


## Kentucky Leadership Networks: 2013-2014 Year-at-a-Glance

Month	Instructional Support (School + District Leaders)		Science Teacher Leaders		Social Studies Teacher Leaders	
	Focus	Follow-up	Focus	Follow-up	Focus	Follow-up
Sept	<p>Clarify role/expectations of the District Leadership Team (DLT) in support of the overall goals of the ISLN and in support of teacher leaders.</p> <p>Support the implementation of KCAS, PGES, and professional learning* in my school/district to provide students with the experiences necessary to become college and/or career ready.</p> <p>Build an infrastructure to support PGES for full scale.</p> <p>Identify what resources are available to support PGES implementation and how to access them.</p> <ul style="list-style-type: none"> <li>○ I know what supports are available and understand the training requirements for peer observation.</li> <li>○ I can support teachers in the professional growth planning process.</li> </ul> <p>Use the guiding questions to coach a teacher through the student growth goal setting process.</p> <p>Identify necessary shifts (changes) in teaching and learning needed to fully implement the Next Generation Science Standards.</p> <p>*Discuss recent changes to KYs definition of Professional Learning/revision of Standards for Professional Learning</p>	<p>Set District Leadership Team meeting calendar for year; plan first meeting agenda</p> <p>Bring samples of SGGs</p> <p>Review of infrastructure for full scale implementation (need guide)</p>	<p>Clarify roles/responsibilities/expectations for Teacher Leaders in the Science Leadership Network and as members of a District Leadership Team.</p> <p>Understand the goal of the Leadership Networks as a capacity building approach that focuses on professional learning around KCAS, CHETL, Assessment Literacy, and Leadership in order to support CCR for all students.</p> <p>Analyze the structure and intent of the Next Generation Science Standards to transform teaching and learning.</p> <p>Identify key shifts in teaching and learning that will be necessary to fully and effectively implement the NGSS.</p>	<p>Determine who is on the District Leadership Team</p> <p>Read/review the Framework for K-12 Science Education and the NGSS</p> <p>Explain your role in the Network to one or more of your colleagues</p>		

<b>Oct</b>	<p>Support the implementation of KCAS, PGES, and professional learning in my school/district to provide students with the experiences necessary to become college and/or career ready.</p> <p>Use the District Innovation Configuration Maps to identify current status of district efforts; identify key goals/outcomes/next steps for DLT.</p> <p>Study a sample progression within the NGSS and recognize implications for curriculum development; begin to plan for curriculum development in district (noting interdependency with ELA and Mathematics KCAS).</p> <p>Identify what resources are available to support PGES implementation and how to access them.</p> <ul style="list-style-type: none"> <li>• Feedback SGGs</li> <li>• Conferencing <ul style="list-style-type: none"> <li>○ Student Voice</li> <li>○ PGP</li> <li>○ Observation</li> <li>○ SGG</li> </ul> </li> </ul>	<p>Bring Sample PGGs</p> <p>Review of infrastructure for full scale implementation (need guide)</p>	<p>Study sample progressions within the NGSS and recognize implications for teaching and learning as well as curriculum development (noting interdependency with ELA/Math KCAS).</p> <p>Analyze the science and engineering practices and crosscutting concepts to understand their significance when combined with the disciplinary core ideas on student performance expectations.</p> <p>Identify connections between NGSS implications for teaching and learning and the Framework for Teaching and Learning (FTL)/CHETL.</p> <p>Explore the District Innovation Configuration (IC) Maps; identify current status of district efforts; construct 2-3 questions to take to the next DLT meeting.</p>	<p>Read/review the Framework for Teaching and Learning and CHETL</p> <p>Read/review the District Innovation Configuration Map</p> <p>Point one or more of your colleagues to the NGSS/Framework for K-12 Science Education</p> <p>Take your questions from the IC map task to the DLT meeting</p> <p>*Bring a lesson to November meeting to analyze for congruency to KCAS</p>		
<b>Nov</b>	<p>Support the implementation of KCAS, PGES, and professional learning in my school/district to provide students with the experiences necessary to become college and/or career ready.</p> <p>Analyze a model instructional plan that emphasizes the intersection of science and literacy standards (disciplinary literacy); discuss implications for professional learning around instructional planning/design/materials selection.</p> <p>Identify what resources are available to support PGES implementation and how</p>	<p>Prepare for Student Perception Round Table</p> <p>Review of infrastructure for full scale implementation (need guide)</p>	<p>Engage in self-analysis of assessment literacy; set goal(s)/targets for growth in that area (using language from FTL and CHETL).</p> <p>Reach consensus with colleagues on the meaning of the standards/performance expectations in terms of expected depth and breadth, and the related progressions, by engaging in/modeling processes to deconstruct Kentucky's Core Academic Standards into clear learning targets.</p> <p>Analyze a model instructional plan that emphasizes the intersection of science</p>	<p>Identify Assessment Literacy resources (e.g., via CIITS) based on your identified goal/target</p> <p>Practice deconstructing a standard/performance expectation using the process from the network</p>		

	<p>to access them.</p> <ul style="list-style-type: none"> <li>• PGP Review</li> <li>• SGG progress</li> <li>• Peer Observation</li> </ul> <p>Reflect on previous/plan for upcoming District Leadership Team meetings.</p>		<p>and literacy standards (disciplinary literacy); discuss implications for instructional planning/design/materials selection. <i>*Teacher Leaders should bring a lesson to analyze</i></p> <p>Explore roles of Teacher Leadership and connections to FTL; set personal targets for next 3 months and identify success criteria/evidence.</p> <p>Discuss progress/challenges of DLT meetings.</p>	<p>Refine your personal Teacher Leadership target(s)/evidence</p> <p>*Bring a sample assessment item/task to Jan meeting</p>		
Jan	<p>Support the implementation of KCAS, PGES, and professional learning in my school/district to provide students with the experiences necessary to become college and/or career ready.</p> <p>Analyze examples of assessment designs that align to the NGSS to inform selection/design at local level and implications for curriculum development.</p> <p>Explore the College, Career, and Civic Life (C3) Framework for Social Studies and its intended impact on teaching, learning and standards development in KY</p> <p>Identify what resources are available to support PGES implementation and how to access them.</p> <ul style="list-style-type: none"> <li>• Conferencing <ul style="list-style-type: none"> <li>○ Student Voice</li> <li>○ PGP</li> <li>○ Observation</li> <li>○ SGG</li> </ul> </li> </ul> <p>Reflect on previous/plan for upcoming District Leadership Team meetings.</p>	<p>Review of infrastructure for full scale implementation (need guide)</p>	<p>Engage in learning to deepen <b>assessment literacy based on individual goals.</b> </p> <p>Reach consensus with colleagues on the meaning of the standards/performance expectations in terms of expected depth and breadth, and the related progressions, by <b>engaging in/modeling processes to deconstruct Kentucky's Core Academic Standards into clear learning targets.</b></p> <p><b>Deepen understanding of the science and engineering practices and crosscutting concepts and explore strategies for effectively translating them into practice.</b></p> <p>Analyze examples of assessment designs that align to the NGSS; discuss implications for planning/designing local assessments. <i>*Teacher Leaders should bring a sample assessment/task to analyze</i></p> <p>Reflect on/provide feedback to others on Teacher Leadership targets/efforts.</p> <p>Discuss progress/challenges of DLT meetings.</p>	<p>Conduct a status check on your personal Teacher Leadership target(s)/evidence</p> <p>Continue to build assessment literacy</p>	<p>Clarify roles/responsibilities/expectations for Teacher Leaders in the Social Studies Leadership Network and as members of a District Leadership Team.</p> <p>Understand the goal of the Leadership Networks as a capacity building approach that focuses on professional learning around KCAS, CHETL, Assessment Literacy, and Leadership in order to support CCR for all students.</p> <p>Analyze the structure and intent of the College, Career, and Civic Life (C3) Framework for Social Studies to transform teaching and learning.</p> <p>Identify key shifts in teaching and learning that will be necessary to fully and effectively implement the C3 Framework/related standards.</p>	TBD

<b>Feb</b>	<p>Support the implementation of KCAS, PGES, and professional learning in my school/district to provide students with the experiences necessary to become college and/or career ready.</p> <p>Share/discuss/analyze critical attributes and elements of curriculum maps/guides for NGSS.</p> <p>Identify what resources are available to support PGES implementation and how to access them.</p> <ul style="list-style-type: none"> <li>Systems to support Student Growth Goals</li> </ul>	<p>Review of infrastructure for full scale implementation (need guide)</p>	<p>Engage in learning to deepen assessment literacy based on individual goals.</p> <p>Deepen understanding of the science and engineering practices and crosscutting concepts and explore strategies for effectively translating them into practice.</p> <p>Share/discuss/analyze critical attributes and elements of curriculum maps/guides for NGSS.</p> <p>Reflect on/provide feedback to others on Teacher Leadership targets/efforts.</p> <p>Discuss progress/challenges of DLT meetings.</p>	TBD	<p>Identify connections between C3 implications for teaching and learning and the Framework for Teaching and Learning (FTL)/CHETL.</p> <p>Analyze the 4 dimensions of the C3 Framework to understand the "Instructional/Inquiry Arc"</p> <p>Review DRAFT standards for social studies for structure, themes/threads; provide feedback.</p> <p>Explore the District Innovation Configuration (IC) Maps; identify current status of district efforts; construct 2-3 questions to take to the next DLT meeting.</p>	TBD
<b>March</b>	<p>Support the implementation of KCAS, PGES, and professional learning in my school/district to provide students with the experiences necessary to become college and/or career ready.</p> <p>Use the District Innovation Configuration Maps to identify current status of district efforts; compare current status to key goals/outcomes identified for DLT against status in October; identify next steps/goals.</p> <p>Identify what resources are available to support PGES implementation and how to access them.</p> <ul style="list-style-type: none"> <li>Develop systems to support full scale implementation</li> </ul> <p>Reflect on previous/plan for upcoming District Leadership Team meetings.</p>	<p>Review of infrastructure for full scale implementation (need guide)</p>	<p>Use the District Innovation Configuration Maps to identify current status of district efforts; compare current status to key goals/outcomes identified for DLT against status in October; identify next steps/goals.</p> <p>Reflect on/provide feedback to others on Teacher Leadership targets/efforts.</p> <p>Spotlight/showcase on effectively translating into practice the science and engineering practices and crosscutting concepts (teaching, learning, assessment).</p> <p>Identify desired next steps for the Network (summer learning/coming year).</p>	TBD	<p>Analyze a model instructional plan that emphasizes the intersection of C3 Framework/draft standards and literacy standards (disciplinary literacy); discuss implications for instructional planning/design/materials selection.</p> <p>Explore roles of Teacher Leadership and connections to FTL; set personal targets for next 3 months and identify success criteria/evidence.</p> <p>Discuss progress/challenges of DLT meetings.</p> <p>Identify desired next steps for the Network (summer learning/coming year).</p>	TBD
<b>Summer 2014</b>	ISLN Convening TBA		TBD		TBD	