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

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| **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 TPGESAddress Text ComplexityLDC 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/TaskPartnership agreement completionPeer Observation/ Visit collecting evidence focusing on TPGES 3b |
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| **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 DevelopmentMake connections between CHETL and TPGESBuilding 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 areasDeepen 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/TaskCollect multiple artifacts of evidence focused on formative assessment strategies 4 and 5. (Student work, video, pictures, lesson plan, etc.) |
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| **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 StandardsMake connections between CHETL, TPGES and 21st Century Learning SkillsContinue 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 LessonPrepare a district presentation for March showcase |
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| **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 TPGESReflection Jurying of LDC Module DevelopmentAnalyzing 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 measuresParticipate in ‘Sharing Showcase’Deepen understanding and pedagogy around content related to:  K-8: Continue Van de Walle book  study HS: Rigor/Relevance  |  |