

# Continuous Improvement Team Services and Supports

## Our Objective

To support schools and districts with the implementation of sustainable systems, as they strive to close achievement gaps, and positively impact student growth and achievement, ensuring ongoing continuous improvement.

### Ongoing Guidance and Support/Professional Learning Sessions

#### 1) Key Core Work Processes (KCWP)

- Analyzing guiding questions using a highlighting method of implementation
- Prioritizing KCWP, identifying which are leverages and which are areas of concern
- Using the quality tool “SWOT” to identify strengths, weaknesses, opportunities for improvement, and threats to improvement opportunities within the KCWP areas of concern
- Creating 30-60-90 Day Plan for next steps in improvement cycle

#### 2) CDIP/CSIP Development

- Identifying areas of need based on data (including Key Core Work Processes)
- Translating identified needs into actionable steps for implementation
- Developing a process for monitoring and evaluating implementation, in order to determine levels of effectiveness and impact on student achievement
- Building 30-60-90 Day Plans to connect the plan to daily work

#### 3) Professional Learning Communities

- Building processes and protocols
- Determining the work/products of the PLC
- PLC study for effectiveness—criteria; study for improvement

#### 4) Walk-throughs

- Developing/refining of instruments to monitor implementation/effectiveness of school and district initiatives
- Creating instructional plus deltas based on the findings of the walk-throughs
- Offering work sessions to chunk the next steps and embed them in planning
- Setting up a cycle to show progress quarterly/bi-yearly

#### 5) Strategy Work

- a) Concept mapping—teachers/students creating a framework to support deep conceptual understanding through making meaningful connections
- b) Reciprocal teaching—students’ interaction with text becomes more focused and intentional through the assignment of roles and meaningful discussion
- c) Metacognitive strategies—teachers/students developing and implementing strategies for deeper understanding and strategic thinking
- d) Growth mindset—teachers/students understanding and embracing a true growth mindset, as well as recognizing false growth mindset and fixed mindset triggers
- e) Effective feedback—teachers/students creating a culture of feedback, including teacher-to-student, student-to-teacher, and student-to-student, that is timely, actionable, and learning-centered
- f) Classroom discussion—teachers/students implementing structures and strategies for rich classroom discourse that enhance and support metacognition and deep learning
- g) Comprehensive Intervention for Students with Disabilities— to improve achievement, teachers must provide students with disabilities tools and strategies to organize themselves as well as new material
- h) Using Formative Evaluation for Teachers—evaluating teacher impact based on student performance data as a result of the instruction provided

#### 6) Direct/Explicit Instruction (D/EI)

- Instructional framework that follows the Gradual Release of Responsibility Model
- Scaffolding through teacher modeling and guided practice, before moving to independent student work

#### 7) Differentiation

- Responding to learner needs by modifying content, process, product, and affect/environment based on students’ readiness, interest, and learning profile through a variety of instructional strategies

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### 8) Personalization

- The progression toward achieving student-driven learning, through opportunities that enable student agency and enhance student self-efficacy

### 9) Effective Teams

- Based on Step 2 from Kotter’s Change Model, leadership should bring together a coalition of influential people who work together as a team to build urgency and momentum around the need for change

### 10) How People Learn

- Three Premises to Guide the Work: Leaders and teachers are students of learning; Recognition of research around How People Learn; Vision reflecting a coherent view of learning

### 11) Co-Teaching Support

- Support in implementation of various co-teaching models
- Help with monitoring and evaluating of co-teaching systems

### 12) Lesson Study

- A truly embedded form of professional learning that supports deep, on-going, systematic learning about what happens in the classroom through collaborative planning, delivery, and reflection of instructional practices

### 13) Scaffolding

- A systematic approach to provide tailored supports for diverse learners within the instructional process, built from prior knowledge, in order to enhance the acquisition of new learning.

### 14) Specially-Designed Instruction

- In its simplest form, SDI is “*what the teacher does*” to ensure that students have equitable access to the general curriculum. When combined with effectively delivered tier 1 instruction, SDI leads to positive outcomes for students and promotes progression within the Kentucky Academic Standards.

### 15) Culturally-Responsive Teaching

- A pedagogical approach to implementation of cultural references in all content areas and learning aspects.

### 16) KAS Curriculum Support

- A process that ensures learners receive coherent, rigorous and aligned learning experiences that support holistic development.

### 17) Questioning Technique

- *A new twist on an old approach...* Questioning is a key strategy by which to engage students in deeper conceptual learning and provide a more enriching and empowering classroom experience

### 18) Microteaching

- Micro-teaching provides the opportunity to continuously improve instructional pedagogy utilizing a systematic approach, by engaging teachers in evidence-based, reflective conversations

### 19) Establishing Pillars of Support for Assessment-Capable Visible Learners (ACVL)

- Changing the narrative of continuous improvement practices by focusing on the transformative potential of the defining characteristics of ACVL and maximizing opportunities for academic success

### 20) Teacher Clarity

- A foundational approach for clearly communicating the intended learning by utilizing a backward design to planning that moves learning forward and maximizes students’ full potential in all academic areas

### 21) Distance Learning

- A digital learning framework with tools for improving culturally-responsive relationships, providing social-emotional support and addressing equitable learning challenges, based on the research findings of Fisher, Frey & Hattie

### KDE Continuous Improvement Coaches’ Contact Information

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