

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

Teachers Advisory Council (TAC)

December 6, 2022

Jason E. Glass, Ed.D., Commissioner of Education

Jamaal Stiles, TAC Chairperson

Stacy Noah, Kentucky Department of Education (KDE) Liaison



I. Welcome

Jason E. Glass Ed.D., Commissioner and Chief Learner,
Kentucky Department of Education

Special Welcome to New Members

Kennita Ballard, Jefferson County

Sarah Beard, Estill County

Melanie Callahan, Laurel County

Carla Criswell, Christian County

Sharon Collins, Warren County

Rosa Cubero-Hurley, Fayette County

Chad Davidson, McCracken County

Carla Lawson, Whitley County

Amber Ramirez, Shelby County

Donnie Wilkerson, Russell County

II. Roll Call of Members and Approve Summary Minutes

Jamaal Stiles, TAC Chairperson, Washington County Schools

Roll Call

Erica Deal, Kentucky School for the Blind (KSB), October 2024
Byron Wilson, Kentucky School for the Deaf (KSD), October 2024
Chad Davidson, McCracken County, December 2025
Kaysin Higgins, Calloway County, June 2024
Carla Criswell, Christian County, December 2025
Sharon Collins, Warren County, December 2025
Jen Davis, Butler County, June 2024
Misty Bivens, Larue County, June 2024
April Jackson, Hardin County, June 2024
Jamal Stiles, Washington County, June 2024
Kenita Ballard, Jefferson County, January 2025
Amber Ramirez, Shelby County, December 2025
Gregory Smith, Jefferson County, June 2024

Amanda Klare, Beechwood Independent, June 2024
Susan Cintra, Madison County, June 2024
Rosa Cubero-Hurley, Fayette County, December 2025
Sara Green, Fayette County, June 2024
Donnie Wilkerson, Russell County, December 2025
Jane Modlin, Ashland Independent, June 2024
Sarah Beard, Estill County, December 2025
Melanie Callahan, Laurel County, December 2025
Carla Lawson, Whitley County, December 2025
Charlene Martin, Paintsville Independent, June 2024
Scott Osborn, Lawrence County, October 2024
Jennifer Stewart, Floyd County, June 2024
Amy Leasgang, Bullitt County, June 2024

Digital Sign In

- Please access the digital sign in by using the link provided in chat.
- Select today's date and sign in.

Just a reminder: If you transition to another position, please notify Stacy Noah. TAC members **MUST** be classroom teachers.

[CLICK FOR ATTENDANCE LINK](#)

Teachers Advisory Council (TAC)
Attendance 2022-2023

Please complete this form for each meeting you attend.

 stacy.noah@education.ky.gov (not shared) [Switch account](#) 

* Required

Select today's meeting date for attendance purposes. *

September 13, 2022

December 6, 2022

March 7, 2023

June 6, 2023

Your email address *

Your answer _____

First Name *

Webpage Access

ADVISORY GROUPS

Teachers Advisory Council (TAC)

Published: 11/1/2022 12:45 PM

Purpose: The Teachers Advisory Council (TAC) is designed to improve the educational landscape of Kentucky by providing Kentucky's Commissioner of Education with direct input from Kentucky's classrooms. Bridging the gap between policy and practice, the TAC was created to advise the commissioner on educational priorities so that Kentucky's students are well-prepared for any career they choose. The ultimate goal is to have effective teaching in every school, every classroom, every day.

Membership: The Teacher Advisory Council (TAC) is comprised of approximately twenty (20) teacher leaders from across the Commonwealth who contribute crucial, diverse perspectives on education. Four (4) quarterly meetings take place each year. Members are required to attend at least three of the four meetings to remain an active member of the TAC.

The Office of Educational Licensure and Effectiveness coordinates the application process. Teachers are selected and appointed to the TAC for three-year terms. Membership is prioritized to ensure instructional expertise in various disciplines, grade bands, and areas of specialization are represented on the council. For those interested in applying to serve, please submit the TAC Membership Application. If selected, official correspondence from the Office of Educational Licensure and Effectiveness will be sent.

[Click here for TAC Membership Application](#)

Stacy Noah

Office of Educator Licensure and Effectiveness

300 Sower Blvd., 5th Floor

Frankfort, KY 40601

(502) 564-1479 Ext. 4523

stacy.noah@education.ky.gov

[LINK TO KDE TAC PAGE](#)

Meeting Information

[Members List](#)

Meeting Dates:

December 6, 2022

March 7 2023

June 6, 2023

September 13, 2022

- [September 13 Agenda](#)
- [September 13 Summary](#)
- [September 13 PowerPoint](#)
- [View September 13 Recording Here](#)

June 14, 2022

- [June 14 Agenda](#)
- [June 14 Summary](#)
- [June 14 PowerPoint](#)
- [View June 14 Recording Here](#)

March 15, 2022

- [March 15 Agenda](#)
- [March 15 Summary](#)
- [March 15 PowerPoint](#)
- [View March 15 Recording Here](#)

December 14, 2021

- [December 14 Agenda](#)
- [December 14 Summary](#)



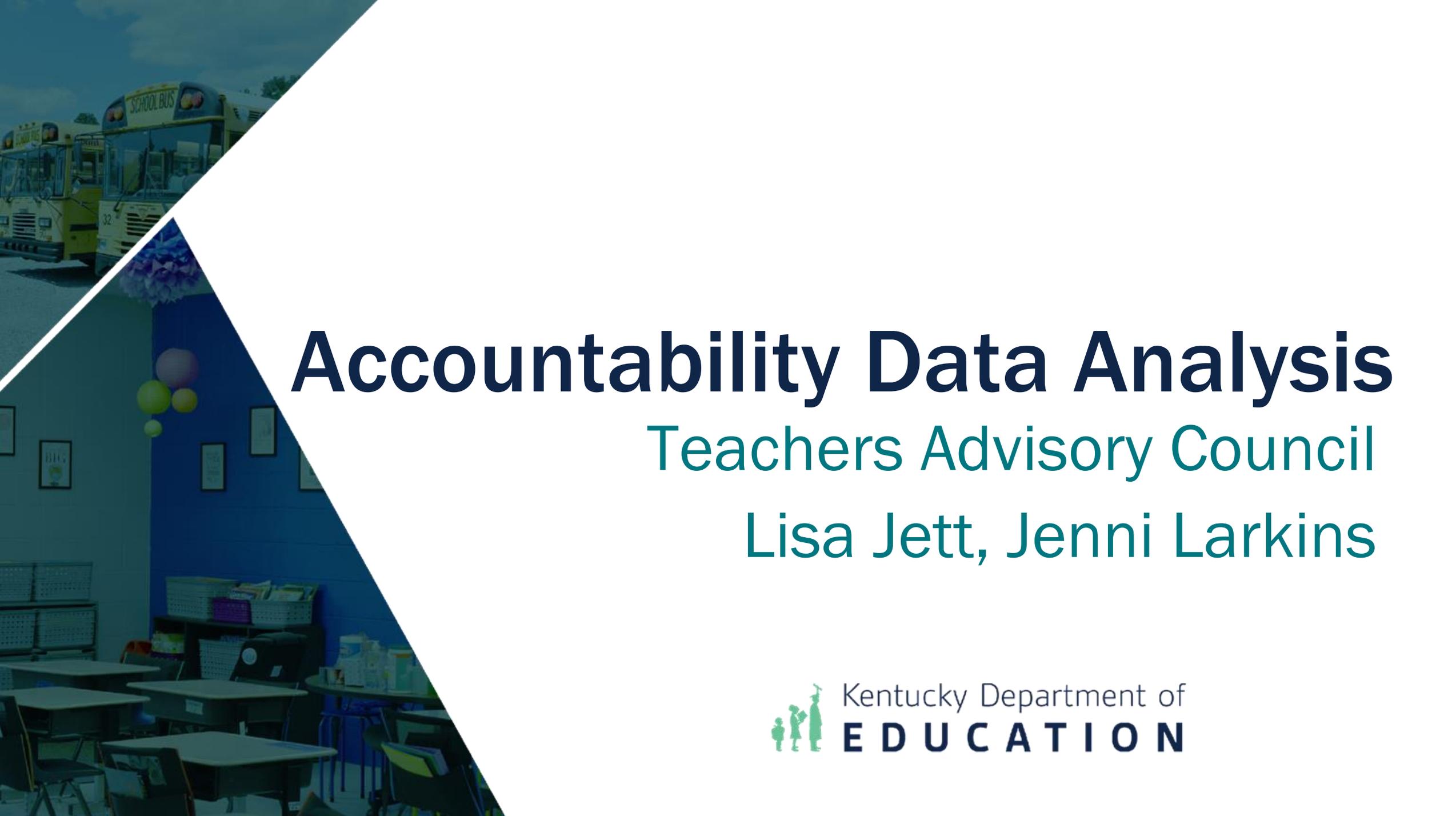
Kentucky Department of
EDUCATION

III. School Report Card Overview and Q & A

DeDe Conner, Office of Education Technology, Kentucky Department of
Education

IV. Accountability Data Analysis

Jenni Larkins and Lisa Jett, Office of Assessment and Accountability

The background of the slide is split into two parts. The top-left portion shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Accountability Data Analysis

Teachers Advisory Council

Lisa Jett, Jenni Larkins

Guiding Question

How does your school analyze assessment and accountability data?

Accountability Data Analysis Resource

[Accountability Data Analysis Document](#)

- General Protocol (districts' contexts determine specifics)
- Discussion Points for Each Indicator
- Student Demographic Groups
- Connection to Data Collected in Classroom
 - Performance Level Descriptors
- Links to Additional Tools and Resources

Division of Assessment and Accountability Support

(502) 564-4394

dacinfo@education.ky.gov

Lisa Jett

lisa.jett@education.ky.gov

Jenni Larkins

jennifer.larkins@education.ky.gov

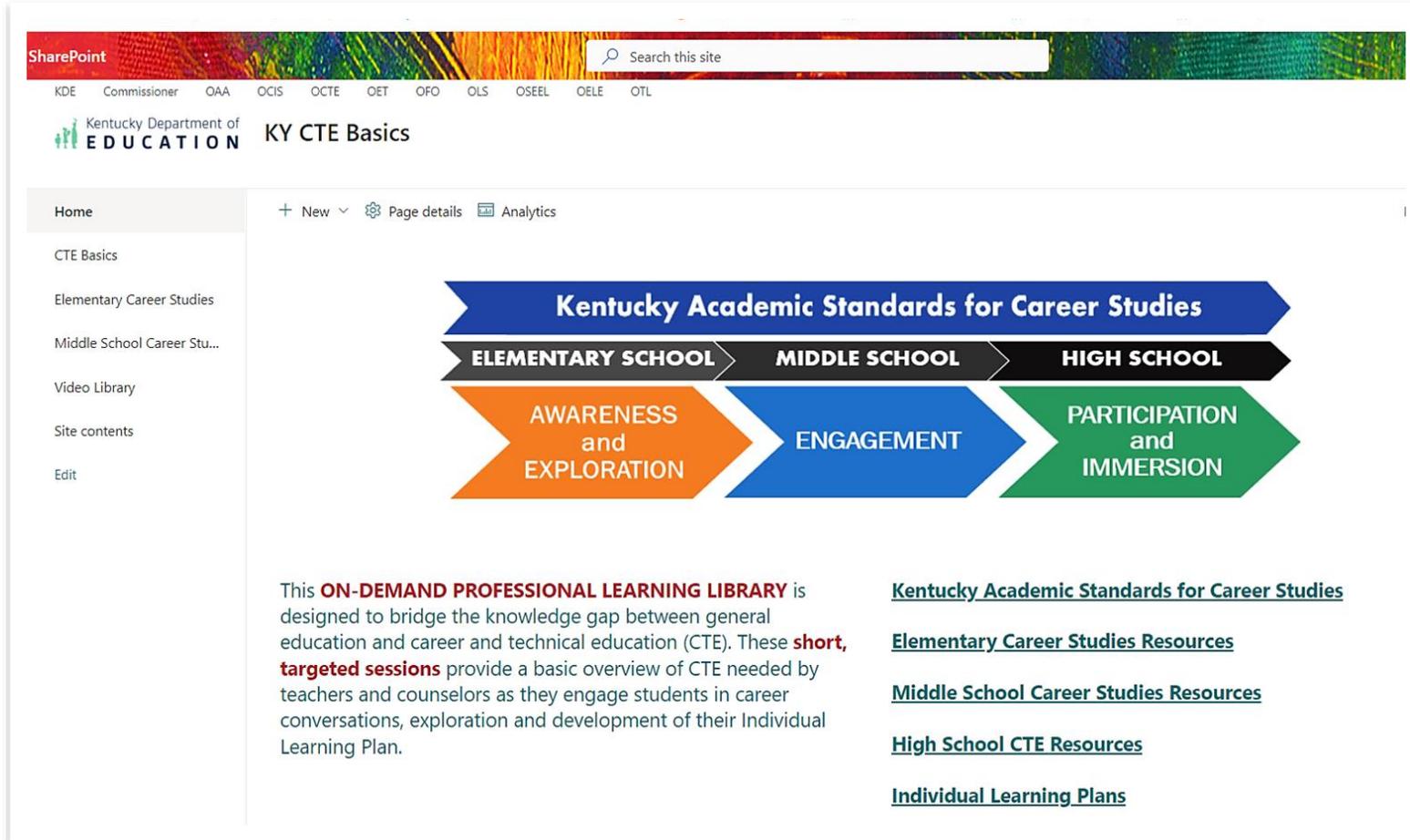
V. CTE Basics Professional Learning Library

Regan Satterwhite, Office of Career and Technical Education

CTE BASICS: An On-Demand Professional Learning



<https://staffkyschools.sharepoint.com/sites/kde/kyctebasics>



SharePoint

KDE Commissioner OAA OCIS OCTE OET OFO OLS OSEEL OELE OTL

Kentucky Department of **EDUCATION** KY CTE Basics

Home + New Page details Analytics

CTE Basics

Elementary Career Studies

Middle School Career Stu...

Video Library

Site contents

Edit

Kentucky Academic Standards for Career Studies

ELEMENTARY SCHOOL MIDDLE SCHOOL HIGH SCHOOL

AWARENESS and EXPLORATION ENGAGEMENT PARTICIPATION and IMMERSION

This **ON-DEMAND PROFESSIONAL LEARNING LIBRARY** is designed to bridge the knowledge gap between general education and career and technical education (CTE). These **short, targeted sessions** provide a basic overview of CTE needed by teachers and counselors as they engage students in career conversations, exploration and development of their Individual Learning Plan.

- [Kentucky Academic Standards for Career Studies](#)
- [Elementary Career Studies Resources](#)
- [Middle School Career Studies Resources](#)
- [High School CTE Resources](#)
- [Individual Learning Plans](#)

CTE BASICS:



A screenshot of a SharePoint web page titled 'KY CTE Basics'. The page features a navigation menu on the left with options like 'Home', 'CTE Basics', 'Elementary Career Studies', 'Middle School Career Stu...', 'Video Library', 'Site contents', and 'Edit'. The main content area lists several topics with underlined links: 'Career Exploration - What does it really mean to explore careers?', 'Career Clusters - What are career clusters and how can they be used in career exploration?', 'Career Clusters - How do the 16 career clusters align with KY's career pathways?', 'Career Clusters - What is the difference between a career cluster, a career pathway and a CTE program?', 'Career Pathways - How do we address student interests if our school does not offer the pathway of their choice?', 'Dual Credit - What's the difference between dual and articulated credit?', 'Dual Credit - How to make every credit count?', 'Equity - How do you ensure equity in career exploration?', 'Individual Learning Plans - How does career exploration support development of a student's ILP?', 'Industry Certificates - What are industry certificates?', 'Postsecondary - What do we mean by postsecondary education?', and 'WBL - What is Work-Based Learning?'. The top of the page shows the SharePoint interface with a search bar and various navigation links.

Middle School Career Studies



SharePoint

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Kentucky Department of
EDUCATION KY CTE Basics

Home
CTE Basics
Elementary Career Studies
Middle School Career St...
Video Library
Site contents
Edit

+ New Send to Promote Page details Immersive Reader Analytics

Middle School Career Studies

- [What is the vision for middle school CS?](#)
- [How does career exploration support development of a student's ILP?](#)
- [How can we help students build their career exploration vocabulary?](#)
- [How do you integrate CS into content areas?](#)
- [How do you ensure student engagement with all the career clusters?](#)
- [How can career exploration support SEL?](#)
- [How can we better utilize guest speakers?](#)
- [What does a career conversation look like in middle school?](#)
- [What does real-world learning look like in middle school career exploration?](#)

<https://staffkyschools.sharepoint.com/sites/kde/kyctebasics>

Elementary Career Studies



SharePoint

KDE Commissioner OAA OCIS OCTE OET OFO OLS OSEEL OELE OTL

Kentucky Department of **EDUCATION** KY CTE Basics

Home

CTE Basics

Elementary Career Studies

Middle School Career Stu...

Video Library

Site contents

Edit

+ New Send to Promote Page details Immersive Reader Analytics

Elementary Career Studies

[What is the vision for elementary school CS?](#)

[How do you integrate CS into content areas?](#)

[What is the best way to help students build their career exploration vocabulary?](#)

[How do you ensure student engagement with all the career clusters?](#)

[How do you ensure equity in career exploration?](#)

[How can career exploration support SEL?](#)

[How can we better utilize guest speakers?](#)

<https://staffkyschools.sharepoint.com/sites/kde/kyctebasics>

Additional Resources

School Resources

- CTE Basics – An on-demand professional learning library
- Planning and implementation tools

Stakeholder Resources

- Tools to share with families and guest speakers



Web Links

- Links for deeper research

https://education.ky.gov/CTE/cter/Pages/MS_Career-Res.aspx

RESOURCES

Middle School Career Resources

Published: 10/17/2022 1:50 PM

Middle school career studies should provide opportunities for career exploration, build self-awareness, learn about potential careers and develop a plan to reach future goals. It capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities.

[KENTUCKY ACADEMIC STANDARDS FOR CAREER STUDIES](#)

The Kentucky Academic Standards for Career Studies outline the minimum content standards Kentucky students should learn within each grade-band. The standards address what is to be learned but do not direct how learning experiences are to be designed or what resources should be used.

[CTE MIDDLE SCHOOL APPROVED COURSES](#)

These courses provide opportunities to engage students with skills, knowledge and tasks of a career cluster. These are introductory and do not count toward pathway completion if a student continues in the program area

CTE MIDDLE SCHOOL STANDARDS

The CTE Middle School Standards provide an overview of content for career and technical education offerings at the middle school level and support transition to the high school career and technical education pathways.

[Agriculture Education Standards for Middle School](#)

[Business and Marketing Education Standards for Middle School](#)

[Engineering Education Standards for Middle School](#)

[Family and Consumer Sciences Education Standards for Middle School](#)

[Health Science Education Standards for Middle School](#)

SCHOOL RESOURCES

[CTE Basics](#)

[MS Webinar Series](#)

[MS Planning and Implementation Toolkit](#)

[The 16 Career Clusters](#)

[Career Exploration FAQ](#)

STAKEHOLDER RESOURCES

[Guest Speaker Conversation Guide](#)

[Family Guide](#)

WEB LINKS

[ACTE](#)

[Bus to Business](#)

[Career One Stop](#)

[CTECS](#)

[Individual Learning Plans](#)

[KYSTATS Career Explorer](#)

Resources

- **Kentucky Academic Standards for Career Studies**
<https://bit.ly/3AuF3pF>
- **Elementary School Career Studies Resources**
https://education.ky.gov/CTE/cter/Pages/ES_Career-Res.aspx
- **Middle School Career Studies Resources**
https://education.ky.gov/CTE/cter/Pages/MS_Career-Res.aspx
- **Middle School Exploratory Tasks**
https://education.ky.gov/CTE/cter/Pages/MS_Explor-Tasks.aspx

VI. Senate Bill 1 (2022) Update

Natasha Stein and Ruth Swanson, Office of Continuous Improvement and Support

The background of the slide is a composite image. The top left corner shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left corner shows a classroom with several desks and chairs, a blue wall, and some decorations like balloons and framed pictures. A large white diagonal shape cuts across the middle of the slide, separating the background images from the text.

Senate Bill 1 (2022) Update

Ruth Swanson, District 180 Program Manager

Natasha Stein, Assistant Director

Division of School and Program Improvement



Senate Bill 1 (2022) Overview

- On April 13, 2022, the Kentucky legislature passed Senate Bill 1 (SB 1). Although the passing of this bill impacted several statutes, it most notably impacted the transfer of curriculum determination and principal selection from the school-based decision making (SBDM) council to the superintendent.
- SB 1 embeds language regarding the Teaching American Principles Act.
 - This Act requires the incorporation of 24 fundamental American documents and speeches into the grade-level appropriate middle and high school Kentucky Academic Standards for Social Studies.
- Besides an emergency clause section, the remainder of the bill became effective on **July 14, 2022**.

Senate Bill 1 Frequently Asked Questions

- SBDM program staff have been tracking several questions and compiling those into [a SB1 guidance resource](#) for districts and schools as they navigate through the bill's implications.

Senate Bill 1 Guidance for School-based Decision Making
August 2022



Senate Bill 1 (2022) Changes for School-based Decision Making (SBDM)

In 1990, the Kentucky General Assembly passed what is commonly known as the Kentucky Education Reform Act (KERA). Along with KERA, KRS 160.345 outlined the roles and responsibilities of school-based decision making (SBDM) councils.

On April 13, 2022, the Kentucky legislature passed Senate Bill 1 (SB 1), which includes changes that affect SBDM councils. Although the passing of this bill impacts several statutes, this guidance document focuses on changes to KRS 160.345, most notably the transfer of curriculum determination and principal selection from the SBDM council to the superintendent.

The Kentucky Department of Education (KDE) created this guidance to answer some of the questions that schools and councils may have. The changes from SB 1 took effect on July 14, 2022.

Curriculum, Instructional Resources, Textbook Selection

1. What does Senate Bill 1 change regarding curriculum selection?

Each district's superintendent now has the authority to select a school's curriculum, textbooks, instructional materials and student support services after consultation with the

Notable Changes to KRS 160.345

- Curriculum

- Each district's superintendent now has the authority to select a school's curriculum, textbooks, instructional materials and student support services **after consultation** with the SBDM council and the local board of education. Likewise, there must be a **reasonable review and response period for stakeholders in accordance with local board of education policy** before the superintendent makes the final decision regarding curriculum, textbooks, instructional materials and student support services.
- Local boards of education are required to adopt a policy on how superintendents select curriculum and instructional resources.

Curriculum Policy for SBDM Schools

- Although the council is no longer required to adopt a policy related to the determination of curriculum, the council must continue to adopt a curriculum policy related to the **writing program** for its school according to KRS 158.6453(19).
 - [KDE's Model Curriculum Policy \(Effective Writing Program\)](#)
- Historically, schools operating under an SBDM were required to have curriculum and writing policies; however, SB 1 requires the curriculum policy to include writing program responsibilities only; therefore, it is not necessary to have both curriculum and writing policies.

Principal Selection

- The superintendent selects the candidate to fill a principal vacancy and the principal selection training is no longer required for SBDM council members.
 - **Before** the superintendent extends an offer to a candidate, he or she must consult with the SBDM council.
 - Each SBDM council member will sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation. A school council member found to have violated the nondisclosure agreement may be subject to removal from the school council by the Kentucky Board of Education (KBE).
- The **exception** to this is those SBDM councils that are in a county with a consolidated local government.
 - Those councils will continue to receive principal selection training, review applications and interview candidates for the principal vacancy.
 - The council will select a candidate by majority vote and the selection is subject to approval by the superintendent.
 - If the superintendent does not approve of the principal candidate, he or she can select the principal.

Consultation Policy for SBDM Schools

- SBDM councils must add to their current consultation policy procedures to assist with consultation in the selection of the principal by the superintendent.
 - When the superintendent is consulting with the council on the principal hire, he/she must follow the procedures outlined in the policy, including meetings, timelines, interviews, review of written applications and review of references.
 - However, KRS 160.345 requires that SBDM council policy must be consistent with local school board policy. Therefore, SBDM policies on consultation must comply with KRS 160.345 and local board policies on principal selection.

Continued: Consultation Policy for SBDM Schools

- The KDE has amended its model consultation policy to assist schools with procedures related to principal selection and to align with SB 1.
- The consultation policy must continue to address situations in which members of the council are not available for consultation.
- Also, SB1 allows for a separate principal selection process for those SBDM councils operating in a consolidated local government and KDE created a separate and distinct model policy that supports those statutory processes.
- Both model consultation policies can be found on the [SBDM Technical Documents page](#).

Principal Selection Guidebook

- The contents of the Principal Selection Guidebook represent the best practices for the principal selection processes at those schools implementing SBDM.
- This guidebook fulfills the requirements for those council members operating in a consolidated local government; however, it is best practice that all school councils participate in the training to ensure they are adequately prepared to support the district's superintendent and to align to the school council's consultation policy.
 - Principal selection training cannot substitute for the annually required professional learning for all SBDM members as cited in KRS 160.345(6).

Budget Determinations

- While the superintendent selects the instructional materials and student support services after consultation with the school board and the school council, the appropriation for these items is determined by the principal after consultation with the school council.
 - The amended statute notes that *[s]ubject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school principal after consultation with the school council.*
 - KDE interprets this to mean those [Section 6 monies](#) that are allocated to a council by the local board.

SB 1 (2022) Resource Review

- [SB 1 Guidance Document](#)
- Model Policies:
 - [Model Consultation Policy](#)
 - [Model Consultation Policy: Consolidated Local Governments Only](#)
 - [Model Curriculum Policy \(Effective Writing Program\)](#)
 - When referencing any model policies, SBDM councils are encouraged to consider their local context and adjust.
- [Principal Selection Guidebook](#)

Senate Bill 1 Guidance for School-based Decision Making *August 2022*



Senate Bill 1 (2022) Changes for School-based Decision Making (SBDM)

In 1990, the Kentucky General Assembly passed what is commonly known as the Kentucky Education Reform Act (KERA). Along with KERA, KRS 160.345 outlined the roles and responsibilities of school-based decision making (SBDM) councils.

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The Kentucky Department of Education (KDE) created this guidance to answer some of the questions that schools and councils may have. The changes from SB 1 took effect on July 14, 2022.

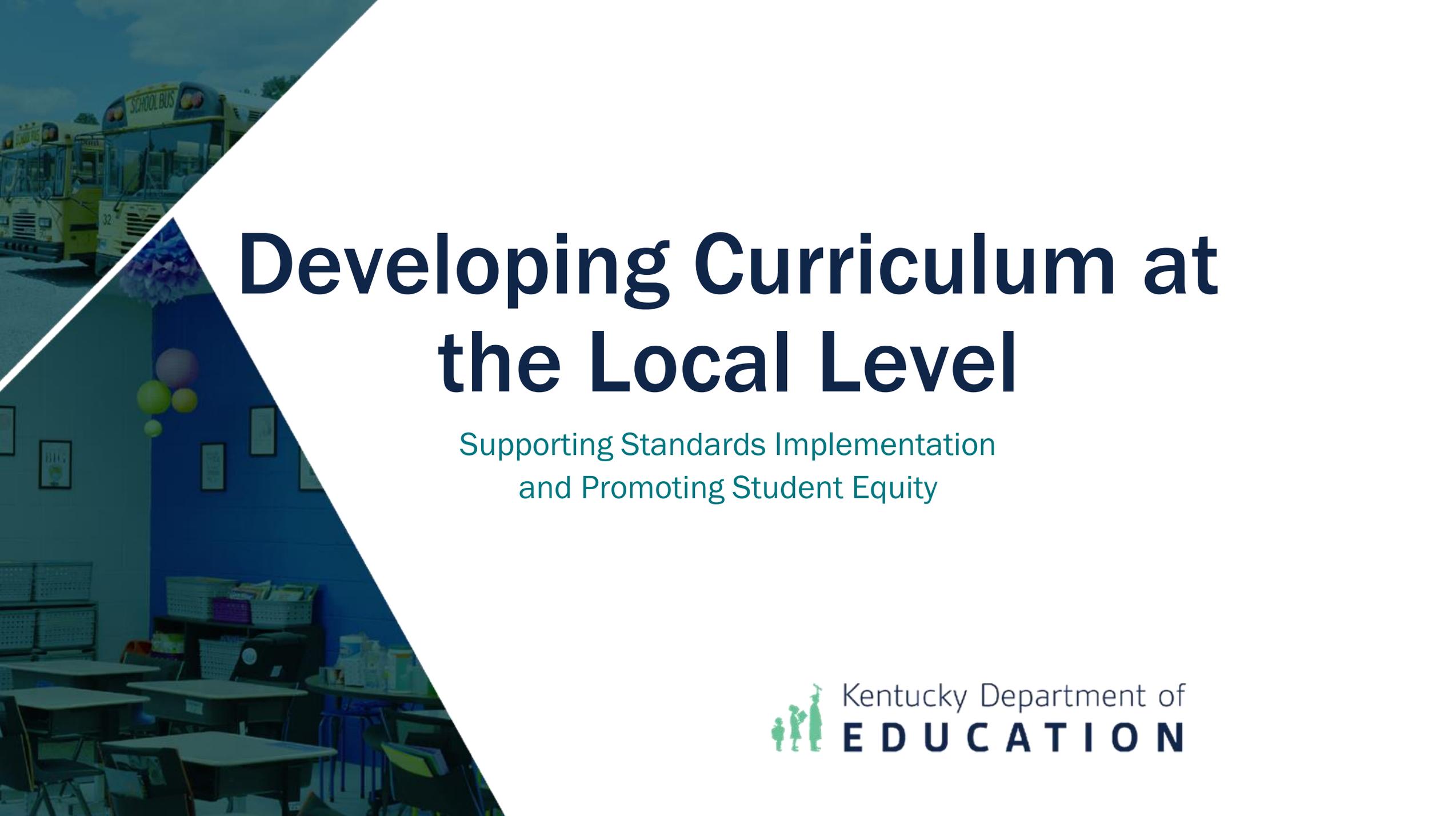
Curriculum, Instructional Resources, Textbook Selection

1. What does Senate Bill 1 change regarding curriculum selection?

Each district's superintendent now has the authority to select a school's curriculum,

VII. Developing Curriculum at the Local Level

Misty Higgins, Office of Teaching and Learning

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Developing Curriculum at the Local Level

Supporting Standards Implementation
and Promoting Student Equity

Standards, Curriculum and Instructional Resources

- **Standards** address a foundational framework of *what* is to be learned.
- **Curriculum** addresses *how* learning experiences are designed at the local level.
- **Instructional Resources** include the print, nonprint or electronic medium designed to *assist* student learning.

KDE's General Definition of High-Quality Instructional Resources (HQIRs)

- Aligned with the Kentucky Academic Standards (KAS);
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments;
- Culturally relevant, free from bias; and
- Accessible for all students.

Who is Responsible?

- The state is responsible for establishing the standards
- The local level is responsible for developing the curriculum and selecting the instructional resources to support implementation

Senate Bill 1 (2022)

What does Senate Bill 1 change regarding curriculum selection?

- Each district's superintendent now has the authority to select a school's curriculum, textbooks, instructional materials and student support services after consultation with the SBDM council and the local board of education.
- Likewise, there must be a reasonable review and response period for stakeholders in accordance with local board of education policy before the superintendent makes the final decision regarding curriculum, textbooks, instructional materials and student support services.

Model Curriculum Framework: KRS 159.6451

Purpose according to statute:

(2) The Kentucky Board of Education shall disseminate to local school districts and schools a model curriculum framework which is directly tied to the goals, outcomes and assessment strategies developed pursuant to this section and KRS 158.645 and 158.6453.

The framework shall provide direction to local districts and schools as they develop their curriculum. The framework shall identify teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time and strategies to incorporate character education throughout the curriculum.

Model Curriculum Framework



Key Components of Curricular Coherence

I. Introduction to the Model Curriculum Framework

II. Curriculum Development Process

- A. Phase 1: Prepare for the Process
- B. Phase 2: Articulate Instructional Vision
- C. Phase 3: Develop the Curriculum
- D. Phase 4: Implement and Monitor the Curriculum

III. Professional Learning Communities

- A. The Need for PLCs
- B. Clarity in PLCs
- C. Role of Leadership in Supporting PLCs
- D. Role of Teachers in Effective PLCs

IV. Balanced Assessment

- A. Comprehensive Balanced System of Assessments
- B. Formative Assessment Process
- C. Learning Goals and Success Criteria
- D. Eliciting Evidence of Student Learning
- E. Interpreting Evidence of Student Learning
- F. Acting on Evidence of Student Learning

V. Evidence-Based Instructional Practices

- A. Establishing the Learning Environment
- B. Clarifying and Sharing Clear Learning Goals
- C. Explicit Teaching and Modeling
- D. Discussion
- E. Questioning
- F. Meaningful Feedback

VI. Appendix

- A. Curriculum Development Process Toolkit
- B. PLC Leadership Toolkit
- C. PLC Teacher Toolkit
- D. Balanced Assessment Modules
- E. Evidence-Based Instructional Practices Toolkit

Curriculum Development Process: Phase 1

Phase 1: Prepare for the Process

- Step 1: Establish a Curriculum Review Cycle
- Step 2: Develop a Timeline
- Step 3: Determine the Budget
- Step 4: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

- Step 1: Analyze KAS, Content-Area Research and Local Needs
- Step 2: Articulate K-12 Instructional Vision

Phase 3: Develop the Curriculum

- Step 1: Identify, Evaluate and Select High-Quality Instructional Resources
- Step 2: Create Curriculum Document Template
- Step 3: Develop Curriculum Supports

Phase 4: Implement and Monitor the Curriculum

- Step 1: Set Implementation Goals
- Step 2: Provide Ongoing Professional Learning
- Step 3: Gather Data to Monitor Progress
- Step 4: Analyze Data and Make Adjustments

Curriculum Development Process: Phase 2

Phase 1: Prepare for the Process

- Step 1: Establish a Curriculum Review Cycle
- Step 2: Develop a Timeline
- Step 3: Determine the Budget
- Step 4: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

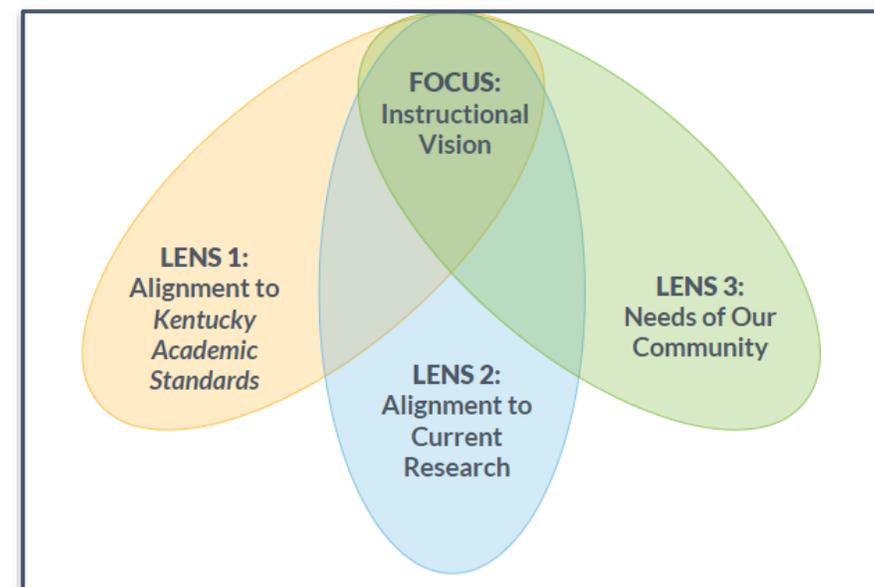
- Step 1: Analyze KAS, Content-Area Research and Local Needs
- Step 2: Articulate K-12 Instructional Vision

Phase 3: Develop the Curriculum

- Step 1: Identify, Evaluate and Select High-Quality Instructional Resources
- Step 2: Create Curriculum Document Template
- Step 3: Develop Curriculum Supports

Phase 4: Implement and Monitor the Curriculum

- Step 1: Set Implementation Goals
- Step 2: Provide Ongoing Professional Learning
- Step 3: Gather Data to Monitor Progress
- Step 4: Analyze Data and Make Adjustments



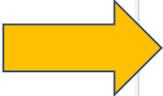
Curriculum Development Process: Phase 3

Phase 1: Prepare for the Process

- Step 1: Establish a Curriculum Review Cycle
- Step 2: Develop a Timeline
- Step 3: Determine the Budget
- Step 4: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

- Step 1: Analyze KAS, Content-Area Research and Local Needs
- Step 2: Articulate K-12 Instructional Vision



Phase 3: Develop the Curriculum

- Step 1: Identify, Evaluate and Select High-Quality Instructional Resources
- Step 2: Create Curriculum Document Template
- Step 3: Develop Curriculum Supports

Phase 4: Implement and Monitor the Curriculum

- Step 1: Set Implementation Goals
- Step 2: Provide Ongoing Professional Learning
- Step 3: Gather Data to Monitor Progress
- Step 4: Analyze Data and Make Adjustments



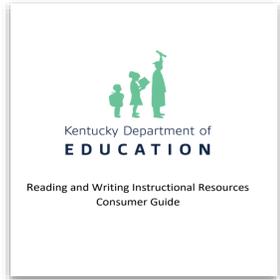
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Reading and Writing Instructional Resources
Consumer Guide



Kentucky Department of
EDUCATION

Reading and Writing (R/W) Consumer Guide Structure



- **Introduction**
- **Characteristics of High-Quality Reading/Writing (R/W) Resources**
 - KDE's General Definition of HQIRs
 - KDE's Markers of High-Quality R/W Instructional Resources
 - Equity Lenses with specific "look-fors" in R/W
- **Identifying, Evaluating and Selecting High-Quality R/W Instructional Resources**
 - same as Phase 3, Step 1 from Curriculum Development Process (description, key questions, key tools)
 - includes additional content-specific tools

Curriculum Development Process: Phase 4

Phase 1: Prepare for the Process

- Step 1: Establish a Curriculum Review Cycle
- Step 2: Develop a Timeline
- Step 3: Determine the Budget
- Step 4: Create a Curriculum Development Team

Phase 2: Articulate Instructional Vision

- Step 1: Analyze KAS, Content-Area Research and Local Needs
- Step 2: Articulate K-12 Instructional Vision

Phase 3: Develop the Curriculum

- Step 1: Identify, Evaluate and Select High-Quality Instructional Resources
- Step 2: Create Curriculum Document Template
- Step 3: Develop Curriculum Supports

Phase 4: Implement and Monitor the Curriculum

- Step 1: Set Implementation Goals
- Step 2: Provide Ongoing Professional Learning
- Step 3: Gather Data to Monitor Progress
- Step 4: Analyze Data and Make Adjustments



Curriculum Development Process Structure

Each step in the process includes:

- Purpose and Brief Description
- Key Questions
- Key Tools

Step 2: Develop a Timeline

District leaders should develop a curriculum review timeline for the content area of focus and expected outcomes to be completed at each point in the process. Several factors may play a role in the allotted time frame for completing the process, such as team member availability, allocation of resources, budgeting considerations, etc. Once the timeline is established, this process would be repeated with each content area as it comes up in the district's curriculum review cycle.

Key Questions

- What is our ideal date for:
 - o Finalizing members of the curriculum team?
 - o Providing content area professional learning for the curriculum team?
 - o Refining the instructional vision for the content area?
 - o Selecting the high-quality instructional resource(s)?
 - o Creating the curriculum template?
 - o Developing the curriculum supports using the selected HQIR?
- What key actions do we need to take to support the work of each phase?
- Who is responsible for each key action included in the timeline?

Key Tool(s)

- [Sample Timeline 1](#) (yearlong) and [Sample Timeline 2](#) (six months)
- [Curriculum Development Timeline Template](#)

Curriculum Development Process Toolkit

The toolkit below contains sample artifacts and video clips from districts that participated in the Developing Local High-Quality Reading and Writing Pilot. More artifacts and videos from additional content areas will be forthcoming.

To guide district and school leaders in analyzing their approach to developing and implementing a local, standards-aligned curriculum, the KDE has developed a [CDP Self-Assessment Tool](#).



Phase 1: Prepare for the Process

Professional Learning Support	Sample Artifacts	Additional Resources
<ul style="list-style-type: none">• Introduction to the CDP Video and Slide Deck• Phase 1 Video and Slide Deck• Phase 1 Participant Handout• CDP PL Series Facilitation Notes	<ul style="list-style-type: none">• Stakeholder Communication Examples• CDP Timeline Examples• CDP Team Structure Examples	<ul style="list-style-type: none">• Stakeholder Inclusion and Communication to Build Buy-in Video Clips from Pilot Districts• Phase 1 Video Clips from Pilot Districts



Phase 2: Articulate K-12 Instructional Vision

Professional Learning Support	Sample Artifacts	Additional Resources
<ul style="list-style-type: none">• Introduction to the CDP Video and Slide Deck• Phase 2 Video and Slide Deck• Phase 2 Participant Handout• CDP PL Series Facilitation Guide	<ul style="list-style-type: none">• District Instructional Vision Examples	<ul style="list-style-type: none">• Phase 2 Video Clips from Pilot Districts



Questions and Resources

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Important Links

- [Curriculum Development Process](#)
- [Reading and Writing Instructional Resources Consumer Guide](#)
- [Senate Bill 1 Guidance](#)

VIII. VPA Standards Update

Jessica Greene, Office of Teaching and Learning

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

The Standards Revision Process for Visual and Performing Arts

Jessica R. Greene, Ed.S., Academic Program Consultant

Visual and Performing Arts

Division of Program Standards

Office of Teaching and Learning

Kentucky Department of Education



Guiding Question

**How might the KDE support the field in
VPA standards implementation?**

Review of the Kentucky Academic Standards (KAS)

- [KRS 158.6453](#) calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-2018 school year. The schedule calls for one or two content areas to be reviewed each year and every six years after that on a rotating basis.

*While the content of Visual and Performing Arts is not included in this statute, the process is considered best practice in terms of congruency and utilizing teacher voice in standards revision.

KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall:

- Focus on critical knowledge, skills and capacities needed for success in the global economy;
- Result in fewer but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.

Standards Review Timeline

Click link below to access timeline:

[Kentucky Academic Standards Review Timeline](#)

KAS for Visual and Performing Arts (VPA)

- Public Comment Feedback Survey: December 2021
- Application for Advisory Panel (AP) and Review Committee (RC): February/March 2022
- Selection of AP and RC members: April 2022
- Committee Meetings to respond to public feedback: *June/July 2022*
- Committee Meetings for vision setting: July/September 2022
- Committee Meetings to develop architecture and layout: October/November 2022



Standards Revision:

VPA Timeline and Process

Standards and Assessments Review Process

- Public comments sought on standards
- Committees formed: Review Committee (RC) and Advisory Panels (AP)
 - *Develop a common vision and guiding principles for the review and revision of g*
- **APs consider comments and propose/recommend changes to the standards**
 - *Outline the desired architecture and layout for the review and revision of Kentucky Academic Standards in accordance with Kentucky Revised Statute (KRS) 158.6453.*
- RC reviews APs recommendations and makes decision on moving forward
- Public comments sought on recommended revisions
- APs consider comments and finalize proposed revisions
- RC reviews final proposal
- KBE approves proposed changes and regulation change process commences
- New standards implemented in all schools no later than second academic year following the process

Guiding Question (2)

How might the KDE support the field in VPA standards implementation?

The background of the slide is split into two parts. The top-left portion shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom-right portion shows a classroom with blue walls, several desks and chairs, and colorful balloons hanging from the ceiling.

Contact info

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IX. Legislative Update

Byron Darnell, Ed.D., Associate Commissioner, Office of Educator Licensure and Effectiveness

TAC Meeting Feedback

Exit Slip

stacy.noah@education.ky.gov [Switch account](#)



* Required

Email *

Your email

Which meeting did you attend, today? *

- September 13, 2022
- December 6, 2022
- March 7, 2023
- June 6, 2023

On a scale of 1-5, how engaged did you feel with today's meeting? *

1 2 3 4 5

Meeting Feedback Form to Complete

<https://forms.gle/6EsFptHRkstaX8qE7>

X. Adjournment

Jamaal Stiles , TAC Chairperson, Washington County Schools

Next Meeting Date: March 7, 2023