

# CENTRAL OFFICE STAFF

## PILLAR: Characteristics of Highly Effective Teaching and Learning (CHETL)

### Vision, Goals, and Intended Outcomes

#### Component 1: Develops and implements a CDIP that addresses full implementation of KCAS, CHETL, and assessment literacy

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ul style="list-style-type: none"> <li>Engages all staff, public officials, students, families, local agencies, and community members as partners in achieving full implementation of KCAS.</li> <li>Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy</li> <li>Incorporates into CDIP multiple</li> </ul>	<ul style="list-style-type: none"> <li>Engages staff and community members as partners in achieving full implementation of KCAS</li> <li>Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy</li> <li>Incorporates into CDIP multiple strategies (e.g., instructional rounds,</li> </ul>	<ul style="list-style-type: none"> <li>Engages staff as partners in achieving full implementation of KCAS</li> <li>Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy</li> <li>Incorporates into CDIP multiple strategies (e.g., instructional rounds, walkthroughs, PLCs, peer</li> </ul>	<ul style="list-style-type: none"> <li>Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy</li> <li>Incorporates into CDIP required strategies for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) for KCAS</li> </ul>	<ul style="list-style-type: none"> <li>Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes</li> <li>Incorporates into CDIP required strategies for meeting goals</li> <li>Complies with requirements for supervisory interactions about teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Fails to establish a plan for implementing KCAS, CHETL, and assessment literacy</li> </ul>

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<p>strategies (e.g., instructional rounds, walkthroughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) as interdependent resources for KCAS implementation</p> <ul style="list-style-type: none"> <li>• Implements CDIP to guide interactions about teaching and learning Provides direct and indirect follow-up support and assistance for a minimum of three-years for full KCAS implementation.</li> </ul>	<p>walkthroughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) as interdependent resources for KCAS implementation</p> <ul style="list-style-type: none"> <li>• Implements CDIP to guide interactions about teaching and learning</li> <li>• Provides direct and indirect follow-up support and assistance for full KCAS implementation</li> </ul>	<p>observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) for KCAS implementation</p> <ul style="list-style-type: none"> <li>• Implements CDIP to guide interactions about teaching and learning</li> <li>• Provides indirect follow-up support and assistance for full KCAS implementation</li> </ul>	<p>implementation</p> <ul style="list-style-type: none"> <li>• Implements CDIP in supervisory interactions about teaching and learning</li> <li>• Provides information about implementation of KCAS</li> </ul>		
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**PILLAR: Characteristics of Highly Effective Teaching and Learning (CHETL)**

**Monitoring and Feedback Systems**

**Component 2: Designs and implements a system for monitoring progress, providing feedback, and differentiating support for implementation of KCAS to improve student performance.**

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
<ul style="list-style-type: none"> <li>• Develops capacity of administrators and teachers to use CHETL resources as a common point of reference for established criteria about effective teaching and learning in every classroom</li> <li>• Gathers evidence monthly (staff training, walkthroughs, looking at data) to assess schools' progress toward full implementation of KCAS and identified goals for student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Develops capacity of administrators and teachers to use CHETL resources as a common point of reference for established criteria about effective teaching and learning in every classroom</li> <li>• Gathers evidence quarterly (staff training, walkthroughs, looking at data) to assess schools' progress toward full implementation of KCAS and identified goals for student learning</li> <li>• Provides constructive feedback on KCAS</li> </ul>	<ul style="list-style-type: none"> <li>• Develops capacity of administrators and teachers to use CHETL resources as a common point of reference for established criteria about effective teaching and learning in every classroom</li> <li>• Gathers semi-annual evidence (staff training, walkthroughs, looking at data) to assess schools' progress toward full implementation of KCAS and identified goals for student learning</li> <li>• Provides feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminating to administrators and teachers CHETL resources</li> <li>• Gathers annual evidence to assess schools' progress toward implementation of KCAS and identified goals for student learning</li> <li>• Engages in annual assessment of districtwide progress toward KCAS implementation</li> <li>• Provides districtwide professional learning on KCAS</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminating to administrators and teachers CHETL resources</li> <li>• Engages in annual assessment of districtwide progress toward KCAS implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to monitor implementation of KCAS to improve student performance</li> </ul>

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<ul style="list-style-type: none"> <li>• Provides constructive feedback on KCAS implementation and progress toward student learning goals in a variety of formats (i.e., face-to-face, surveys, conferences, webinars, etc.)</li> <li>• Develops with school leaders “next steps” strategies, expected outcomes, and timeline for improvement (i.e., study groups, learning teams, action research, school improvement projects, individually guided activities, peer observation/feedback sessions)</li> <li>• Provides</li> </ul>	<p>implementation and progress toward student learning goals in a variety of formats (i.e., face-to-face, surveys, conferences, webinars, etc.)</p> <ul style="list-style-type: none"> <li>• Develops with school leaders “next steps” strategies, expected outcomes, and timeline for improvement (i.e., study groups, learning teams, action research, school improvement projects, individually guided activities, peer observation/feedback sessions)</li> <li>• Provides differentiated support to address barriers and problems related to implementation</li> <li>• Engages in semi-</li> </ul>	<p>on KCAS implementation and progress toward student learning goals</p> <ul style="list-style-type: none"> <li>• Develops with school leaders “next steps” strategies, expected outcomes, and timeline for improvement (i.e., study groups, learning teams, action research, school improvement projects, individually guided activities, peer observation/feedback sessions)</li> <li>• Engages in annual assessment of districtwide progress toward full KCAS implementation</li> <li>• Designs and provides districtwide interventions</li> </ul>			
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<p>differentiated support to address barriers and problems related to implementation</p> <ul style="list-style-type: none"> <li>Engages in quarterly assessment of districtwide progress toward full KCAS implementation</li> <li>Designs and provides districtwide interventions based on assessment to accelerate implementation</li> </ul>	<p>annual assessment of districtwide progress toward full KCAS implementation</p> <ul style="list-style-type: none"> <li>Designs and provides districtwide interventions based on assessment to accelerate implementation</li> </ul>	<p>based on assessment to accelerate implementation</p>			
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<b>PILLAR: Characteristics of Highly Effective Teaching and Learning (CHETL)</b>					
<b>Organizational Structures to Support CHETL</b>					
<b>Component 3: Aligns all elements of the organization to support and facilitate full implementation of KCAS for student success.</b>					
<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>	<b>Level Five</b>	<b>Level Six</b>
<ul style="list-style-type: none"> <li>• Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS</li> <li>• Establishes comprehensive leadership team (e.g., principals, ELA and math network teacher participants, IHE representatives, students, parents and community representatives,</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS</li> <li>• Establishes comprehensive leadership team (e.g., principals, ELA and math network teacher participants, IHE representatives, students, parents and community representatives,</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS</li> <li>• Establishes leadership team to guide implementation decisions.</li> <li>• Develops the capacity of a cadre of teacher leaders and administrators to facilitate collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes leadership team to guide implementation decisions.</li> <li>• Allocate resources (i.e., staff, finances, time, materials, etc.) for KCAS implementation</li> <li>• Identifies and provides professional learning to address districtwide needs</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and provides professional learning to address districtwide needs</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to align elements of the organization to support full implementation of KCAS for student success</li> </ul>

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<p>educational co-operative staff, district leadership staff) to guide implementation decisions.</p> <ul style="list-style-type: none"> <li>• Develops the capacity of and coaches a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation of a PLC, group dynamics, stages of group development)</li> <li>• Prioritizes implementation of KCAS in allocation of resources (i.e., staff, finances, time, materials, etc.)</li> <li>• Identifies and provides professional learning to address districtwide needs</li> <li>• Responds to and documents actions to address</li> </ul>	<p>educational co-operative staff, district leadership staff) to guide implementation decisions.</p> <ul style="list-style-type: none"> <li>• Develops the capacity of and coaches a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation of a PLC, group dynamics, stages of group development)</li> <li>• Prioritizes implementation of KCAS in allocation of resources (i.e., staff, finances, time, materials, etc.)</li> <li>• Identifies and provides professional learning to address districtwide needs</li> <li>• Expands the use of technology (e.g., web conferencing,</li> </ul>	<p>learning teams (e.g., facilitation of a PLC, group dynamics, stages of group development)</p> <ul style="list-style-type: none"> <li>• Prioritizes implementation of KCAS in allocation of resources (i.e., staff, finances, time, materials, etc.)</li> <li>• Identifies and provides professional learning to address districtwide needs</li> <li>• Uses technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS</li> </ul>			
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<p>individual, team, and school requests for assistance</p> <ul style="list-style-type: none"> <li>• Expands the use of technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS</li> <li>• Celebrates team and school successes Celebrates individual school and team successes</li> <li>• Provides intensive support, as needed, to individuals, teams and schools</li> <li>• Schedules and monitors the use of time for district and school staff to engage in professional learning and collaborative work focused on full implementation of KCAS</li> </ul>	<p>online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS</p> <ul style="list-style-type: none"> <li>• Celebrates team and school successes</li> </ul>				
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Should we create language to direct the use of <http://www.teachersdomain.org/special/cheat/>

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