# Kentucky Leadership Networks: 2012-2013 Year-at-a-Glance

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Month** | **Instructional Support** | | **English Language Arts** | | **Mathematics** | |
|  | **Focus** | **Follow-up** | **Focus** | **Follow-up** | **Focus** | **Follow-up** |
| **Sept** | Review purpose/connection between ISLN & Content Leadership Networks.  TPGES Connection: Framework. *(Share link to ‘Field Test District’ webpage)* Make explicit connections in the context of multiple measures between the framework & CHETL; practice applying the framework using *Component 3b, Classroom Discussion & Questioning;* Update on PPGES.  Review and identify strategies to support teachers as they implement the standards within the context of highly effective teaching, learning and assessment practices. | Visit LDC/MDC classrooms to brainstorm look-fors of quality implementation. Bring look-for list to the November meeting.  Review observation module. Resource: Teacher Evaluator Training & Certification. | Use careful planning to improve instruction in order to become an effective teacher and leader.   * Instructional strategies for ladder (reading AND writing) * Text complexity (choosing appropriate texts for tasks, including multiple measures (qualitative, reader and task, quantitative) * Teacher Professional Growth Effectiveness System (Domain 1. a, e, f) /Characteristics of Highly Effective Teaching and Learning connections * Feedback on task/text | Set goals for year (TPGES)  Make connections between CHETL and TPGES  Address Text Complexity  LDC Module Development: “Good to go” task and texts; complete instructional ladder | Establish goals for “Partnership Agreements”  Analyze TPGES with a focus on Domain 1 (Planning & Preparation)  Study and practice formative assessment strategy: Engineering Effective Discussions, Questions, activities, and tasks that elicit evidence of students’ learning (TPGES: Domain 3B)  Deepen understanding and pedagogy around content related to:  K-8: Continue with Van de  Walle book study  HS: Rigor/Relevance | Implement a Formative Assessment Lesson/ Problem Based Lesson/Task  Partnership agreement completion  Peer Observation/ Visit collecting evidence focusing on TPGES 3b |
|  |  |  |  |  |  |  |
| **Nov** | TPGES Connection: Observation. Clarify performance levels of teacher practice using the framework. Identify look-fors of quality implementation in LDC/MDC classrooms; Update on PPGES.  Review and identify strategies to support teachers as they implement the standards within the context of highly effective teaching, learning and assessment practices. | Review student growth module. For field test districts, bring working samples of student growth template of your participating teachers. | Use careful planning to improve instruction in order to become an effective teacher and leader.   * Effective Questioning (TPGES: Domain 3b) * Congruent and Common Assessments : build samples by region | Continue with strategies for effective LDC Module Development  Make connections between CHETL and TPGES  Building congruent/ common assessments | Analyze Classroom Vignettes focused on formative assessment strategies 2 (Effective Discussions, Questions), 4 (Students as resources for one another), and 5 (Students as owners of their own learning). (Connect to CHETL and TPGES 4A – Reflecting on Teaching)  Analyze student work and observation data from follow-up looking for evidence based on TPGES 4A – Reflecting on Teaching.  Aggregate and analyze Data – state, common assessment -and connect to CHETL and TPGES 1F (Designing Student Assessment)and 3D (Using Assessment in Instruction)  Create congruent and common assessment items -build samples by grade bands on critical focal areas and 411/911 areas  Deepen understanding and pedagogy around content related to:  K-8: Continue Van de Walle book  study  HS: Rigor/Relevance | Implement a Formative Assessment Lesson/ Problem Based Lesson/Task  Collect multiple artifacts of evidence focused on formative assessment strategies 4 and 5. (Student work, video, pictures, lesson plan, etc.) |
|  |  |  |  |  |  |  |
| **Jan** | TPGES Connection: Student growth. Evaluate student growth goals to promote effective professional conversations that result in high quality goal-setting; Update on PPGES.  Review and identify strategies to support teachers as they implement the standards within the context of highly effective teaching, learning and assessment practices. | Review PGP module. For field test districts, bring working samples of PGP templates of your participating teachers. | Use careful planning to improve instruction in order to become an effective teacher.   * Student Engagement (TPGES: Domain 3c) * Narrative: instructional strategies, applications to other modes, personal essay * 21st Century Learning and Communications (speaking and listening) | Writing Standards  Make connections between CHETL, TPGES and 21st Century Learning Skills  Continue with strategies for effective LDC Module Development | Analyze elements of Classroom Climate  TPGES Domain 2 Classroom  Environment  TPGES Domain 3C Engaging  Students in Learning  CHETL – Learning Climate  Create/Select congruent/rigorous instructional tasks  What tasks allow them to make  mistakes?  Deepen understanding and pedagogy around content related to:  K-8: Continue Van de Walle book  study  HS: Rigor/Relevance | Implement/  Observe a Formative Assessment Lesson or Problem Based Lesson  Prepare a district presentation for March showcase |
|  |  |  |  |  |  |  |
| **Mar** | TPGES Connection: Professional growth/reflection. Evaluate PGP goal setting process in order to provide guidance to teachers in developing and meeting goals; Update on PPGES.  Review and identify strategies to support teachers as they implement the standards within the context of highly effective teaching, learning and assessment practices. |  | Use careful planning to improve instruction in order to become an effective teacher.   * Jurying of modules * Student work (analysis and protocols; assessment rubrics (TPGES: Domain 1e, 3d); * Teacher reflection & adjustments (TPGES: Domain 3e) * TPGES and goal-setting | Make connections between CHETL and TPGES  Reflection  Jurying of LDC Module Development  Analyzing student work | Reflect on and analyze current year’s goals and establish goals for Year 4; Connect to 4A (Reflecting on Teaching) and CHETL with multiple measures  Participate in ‘Sharing Showcase’  Deepen understanding and pedagogy around content related to:  K-8: Continue Van de Walle book  study  HS: Rigor/Relevance |  |