Kentucky Leadership Networks Timeline 2010-2013

Each network will be focused on developing participants' role-specific understandings, abilities and leadership skills that are necessary to implement *Kentucky's Core Academic Standards* within the context of *Highly Effective Teaching and Learning* practices with a particular emphasis on *Assessment Literacy*.

GOAL: Ensure that every participant has a clear understanding of how to translate Kentucky's Core Academic Standards into clear learning targets *in order to* design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences.

July-Aug 2010	Sept–Dec 2010	Jan-May 2011	June-July 2011	Aug-Dec 2011	Jan-May 2012	June-July 2012	Aug 2012-June 2013
Networks Launch – orientation to: •Kentucky's Core Academic Standards •Assessment Literacy •Highly Effective Teaching and Learning	•Reaching consensus with colleagues on the meaning of each standard in terms of its expected depth and breadth •Deconstructing Kentucky's Core Academic Standards into clear learning targets •Planning and reflecting on their own/others' teaching using the Characteristics of Highly Effective Teaching and Learning as a guide	•Reviewing and editing the deconstructed standards •Understanding characteristics of high quality formative and summative assessments and how to utilize resulting data effectively to improve teaching and learning •Engaging in 'gap analysis' for transition from old standards/ curricula to new •Sharing highly effective teaching and learning strategies and resources	•Finalizing implementation plans for 2011-12 school year •Working collaboratively on model maps/pacing guides •Planning quality learning experiences/ assessments around KCAS for first semester of year •Populating an online repository for instructional resources for all Kentucky teachers/leaders to access	•Designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative(LDC)/Mathematics Formative Assessment Lesson (FAL) models •Planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction •Selecting evidence-based strategies and resources to enhance instruction •Supporting other educators as they try out these same processes/strategies in their own classrooms •Populating an online repository for instructional resources for all Kentucky teachers/leaders to access	•Reflecting on 1st year implementation of standards •Revising pacing guides/maps •Refining LDC/FAL assessment and learning tasks for wider implementation •Designing additional LDC/FAL-like modules/tasks	•Teacher Leaders support others in their schools/districts in the effective implementation of LDC/FAL modules/tasks •Field-test/refine newly designed tasks/modules

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