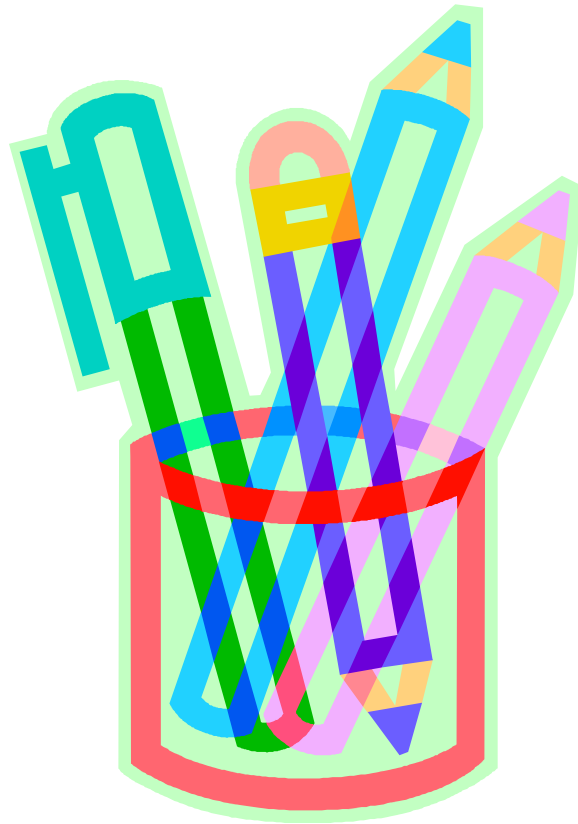
13

- **Ensure that every participant has a clear understanding of how to:**
- **translate Kentucky's Core Academic Standards into clear learning targets in order to design high quality formative and summative assessments and**
- **plan/select rigorous and congruent learning experiences.**

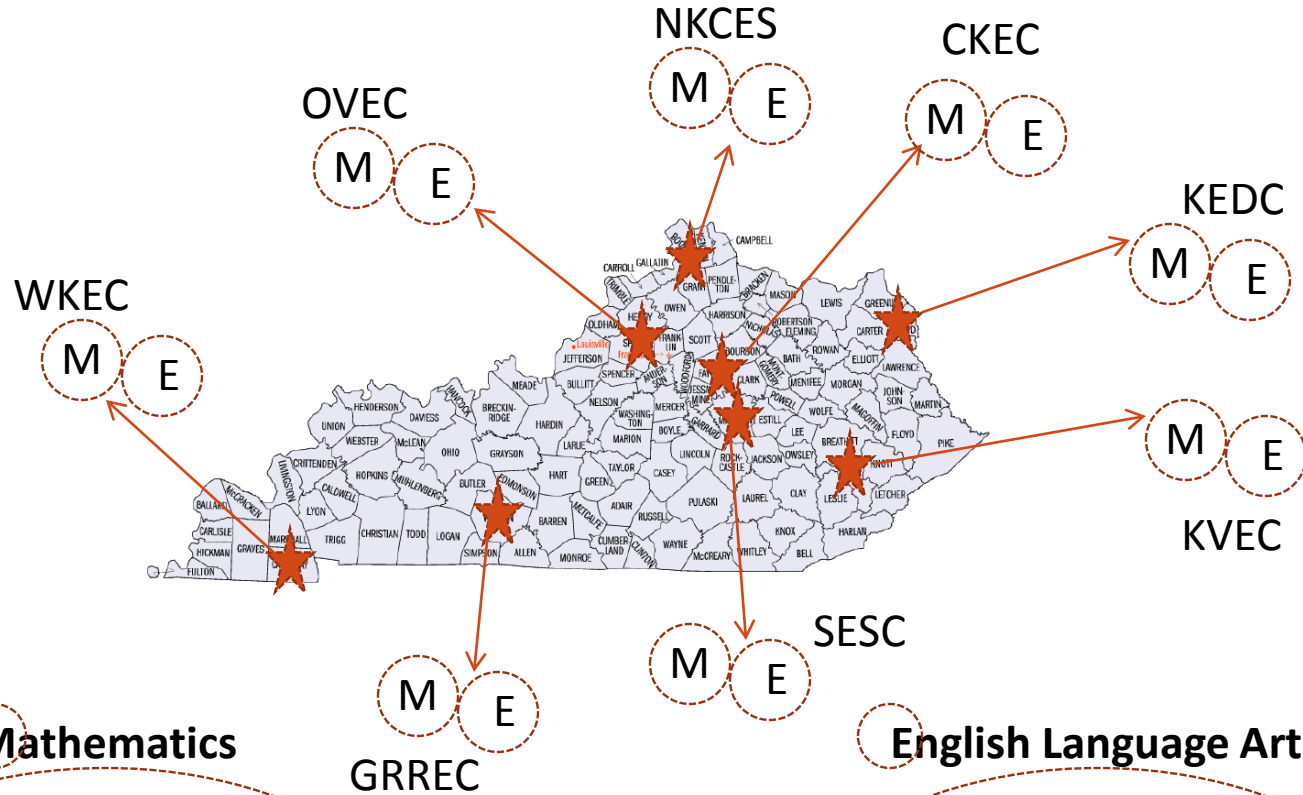
- ***The network approach is designed to build knowledge and leadership capacity within the district. Districts should utilize the membership of the networks to scale up PD at the local level.***



T-Chart Time!



Kentucky Regional Content Leadership Networks



Mathematics

FACILITATORS (4):

- KDE Staff (Content Specialists)
- Education Cooperative Consultant
- Higher Education Faculty

PARTICIPANTS -75 (25 district teams)

English Language Arts

FACILITATORS (4):

- KDE Staff (Content Specialists)
- Education Cooperative Consultant
- Higher Education Faculty

PARTICIPANTS -75 (25 district teams)

“Lessons Learned”

Leadership Networks in Kentucky

- Networks launched in Science and Mathematics 6 years ago
- Networks originally designed to:
 - Build content and pedagogical knowledge and skills
 - Develop leadership capacity among participants
 - Engage in an on-going ‘learning team’ focused on changing classroom practice
 - Create tools and resources to enhance the understanding and teaching of Kentucky’s Program of Studies and Core Content for Assessment

Leadership Networks

18

- **The development of ‘human capital’ through the Network design is critical to the infrastructure of support needed for effective implementation and sustainability of the charges of Senate Bill.**
- **Student learning is at the core of this work.**
- **Capacity building versus a train the trainer model**
- **All stakeholders need to operate from a common understanding of key concepts and ideas related to deployment of Senate Bill 1.**
- **Network participants will study the new standards deeply in order to translate them into highly effective instructional and assessment experiences.**

Establishing and Supporting the District Leadership Team

19

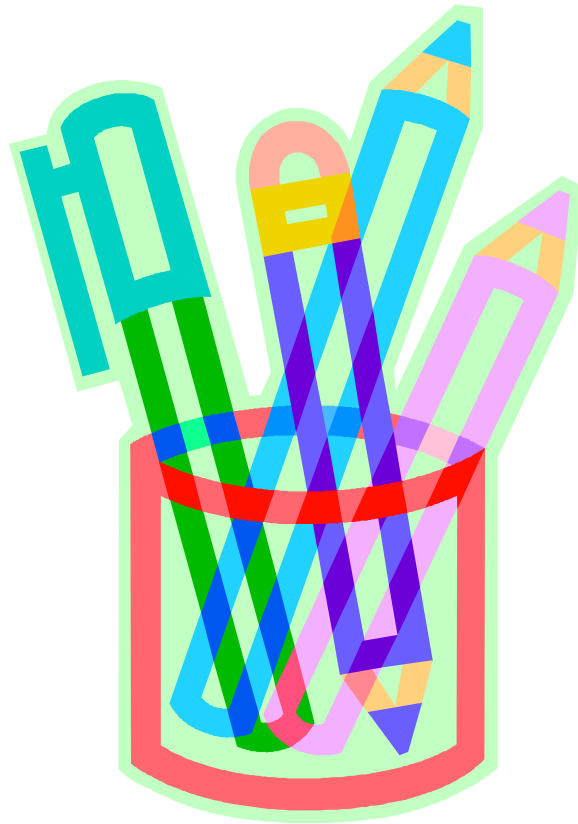
- Be sure the right people are involved
- Establish a plan/protocol for team meetings
- Emphasize collaborative/shared leadership
- Build on structures for professional learning already in place
- Focus on quality over ‘quickness’
- Remember—you can only have 2 of the following 3 at any one time: faster, better, cheaper
- Every KY student deserves to experience highly effective teaching and learning every day in every classroom

Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad (2009)

- PD that is short, episodic, and disconnected from practice ***has little impact.***
- Well-designed PD **CAN** improve practice and increase student achievement. A review of high-quality experimental studies found that among programs offering extended PD (49 hrs on avg. over 6-12 months), student achievement increased by 21 percentile points. (Yoon, et al, 2007)



T-Chart Time!





Building ‘human capital’—developing leadership and pedagogical competencies in those leading schools and districts—will yield a greater gain in terms of creating highly effective teachers in every Kentucky classroom than merely investing in products or resources alone.

Goals for Leadership Networks



Each network will be focused on developing the understandings, abilities, and leadership skills necessary to implement ***Kentucky's Characteristics of Highly Effective Teaching and Learning*** contextualized in ***Kentucky's Core Academic Standards***.

Scope of Work for Network Participants



- Be selected by district leadership.
- Attend all scheduled meetings (7 days per year— 6 during the academic year; 1 during the summer).
- Complete readings and other ‘assignments’.
- Participate in on-line communities of practice.
- Participate on a district leadership team.
- Help other colleagues in their own schools and districts.
- Commit to this process for at least 3 years.

The Missing Piece: Monitoring



Deconstructing Standards

26

Common Core Standard: Grade 4: Solve word problems that involve multiplication of fractions by whole numbers; represent multiplication of fractions by whole numbers using tape diagrams and area models that explain numerical results.

- Standards aren't written for students so there is a need to convey clear, specific, and correct achievement expectations for students (on a daily basis.)
- Teachers must be able to transform standards into the classroom level 'targets' that students must 'hit.'
- Targets allow students to build knowledge/skills/reasoning/products over time to a place where they are ready to demonstrate the proficiency required by the standards.

Combined Document POS/CCA	Common Core Document	Comparisons
<p>Grade 4</p> <p>MA-4-NPO-S-NO2 :</p> <p>Students will use manipulatives and/or diagrams to add and subtract fractions with a common denominator.</p>	<p>Grade 4</p> <p>Solve word problems that involve multiplication of fractions by whole numbers; represent multiplication of fractions by whole numbers using tape diagrams and area models that explain numerical results.</p>	<p>In the Common Core 4th grade students are multiplying fractions by whole numbers and multiplying whole numbers by fractions which is a skill that has been previously taught in 5th grade in KY POS.</p>

Value of Feedback & Monitoring



- What is the value of a principal being able to monitor and give specific feedback to teachers on the unpacking process?
- Share a specific story of either the success or lack of success of monitoring in the unpacking process.
- Think-Pair-Share Activity

Working Definitions: Connecting Mathematical Practices to the Standards

"Understand" is used in throughout the standards to mean that students can explain the concept with mathematical reasoning, including concrete illustrations, mathematical representations, and example applications.

Students who **understand** a concept can

- (a) use it to make sense of and explain quantitative situations (see "Model with Mathematics" in Practices)
- (b) incorporate it into their own arguments and use it to evaluate the arguments of others (see "Construct viable arguments and critique the reasoning of others" in Practices)
- (c) bring it to bear on the solutions to problems (see "Make sense of problems and persevere in solving them")
- (d) make connections between it and related concepts

Interim Common Assessment



1. KLA members will describe the implications for professional development around standards and assessment literacy from Senate Bill 1.
2. KLA members will explain *why* the system of leadership networks was created and *how* the system will support every district and school.

Take Home Messages



1. Networks are a statewide support mechanism for establishing P-16 leadership expertise to support the charges of Senate Bill 1.
 2. Networks align with research on professional learning (development) that results in a change in practice.
- * Take time to reflect using the T chart organizer and add any new information.*

Network Deliverables

Specifically, each network will enable participants to be able to model and lead others in their schools and districts to:

- **Deconstruct standards** into clear learning targets (August to December 2010)
- **Design high quality formative and summative assessments** (January 2011 and ongoing)
- **Plan rigorous and congruent learning experiences** (January 2011 and ongoing)
- **Select evidence-based strategies and resources** to enhance instruction (January 2011 and ongoing)

Network Deliverables

33

- Specifically, each network will *enable participants to be able to model and lead others in their schools and districts to:*
- **Work collaboratively** within and across networks **to populate an online repository for instructional resources** (December 2010 and ongoing)
- **Utilize provided resources, tools, protocols,** etc. (July 2010 and ongoing)
- **Support other educators** in their district (September 2010 and ongoing)

Take Home Messages



3. The development of 'human capital' through the Network design is critical to the infrastructure of support needed for effective implementation and sustainability of the charges of Senate Bill.
4. Student learning is at the core of this work.



Senate Bill 1 calls for **coherency** throughout our state—for students: smooth transitions from pre K-12 to higher education and the 21st century workplace; for teachers: coordinated and consistent skills and competencies in pre-service and in-service professional learning. It is because of this need to ‘get everyone on the same page’ that we are seeking truly collaboratively designed programs.

Take Home Message

5. All stakeholders need to operate from a common understanding of key concepts and ideas related to deployment of Senate Bill 1.

Achieving Coherence



We must build a common (P-16+) understanding of:

- Formative assessment
- Summative assessment
- Common assessment
- Balanced assessment
- Pre-assessment
- Interim assessment
- How to use assessment data to inform instruction for ALL student

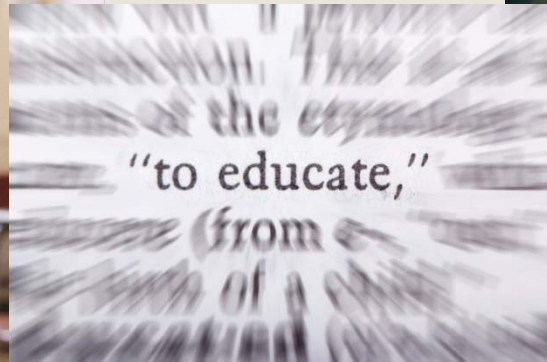
Without this, it will be hard to ever 'get on the same page'

Highly Effective Teaching and Learning



- **Targets:**

- I can provide information concerning the components and utility of Kentucky's *Characteristics of Highly Effective Teaching (CHET)*.
- I can apply my understanding of the components and utility of CHET at my school and district.



Being Highly Effective through High Quality Instruction



- Learning Climate
- Knowledge of Content
- Instructional Rigor and Student Engagement
- Instructional Relevance
- Classroom Assessment and Reflection

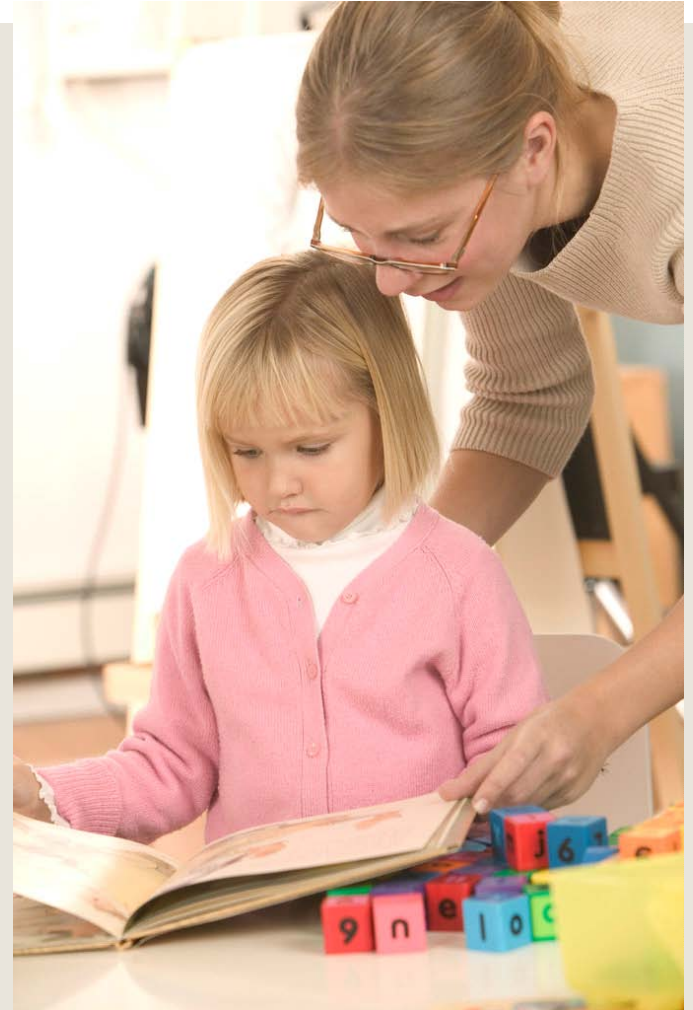
KDE Support for CHET—thru KY Teacher, ISN Newsletters, Online Support

- August: Learning Climate
- September: Classroom Assessment and Reflection
- October: Instructional Rigor and Student Engagement
- November: Instructional Relevance
- December: Knowledge of Content

Learning Climate



- a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted



Characteristic	Effective Classroom	Ineffective Classroom
1. High Level of Student Involvement with Work	<ul style="list-style-type: none"> • Students are working. 	<ul style="list-style-type: none"> • Teacher is working while students watch (or don't).
2. Clear Student Expectations	<ul style="list-style-type: none"> • Teacher shares the specific learning goals students are expected to achieve. 	<ul style="list-style-type: none"> • Students are unclear what they are supposed to learn.
3. Relatively Little Wasted Time, Confusion or Disruption	<ul style="list-style-type: none"> • Teacher has a classroom management plan with logical consequences. • Class starts immediately. • Assignments are posted. 	<ul style="list-style-type: none"> • Instruction time is used on management tasks or disruptions that could be eliminated with good procedures. • Rules and punishments are inconsistent.
4. Work-Oriented but Relaxed and Pleasant Climate	<ul style="list-style-type: none"> • Procedures have become routine. • Class comes to attention quickly. • Teacher uses specific praise and encouragement. 	<ul style="list-style-type: none"> • No procedures established for common tasks. • Teacher must yell to get attention. • Generalized praise (or none) is provided.

(adapted from Harry Wong, The First Days of School)/KDE Science Newsletter 08/2009

Think and Discuss



- Do we all agree on what these interactions between teachers and students around content should look like? What is our evidence?
- Do we have a clearly articulated consensus on good teaching—does it address all three elements of the core: student-teacher-content? Is it understood by all personnel in the district?
- What are the most important things we can do over the long term to improve the quality of the instructional core?

Characteristics of Highly Effective Teaching in Kentucky's Schools

- *CHET* is intended to create a common point of reference for discussing effective practices in teaching by describing the roles of the teacher and student in an exemplary instructional environment. It allows teachers, administrators and evaluators to have discussions of teaching around a set of research-based descriptors of effective classroom practice. The document is divided into five sections. Each of these sections is supported with a list of research-based characteristics of effective teacher practice and student actions.

1. CHET: Learning Climate

45

- **What characteristics make a lousy cadre attendee?**
- **Please come to consensus on a few of these characteristics at your table and be ready to share out.**
- **Each table shares one characteristic. No redundancies.**

1. CHET: Learning Climate

46

- **What are the characteristics of a really great cadre attendee?**
- **Come to consensus on a few essential characteristics.**
- **Be ready to share out. No redundancies.**

Setting Group Norms



- Group norms are agreed upon ways in which we will work together so that productivity is maximized.
- They are posted and reviewed (verbally and in writing) at all meetings.
- Let's work together to set the norms that the Network will abide by.

Group Norms



- **Be present and be engaged in the work**
- **We are all equal partners in this work**



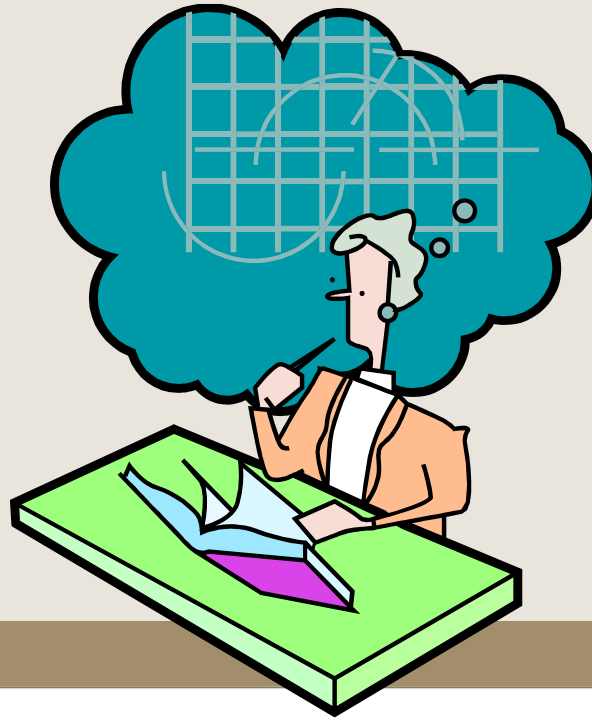
Norms

49

- **others?**
 - **Think individually, write down 3 norms that you feel should be included on our list (2 minutes).**
 - **Share with your team, designate a recorder/synthesizer and share your 3 Norms and come up with a group list. Your group should be prepared to share one Norm that should be considered for our list (5 minutes)**



***So...what is the significance of this
KLA Cadre to the overall goals/work
of the Leadership Networks?***





T-Chart Time!



Leadership Development Segment

52

- Please turn to Chapter 3 in your copy of
- Michael Fullen's Motion Leadership; The Skinny on Becoming Change Savvy
- Count off 1-? For corresponding sections from Chapter 3.

Affinity Map



- This whole activity is intended to be completed in groups and **in silence**
- Will need:
- Content: Your section of Chapter 3
- Post it Notes
- Chart paper
- Markers
- Highlighters

Affinity Map



- Each person reads the assigned material highlighting key points while reading.
- Each participant writes three complete sentences about key points/elements from the text on three separate Post It Notes.

Affinity Map



- The Post It Notes are then just placed on the chart paper in no particular order.
- Then each group silently sorts the Post It Notes into themes or big ideas. (**Remember: In Silence**)

Affinity Map



- Participants can re-arrange the Post It Notes over and over to form their sorted groups or themes.
- If there is a Post It Note in question, the person who wrote the note has the final say on its placement.
- There is no limit to the number of themes or big ideas. There may be only one Post It Note representing a big idea.

Affinity Map



- Next, the group must label the big ideas while continuing **to work in silence**.
- The group may write, mark through and re-write as many times as needed until they all agree by showing “thumbs up”.
- Finally, each group shares the key points and big ideas with the whole cadre.



T-Chart Time!



Reflection

59

- Please add to your T-Chart
- Place the T-Chart in your notebook

Evaluation

60

- Please take time to thoughtfully complete your evaluation.
- Leave the evaluation forms at the table as you leave.
- Take your EILA certificate.
- Thank you so much for being great KLA Cadre/Leadership Network Members today.
- We can't wait to see each of you at the next KLA event.
- Happy Trails !!