This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.

Principal Advisory Council (PrAC)

Dec. 10, 2025

Robbie Fletcher, Commissioner,
Kentucky Department of Education (KDE)

Brian Eerenberg, PrAC Chairperson
Stacy Noah, KDE Liaison

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I. Welcome

Meredith Brewer, Associate Commissioner, Office of Educator Licensure and Effectiveness

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II. Roll Call

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

Roll Call

Name	Representing	Term Expiring
Brian Eerenberg	Boyd County	December 2025
Jarrod Hankins	Webster County	December 2025
Robert Lightening	Bowling Green Independent	December 2025
Lynn Petrey	Kentucky School for the Deaf	December 2027
Peggy Sinclair-Morris	Kentucky School for the Blind	December 2027
Liz Kirk	Fayette County	December 2027
Geco Ross	Paducah Independent	December 2027
Jeff Blythe	Monroe ATC	December 2027

Roll Call (2)

Name	Representing	Term Expiring
Sarah Williams	Jefferson County	December 2027
Tim Cline	Pike County	December 2027
Amanda Nokes	Bullitt County	December 2027
Amanda Fields	Martin County	December 2027
Martina Skidmore	Powell County	December 2027
Heather Roaden	Whitley County	December 2027
Hubert Schroer	Somerset Independent	December 2027

Roll Call (3)

New Members: Name	Representing	Term Expiring
Jeremy Kidd	Laurel County	December 2028
Jimica Howard	Jefferson County	December 2028
Ginger Estes	Hancock County	December 2028
James Hood	Rowan County	December 2028
Bonnie Spears	Warren County	December 2028
Josh Henderson	Elizabethtown Independent	December 2028
Nikki Gearheart	Floyd County	December 2028
Beth St Bernard	Spencer County	December 2028
Jaziel Guerra	Mercer County	December 2028

New PrAC Member Introductions

New Members: Name	Representing	Term Expiring
Jeremy Kidd	Laurel County	December 2028
Jimica Howard	Jefferson County	December 2028
Ginger Estes	Hancock County	December 2028
James Hood	Rowan County	December 2028
Bonnie Spears	Warren County	December 2028
Josh Henderson	Elizabethtown Independent	December 2028
Nikki Gearheart	Floyd County	December 2028
Beth St Bernard	Spencer County	December 2028
Jaziel Guerra	Mercer County	December 2028

Principal Prep Representatives

Western Kentucky University

- Nicholas Brake

Campbellsville University

- Joseph “Rocky” Wallace
  - UPPI Whitepaper

PrAC Chairperson

- Will need to be in place by March 2026 meeting.
- Process to determine chairperson determined by PrAC.
- Volunteer

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III. Agenda Approval

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

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IV. Approve Summary Minutes

SEPTEMBER 2025 SUMMARY

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

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V. Retention Tools

Justin Edwards, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

Shoutout to Dr. Petrey

Thanks to Dr. Petrey for supporting the teacher retention work by submitting a video.

Strategies in Action: How Principals Support Retention (Video Requested)

- What specific strategies and tools do you currently use to support teacher retention?
- How might you adapt or expand them to be more intentional in fostering long-term commitment among your staff?

We'd like to hear your successes—what strategies, practices or approaches have helped you retain teachers in your school? Please share these examples with the Kentucky Department of Education (KDE) so we can learn from and celebrate what's working across districts.

Retention Tool Review: Your Feedback Matters

- Please review this retention tool and share your thoughts: what do you like about it, what could be improved and how might such tools be utilized in schools to support teacher retention efforts.

Retention Tool

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VI. New Curriculum Implementation Monitoring Toolkit

Chrystal Rowland, Misty Higgins and Fox DeMoisey, Office of Teaching and Learning, Kentucky Department of Education

Monitoring Curriculum Implementation

Supporting Continuous Improvement

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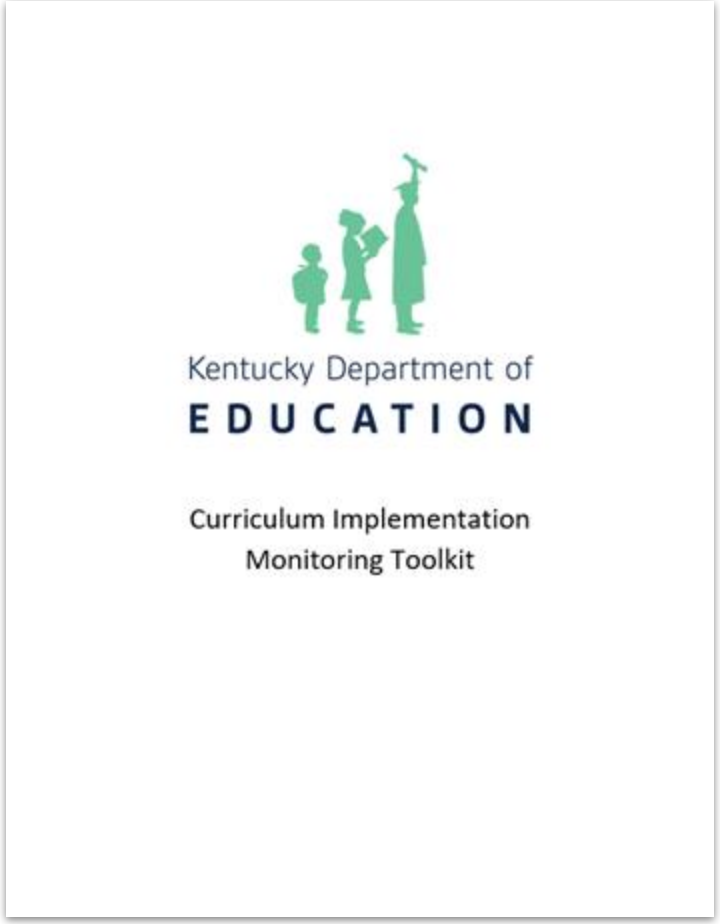
Curriculum Implementation Monitoring Toolkit

- Introduction
- Key Aspects for Monitoring Curriculum Implementation
- Overview of Recommended Tools
- Recommendations for Use of Monitoring Tools
- Sample Annual Monitoring Calendar



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Why do we need to monitor HQIR implementation?

Importance of Ongoing Monitoring of HQIR Implementation

Strengthening Tier 1 Instruction

FROM VISION TO IMPACT

1

COMMON INSTRUCTIONAL VISION

2

Access to Strong Local Curriculum & HQIR(s)

3

High-Quality Professional Learning

4

High-Quality Instruction

IMPROVED STUDENT EXPERIENCE & OUTCOMES

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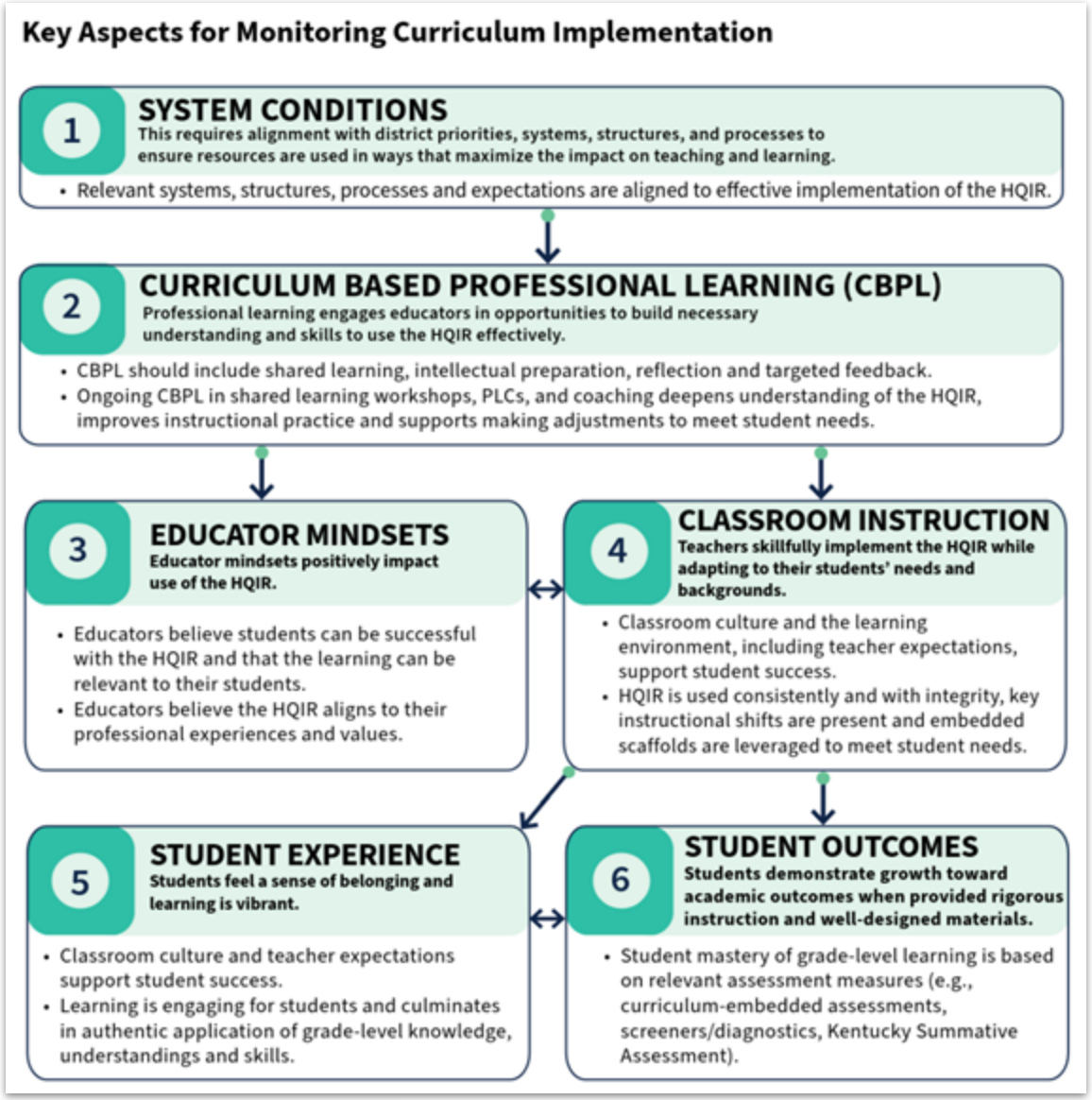
What Should We Monitor?

Key Aspects for Monitoring Curriculum Implementation

What to Monitor

As you scan “Key Aspects for Monitoring Curriculum Implementation,” consider the following:

- What stands out to you about these six aspects and their dynamic relationships?



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How Do We Monitor Effectively?

Tools for Monitoring Key Aspects of HQIR Implementation

Overview of Recommended Tools

Aspect 1: System Conditions

Curriculum Implementation Framework

A framework used to determine whether key responsibilities required to align district values, systems, structures and processes have been addressed to establish conditions for effective HQIR implementation during a particular stage and to inform next steps.

Aspect 2: Curriculum-Based Professional Learning

CBPL Feedback Survey	Shared Learning Workshop Observation Tool	PLC Observation Tool
A brief survey administered at the end of selected PL sessions (representative sample from shared learning workshops, PLC meetings, coaching interactions) emphasizing key elements that impact educators' learning experiences.	An observation form completed by an observer (e.g., district/school administrator, instructional coach) to understand the extent to which group learning opportunities support effective implementation of the HQIR and continued improvement of classroom instruction.	An observation form completed by an observer (e.g., district/school administrator, instructional coach) to understand the extent to which the PLC is engaging in the core processes of intellectual preparation to deepen understanding of the HQIR and improve classroom instruction

Aspect 3: Classroom Instruction

Instructional Practice Guide (Reading and Writing Comprehension/K-3 Foundational Skills, Math, Science)

An observation tool completed by a classroom observer (e.g., district/school leader, instructional coach) to understand how teachers are implementing the HQIR and how students are engaged in learning in order to improve instruction.

Aspect 4: Educator Mindsets

Leader Survey	Teacher Survey
A survey administered to understand district/school leaders' current mindsets relevant to effective HQIR implementation.	A survey administered to understand teachers' current mindsets relevant to effective HQIR implementation.

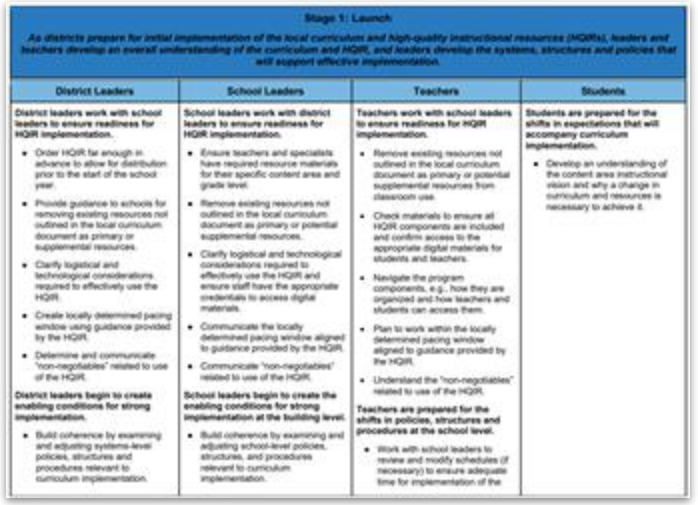
Aspect 5: Student Experience

Student Survey

A survey administered to understand students' sense of the learning environment and their engagement with the learning.

*Aspect 6 Student Outcomes

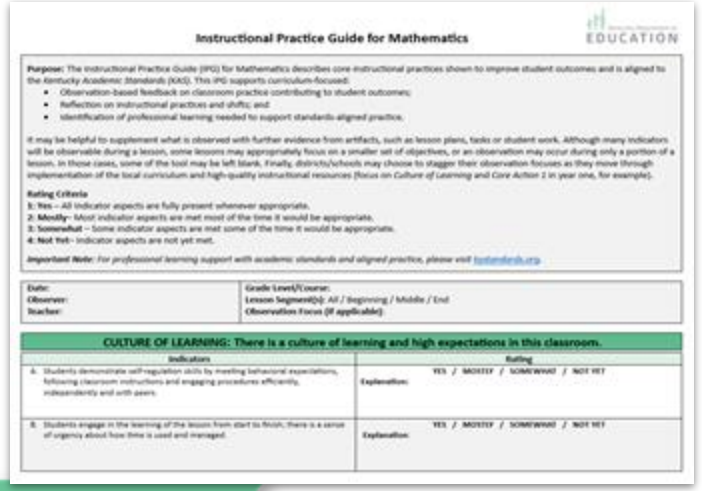
In order to measure student outcomes, data should be gathered from relevant assessment measures. This should include local assessment data from curriculum-embedded assessments, screeners, diagnostics, as well as data from the *Kentucky Summative Assessment*.



Stage 1: Launch

As districts prepare for initial implementation of the local curriculum and high-quality instructional resources (HQIRs), leaders and teachers develop an overall understanding of the curriculum and HQIR, and leaders develop the systems, structures and policies that will support effective implementation.

District Leaders	School Leaders	Teachers	Students
District leaders work with school leaders to ensure readiness for HQIR implementation. • Order HQIR far enough in advance to allow for distribution prior to the start of the school year. • Provide guidance to schools for removing existing resources not outlined in the local curriculum document as primary or supplemental resources. • Clarify logistical and technological considerations required to effectively use the HQIR. • Create locally determined pacing window using guidance provided by the HQIR. • Determine and communicate "non-negotiables" related to use of the HQIR. **District leaders begin to create enabling conditions for strong implementation.** • Build coherence by examining and adjusting systems-level policies, structures and procedures relevant to curriculum implementation.	**School leaders work with district leaders to ensure readiness for HQIR implementation.** • Ensure teachers and specialists have required resource materials for their specific content area and grade level. • Remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources. • Clarify logistical and technological considerations required to effectively use the HQIR and ensure staff have the appropriate credentials to access digital materials. • Communicate the locally determined pacing window aligned to guidance provided by the HQIR. • Communicate "non-negotiables" related to use of the HQIR. **School leaders begin to create the enabling conditions for strong implementation at the building level.** • Build coherence by examining and adjusting school-level policies, structures, and procedures relevant to curriculum implementation.	**Teachers work with school leaders to ensure readiness for HQIR implementation.** • Remove existing resources not outlined in the local curriculum document as primary or potential supplemental resources from classroom use. • Check materials to ensure all HQIR components are included and confirm access to the appropriate digital materials for students and teachers. • Navigate the program components, e.g., how they are organized and how teachers and students can access them. • Plan to work within the locally determined pacing window aligned to guidance provided by the HQIR. • Understand the "non-negotiables" related to use of the HQIR. **Teachers are prepared for the shifts in policies, structures and procedures at the school level.** • Work with school leaders to review and modify schedules (if necessary) to ensure adequate time for implementation of the	**Students are prepared for the shifts in expectations that will accompany curriculum implementation.** • Develop an understanding of the content area instructional vision and why a change in curriculum and resources is necessary to achieve it.



Instructional Practice Guide for Mathematics

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Purpose: The Instructional Practice Guide (IPG) for Mathematics describes core instructional practices shown to improve student outcomes and is aligned to the Kentucky Academic Standards (KAS). This IPG supports curriculum-focused:

- Observation-based feedback on classroom practice contributing to student outcomes;
- Reflection on instructional practices and shifts; and
- Identification of professional learning needed to support standards-aligned practice.

It may be helpful to supplement what is observed with further evidence from artifacts, such as lesson plans, tasks or student work. Although many indicators will be observable during a lesson, some lessons may appropriately focus on a smaller set of objectives, or an observation may occur during only a portion of a lesson. In those cases, some of the tool may be left blank. Finally, districts/schools may choose to stagger their observation focuses as they move through implementation of the local curriculum and high-quality instructional resources (focus on *Culture of Learning* and *Core Action 1* in year one, for example).

Rating Criteria

1: Yes – All indicator aspects are fully present whenever appropriate.
2: Mostly– Most indicator aspects are met most of the time it would be appropriate.
3: Somewhat – Some indicator aspects are met some of the time it would be appropriate.
4: Not Yet– Indicator aspects are not yet met.

Important Note: *For professional learning support with academic standards and aligned practice, please visit* kystandards.org

Date: **Observer:** **Teacher:**	**Grade Level/Course:** **Lesson Segment(s):** All / Beginning / Middle / End **Observation Focus (if applicable):**

CULTURE OF LEARNING: There is a culture of learning and high expectations in this classroom.

Indicators	Rating
6. Students demonstrate self-regulation skills by meeting behavioral expectations, following classroom instructions and engaging procedures efficiently, independently and with peers.	YES / MOSTLY / SOMEWHAT / NOT YET **Explanation:**
8. Students engage in the learning of the lesson from start to finish; there is a sense of urgency about how time is used and managed.	YES / MOSTLY / SOMEWHAT / NOT YET **Explanation:**

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How to Monitor

"Recommendations for Use"

- Purpose/Process
- Timing/Frequency
- Response Rate

Recommendations for Use of Monitoring Tools

Key Aspect	Monitoring Tool	Recommendations
System Conditions	Curriculum Implementation Framework	Use diagnostically once a year to inform goal setting and planning; can be used mid-year to determine progress
Curriculum-Based Professional Learning	CBPL PLC Observation Tool	Observe a representative sample during each locally-determined observation window Recommend 2-3 observation windows per year
	CBPL Shared Learning Observation Tool	Observe a representative sample throughout the school year (including summer PL)
	CBPL Feedback Survey	Administered after each shared learning workshop Administered after a representative sample of PLC meetings and coaching interactions Completed by 100% of educators in attendance
Classroom Observations	Instructional Practice Guides (IPGs)	Before each observation window starts, observers calibrate around specific indicators aligned to implementation goals by practicing rating examples together. Observe a representative sample (reflects the characteristics of the teacher population) during each locally-determined observation window Recommend classroom observations are conducted in pairs Recommend 2-3 formal observation windows per year, each window 2-3 weeks in duration.
Educators Mindsets	Leader Survey	Administered one to three times per year Minimum of 70% response rate
	Teacher Survey	Administered one to three times per year Minimum of 70% response rate
Student Experience	Student Survey	Administered one to three times per year Minimum of 70% response rate
Student Outcomes	Curriculum-Embedded Assessments	Administered as designed within the scope and sequence of the HQIR.

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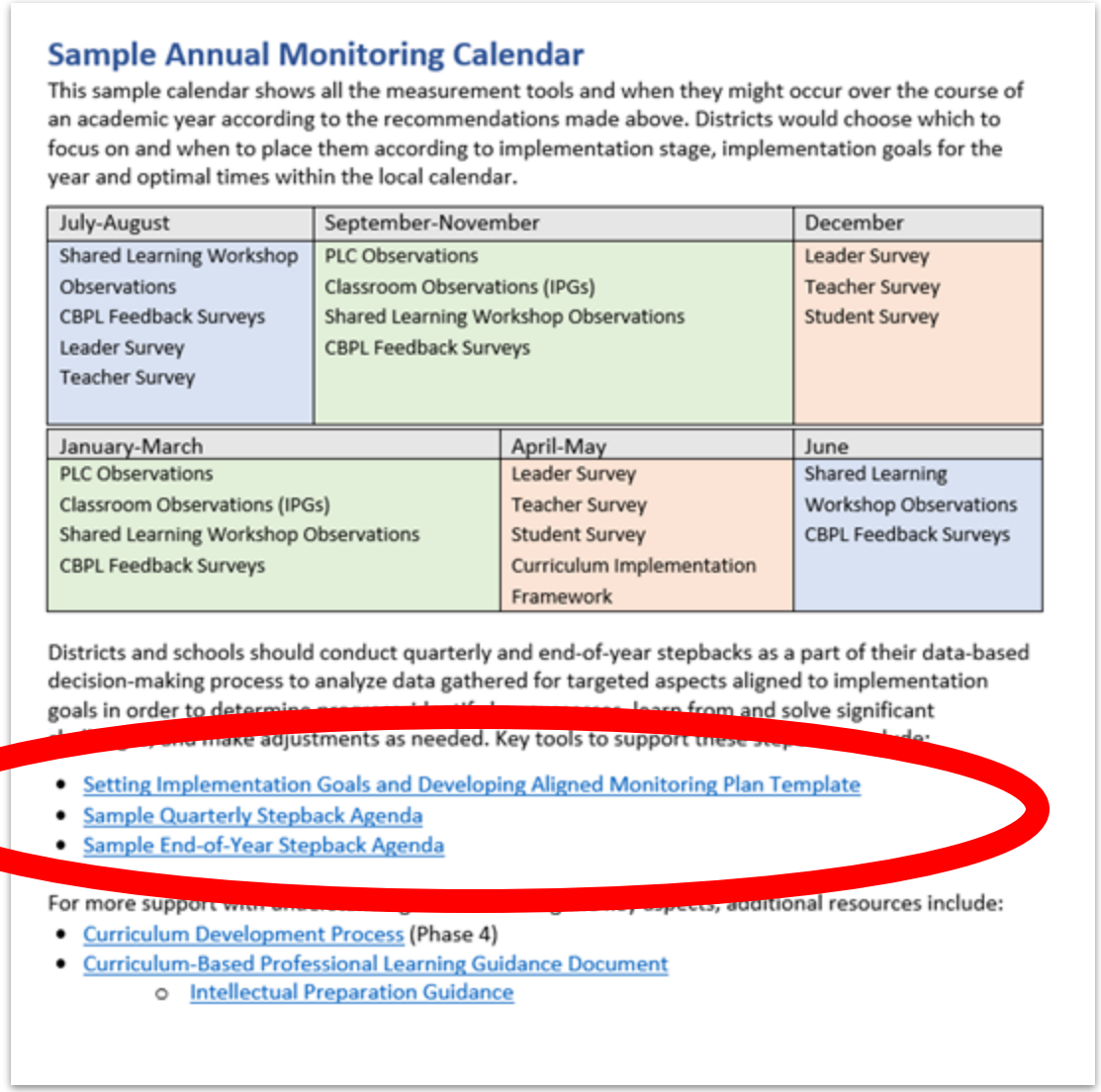
How Do We Put it All Together?

Gathering and Analyzing the Data Across the School Year

Putting It All Together

Focuses on gathering and analyzing data across the school year and includes:

- Sample Calendar for Using Tools to Gather Data
- Resources to Support Analyzing and Making Decisions Based on the Data



Sample Annual Monitoring Calendar

This sample calendar shows all the measurement tools and when they might occur over the course of an academic year according to the recommendations made above. Districts would choose which to focus on and when to place them according to implementation stage, implementation goals for the year and optimal times within the local calendar.

July-August	September-November	December
Shared Learning Workshop Observations CBPL Feedback Surveys Leader Survey Teacher Survey	PLC Observations Classroom Observations (IPGs) Shared Learning Workshop Observations CBPL Feedback Surveys	Leader Survey Teacher Survey Student Survey

January-March	April-May	June
PLC Observations Classroom Observations (IPGs) Shared Learning Workshop Observations CBPL Feedback Surveys	Leader Survey Teacher Survey Student Survey Curriculum Implementation Framework	Shared Learning Workshop Observations CBPL Feedback Surveys

Districts and schools should conduct quarterly and end-of-year stepbacks as a part of their data-based decision-making process to analyze data gathered for targeted aspects aligned to implementation goals in order to determine [illegible] learn from and solve significant [illegible] and make adjustments as needed. Key tools to support these [illegible]:

- Setting Implementation Goals and Developing Aligned Monitoring Plan Template
- Sample Quarterly Stepback Agenda
- Sample End-of-Year Stepback Agenda

For more support with [illegible] aspects, additional resources include:

- Curriculum Development Process (Phase 4)
- Curriculum-Based Professional Learning Guidance Document
  - Intellectual Preparation Guidance

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Putting It All Together: Whole Group Share Out

- What are some possible implications for use of the toolkit in your school?
- How else might we support you in this work?

Questions

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Misty Higgins

misty.higgins@education.ky.gov

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VII. Ed Camp

Keith Griesser, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

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VIII. Certification Structure: Content Discussion

Todd Davis, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

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IX. Adjournment

Brian Eerenberg, PrAC Chairperson

Upcoming Meeting Date: March 5, 2026

Feedback Form for Today's Meeting