

## CLUSTER LEADER TIMELINE/CALENDAR

### JUNE/JULY

- Attend or view through WebEx KDE Summer Cluster Leader Training
- Compile writing resources for teachers
- Review portfolio analysis data to help principal and/or other administrators create the upcoming master schedule that addresses writing instruction and conferencing management

### AUGUST/ SEPTEMBER

- Review roles and responsibilities of cluster leaders
- Provide new teachers with writing portfolio grade-appropriate *Kentucky Writing Handbook Part 1* and *Part 2*
- Provide teachers with overview of school-wide (to include conferencing plan) writing program
- Provide teachers with information from Summer Cluster Leader Training/WebEx
- Conduct with staff Writing Portfolio Ethical Practices training (Check with District Assessment Coordinator for procedural information)
- Attend or view WebEx New Cluster Leader Meeting (if applicable)
- Deliver ethical and unethical writing practices information at faculty meeting with principal's permission (e.g., marking papers, *Administration Guidelines for Writing Instruction*)
- Review Writing Scoring Rubric with staff
- Review 100-day writing portfolio rule with staff

### OCTOBER/ NOVEMBER

- Set tentative dates for scoring training and scoring portfolios with administration
- Set date for portfolio completion for school with principal and inform staff
- Attend Regional Cluster Leader Meeting and share information with staff as soon as possible
- Conduct conferencing management with staff and administration

### DECEMBER/ JANUARY

- Finalize scoring training date, scoring date, and location with principal, BAC and/or DAC
- If applicable, apply for portfolio extension (contact DAC)
- Meet with cluster teachers to analyze instructional practices and do a portfolio checkpoint review
- Conduct ethical and unethical reminder at faculty meeting with principal permission
- Choose scoring team members with principal, BAC and/or DAC

### FEBRUARY/ MARCH

- Update principal about suggested professional development in writing for summer
- Monitor/review conferencing management with teachers
- Attend KDE delivered writing portfolio scoring training
- Prepare paperwork for scoring training session
- Conduct scoring training for scoring team
- Select table leaders for scoring session (if applicable)

### APRIL/ MAY

- Portfolio completion-by the end of the school day on the 1<sup>st</sup> day of the testing window
- Prepare paperwork for scoring session
- Score portfolios (may score before, during, or after testing window, depending upon date DAC need scores)
- Turn in Portfolio Accumulation forms, Quality Control Record, and Principal's Confirmation of Proper Control Measures form to BAC/DAC
- Discuss portfolio analysis data with principal to update professional development plans for school-wide writing program
- Store all accountability portfolios in administration-designated place
- Return Quality Control Portfolios to DAC to store in secure location

## **ROLES AND RESPONSIBILITIES OF THE CLUSTER LEADER**

- 1. Provide optional and required teacher portfolio development training session for your Cluster Teachers** – You will have various opportunities (one required in spring) to attend special instructional sessions for Cluster Leaders. When you return to your district, you should take the opportunity to share what you learn with other teachers in your district. Work with your District Assessment Coordinator/Building Assessment Coordinator (DAC/BAC) in setting up these additional sessions. **Cluster Teachers are those who will be working with the management of the writing assessments.** In some cases, you may be training teachers who have been closely involved in the development of portfolios for a long period of time; however, in most cases, there are teachers new to the development process. Be aware of their special needs; you may need to provide an additional training session just for them.
- 2. Provide ongoing support to your Cluster Teachers and staff as they help students develop as writers** – Your school/district has selected you to represent its teachers in the role as a professional development and instructional leader. Teachers in your school/district will begin to look to you for information and support as they begin portfolio development. As Cluster Leader, you should be available to your school/district to answer questions and provide resources for Cluster Teachers to ensure ethical implementation of a school-wide writing program.
- 3. Inform Cluster Teachers about sessions** - You should work with your DAC and/or BAC to notify all teachers (your district intends to train) of the meeting site, date, and time. In some districts, Cluster Leaders handle this responsibility on their own. In others, the DACS work with Cluster Leaders to determine meeting information, and they notify teachers through principals or other avenues. If you need more information, contact your DAC to determine your district's chosen notification process.
- 4. View and obtain a recording of your grade-specific "Scoring Training" telecast from KET** – This telecast is NOT intended for live use, but instead will be used to support your Cluster Leader Scoring Training and the training you will provide to your scoring team. The scoring team is those who will be scoring the writing portfolios. The Scoring Training telecasts may be updated each year to focus on new issues facing teachers as they score and to provide clarifying information based on training evaluations from previous years. It is critical that you view the videotape before conducting your local district scoring training session to prepare for types of questions and discussion that may arise during training.
- 5. Attend your regional Cluster Leader Scoring Training session (see timeline for dates)** – It is critical that Cluster Leaders have the support they need to conduct training. By attending all training sessions, you will build your own expertise, build

an informational network with other teachers in your region and with KDE Writing Consultants.

- 6. Provide a 3 or 6-hour Scoring Training session for Cluster Teachers as close to the actual scoring sessions as possible** - This will mirror the Cluster Leader Scoring Training session you will attend. It is critical that any person who scores portfolios participates in training each year. While the training materials do not change drastically from year to year, the focus of the discussion and other activities differ every year and are designed to meet the current needs of scoring teachers. With the complex nature of portfolio scoring, a single training experience is insufficient to nurture knowledgeable, confident, and accurate scorers. Therefore, scorers need to retrain every year. **Make sure that the scoring team who scores understands the importance of viewing the tape and using the anchor papers and scoring rubric as they score the portfolios. Cluster Leaders will ensure that accurate records are kept for scoring sessions.**
- 7. Provide ongoing support to your Cluster Teachers/scoring team as they begin assessing the portfolios** – Just as teachers in your district need support as they develop portfolios, they will also need support as they begin to score portfolios. As students' performance continues to improve, decisions about when subdomain scores from the writings have moved from one cell to the next become more critical, and in some cases, more difficult to make. Your district's teachers will look to you to assist them in making these decisions. It is critical that you act as a facilitator for discussion, but at the same time, that you guide teachers in making these difficult decisions on their own instead of providing scoring decisions for them. In this way, teachers will continue to come to you as a discussion partner while increasing their own expertise and confidence as scorers.
- 8. Maintain close contact with KDE Writing Consultants who will provide and disseminate necessary information** – The Kentucky Department of Education offers a large support network for writing teachers. This network of support exists to provide you and other teachers in your district with information and assistance in writing instruction and, more specifically, portfolio development. Cluster Leaders are strongly encouraged to contact any support personnel available at any time (Contact information is included in the beginning of this handbook, "Kentucky Writing Contacts," page vi.)
- 9. Cluster Leader will work with building principal, faculty, and DAC to establish a policy (703 KAR 5:010) for maintaining working folders for all levels within the building** – Such policies must include a means of maintaining working folders at each grade level, providing students access to folders, and moving folders efficiently from grade level to grade level.

## **CLUSTER LEADERS AS INSTRUCTIONAL LEADERS**

### ***STRATEGIES FOR NETWORKING IN YOUR DISTRICT***

As a Cluster Leader, you can play a critical role in supporting teachers in their local schools as they work with students to develop as writers. There are many things you can do to support your peers instructionally throughout the year and increase the expertise and collegial working relationships with teachers in your district. The following list suggests activities/strategies you may consider as you rethink your role as an instructional leader in your district. If you are interested in implementing any of these suggested activities, or any other activities you believe would be of assistance to your teachers, contact your DAC for guidance and/or assistance.

- **Create your own information network:** Provide information to Cluster Teachers and other teachers within your school and district about any professional development activities associated with writing instruction or portfolios. Work with your DAC and Cluster Teachers to develop an on-going local newsletter/information sheet or group e-mail list to notify teachers in your district about these opportunities and other instructional activities/strategies being implemented in your district. If you are a district cluster leader, perhaps you can identify a writing leader in each of your schools who can receive the information and then disseminate it to the other cluster teachers within the individual schools.
- **Create a writing study/support group:** Talk with teachers in your district to find out their level of interest in setting up a writing study/writing group. These groups may take many forms: writing strategy sharing sessions, curriculum sharing sessions, student work analysis sessions, discussions focusing on professional readings, etc. Through sharing of ideas and support for new activities, teachers will become more confident and knowledgeable about writing instruction and portfolio development. (See the section in handbook regarding resources).
- **Create and/or join a Professional Development Planning Committee:** Many districts have Professional Development Committees that work to locate professional development opportunities and organize PD activities for teachers in their districts. Find out about professional development planning in your district. Join your planning group or work with administrators to create a district-wide PD planning committee to identify professional development needs and resources. Plan writing PD for your district's teachers.
- **Create a professional library in your school or district:** The availability of up-to-date professional readings is critical for the continuing growth of teacher knowledge and expertise. Find out if your school and/or district has a professional library for teachers. Work with other teachers in your district to create a professional library or to make suggestions concerning additional reading or KET telecast materials that should be added to any existing professional library. (See the section in handbook regarding resources).
- **Join the KY WRITE Listserv at this internet address:**  
<http://www.uky.edu/Education/kylists.html>
- **Visit the web site of the Kentucky Council of Teachers of English/Language Arts:**  
<http://www.kcte.org>
- **Access the Kentucky Writing Development Teacher's Handbook at this address:**  
<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Handbook.htm>

**Instructions:** As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12 <sup>th</sup> only)
Content area _____	Content area _____	Content area _____	Content area _____
<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>
<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>
<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>	<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>	<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>	<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>

**The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.**

**Incomplete Portfolios, circle item(s) does not contain**

- [MISSING PIECES] A portfolio is incomplete if it does not contain
- A table of contents page which indicates the following:
    - Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])
    - Required number of pieces in each category
      - 4<sup>th</sup> grade—3 pieces (1 in each category)
      - 7<sup>th</sup> grade—3 pieces (1 in each category)
      - 12<sup>th</sup> grade—4 pieces (1 in each category)

**2. A signed Student Signature Sheet**

- [MISSING CONTENT AREA REQUIREMENT] Required number of content pieces identified by content area class
- 4<sup>th</sup> grade—no content piece is required to be identified
  - 7<sup>th</sup> and 12<sup>th</sup>—one content piece other than English/language arts identified by content area class

[PLAGIARISM] is proven to be plagiarized

[OTHER]

- is different from those listed in the Table of Contents
- is written in a language other than English
- demonstrates only computational skills
- consists of only diagrams or drawings
- represents a group entry





