

Continuous Improvement Activities for Kentucky Department of Education Key Core Work Processes

Design and Deploy Standards

<p>OPERATIONAL DEFINITION</p> <p><i>The Kentucky Academic Standards and Career and Technical Education Pathway Standards ensure that all students are provided access to common content and opportunities to learn at high levels. These standards define what students should know and be able to do by the end of each grade level or course. To create curricular coherence, educators must understand the relationship between standards, curriculum, and instructional resources. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</i></p>	<p>PROCESS</p>	<p>Establish a process (work) to:</p> <ul style="list-style-type: none"> • Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. • Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. • Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.
	<p>PRACTICE</p>	<p>Establish a practice (worker) to:</p> <ul style="list-style-type: none"> • Ensure that students have an opportunity to “unpack” standards. • Construct student-friendly learning targets. • Review and conduct cyclic curriculum reviews/checks within the PLC. • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Use summative evidence to inform what comes next for individual students and groups of students. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students. • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.
	<p>CONDITION</p>	<p>Establish a condition (workplace) to:</p> <ul style="list-style-type: none"> • Increase collaboration in deconstructing standards and developing congruent learning targets. • Ensure that all users of assessment data use information to benefit student learning. • Ensure that effective communication guides instructional planning, student grouping, etc.