



Kentucky Department of Education

Writing Program Review

Revised Draft – August 2010



Curriculum and Instruction

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1. Demonstrator: The school implements a rigorous communication curriculum which provides innovative opportunities for ALL students to develop and refine 21 st century communication skills.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. The curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards. b. Classroom instruction across the curriculum reflects a variety of experiences for students to communicate authentically while applying 21st century skills. c. Teachers and students demonstrate competency with current technology, communication tools, applications and resources. d. Students demonstrate competency with 21st century communication skills. 	<ul style="list-style-type: none"> • Curriculum documents that show continuity across grade levels and among schools and are aligned to the Kentucky Core Academic Standards • Documentation of innovative opportunities and programs for student to demonstrate communications skills both within and outside the school (e.g., Vodcasts, PowerPoint, keynote presentations podcasts, formal essays, presentations, movies and documentaries, wiki's, blogs) • Student work samples and products • Agendas and minutes from teacher and staff meetings concerning curriculum work

2. Demonstrator: Teachers implement a rigorous communication curriculum where students demonstrate disciplinary understanding and interdisciplinary connections.	
Fully Functioning Characteristics	Examples of Evidence
<p>a. Teachers integrate the strands of literacy (reading, writing, speaking, listening, observing) across the curriculum.</p> <p>b. Teachers use explicit instruction to develop communication skills.</p> <p>c. Students apply disciplinary understanding in real world learning experiences which integrate communication skills.</p> <p>d. Students communicate for multiple purposes appropriate to the discipline using a variety of forms and media.</p> <p>e. Students research questions developed from their own interests and communicate their learning.</p> <p>f. Students use a developmentally appropriate research process, including the evaluation, interpretation, citation, synthesis of multiple sources, and consideration of visuals and other data.</p>	<ul style="list-style-type: none"> • Student work samples • Examples of explicit instructional activities • Digital samples of students of students’ and teachers’ work • School and district technology plan • Class syllabus or schedule

3. Demonstrator: Students engage across the curriculum in a process of critical thinking and communicating.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teachers plan intentionally to foster students’ use of critical thinking, writing and communication skills. b. Teachers scaffold instruction that is strategic and developmentally appropriate. c. Students use thinking and writing skills to learn and to demonstrate learning. d. Students use a variety of models and other resources to improve their communication skills. e. Students explore, plan, draft, revise and edit to refine their ideas and products. f. Students have multiple opportunities to publish for authentic and appropriate audiences. g. Students build a portfolio of communication products that demonstrate student interest and the development of writing and communication skills over time and across content areas. 	<ul style="list-style-type: none"> • Student work samples that demonstrate process • Planning documents with student samples • Documentation of think-alouds, collaborative writing, discussion, modeling • Student’s communication portfolio • Student led conference sessions with parents, teachers, peers and/or others. • Published student work samples (digital or paper)

4. Demonstrator: Students develop communication skills through collaboration and feedback.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Students discuss and share their ideas and work through conferences with teachers, peers and others. b. Students use feedback to make decisions about revisions to their work. c. Students collaborate with teachers, peers and others to learn, to problem-solve and generate products. d. Students use feedback to reflect on their learning. 	<ul style="list-style-type: none"> • Student work that reflects feedback and/or revision • Student reflections on feedback and decisions about revisions • Student/teacher collaborative technology products and projects (i.e., blogs)

5. Demonstrator: Schools provide differentiated learning experiences in communication skills.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Schools offer advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication. b. Schools implement a system of interventions to meet individual student needs in developing communication skills. c. Schools encourage students to publish/share their work. d. Teachers use differentiated learning experiences in classroom instruction to meet students’ needs in developing communication skills. 	<ul style="list-style-type: none"> • Master schedule of interventions and advanced/enrichment opportunities • Student samples from clubs (e.g., journalism, drama) , enrichment activities, contests, literary magazines, writing and speech contests, etc. • Student products published in newsletters, newspapers, web sites, speech/writing competitions, etc. • Classroom plans and materials that allow for differentiated and accelerated activities.

Formative and Summative Assessment

“Formative assessment” means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. KRS 158.6453(1)(e)

“Summative assessment” means an assessment given at the end of the school year, semester, or other period of time to evaluate students’ performance against content standards within a unit of instruction or a course. KRS 158.6453(1)(k)

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1. Demonstrator: Schools systematically align writing and communication assessments to standards across all grade levels and content areas.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teachers collaborate to review writing and communication assessments for alignment with standards. b. Teachers collaborate to align writing and communication assessments across grade levels and content areas. c. Teachers use writing and communication skills to formatively assess content area learning. d. Teachers deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives. 	<ul style="list-style-type: none"> • Curriculum documents that illustrate alignment of instruction and assessments with learning objectives designed to meet standards. • Meeting notes, documents • Student assessment samples

2. Demonstrator: Teachers embed on-going formative and summative assessments in instruction for writing and other forms of communication.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teachers work collaboratively to develop a variety of formative and summative assessments for writing and communication. b. Teachers provide models that demonstrate specific learning objectives. c. Teachers provide students opportunities to revise and apply learning through the writing process before end products are summatively assessed. d. Teachers embed opportunities for students to use writing to reflect on their content learning. 	<ul style="list-style-type: none"> • Planning documents, including models and assessments • Students samples that reflect feedback and revision • Student reflections

3. Demonstrator: Teachers assess students' writing and communication skills formatively and summatively to provide feedback and inform instruction across the curriculum.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Schools will develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards. b. Teachers formatively assess student's writing processes as well as products. c. Teachers provide feedback on students' communication products to inform students of writing and communication strengths and areas for growth. d. Teachers provide feedback to students using formative and summative assessments in order to strengthen their writing and communication skills. e. Students reflect on their writing to set goals that are appropriate for them and meet writing standards. f. Students use peer and teacher feedback to reflect upon progress toward their goals and apply learning. 	<ul style="list-style-type: none"> • Teacher and peer responses to student work • Teachers and/or student conferencing notes • Instructional planning notes based on assessments • Student work that demonstrates decisions regarding feedback • Documentation of student reflection and goal setting

4. Demonstrator: Students take ownership of their learning by analyzing and using feedback from formative and summative assessments of writing and communication skills.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Students analyze feedback and reflect on their writing and communication to set goals that are appropriate in meeting writing standards. b. Teachers and students use models to co-develop scoring guides and rubrics to assess writing and communication. c. Students engage in self-assessing achievement of learning objectives. 	<ul style="list-style-type: none"> • Finished drafts with rough drafts, notes, lists, etc. • Student reflections/self-assessments • Scoring guides/rubrics co-developed by teachers and students

Professional Development and Support Services

1. Demonstrator: A team appointed by the School-Based Decision Making (SBDM) council reviews the writing and communication program to generate a professional development action plan.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. The professional development action plan supports the school’s writing vision for literacy (reading, writing, speaking, listening and observing). b. The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school’s writing and communications program. c. The professional development action plan is communicated to all invested stakeholders. 	<ul style="list-style-type: none"> • Writing professional development action plan including justification for plan components • Communication of action plan to stakeholders through a variety of modes (student conferences, web sites, newsletters, etc.)

2. Demonstrator: The principal promotes the professional development action plan to ensure high quality writing and communication instruction.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. The principal and staff collaboratively evaluate and reflect on the impact of the writing and communication instructional practices of the school to inform the professional development action plan. b. The principal allocates equitable time and resources to implement the professional development action plan. c. The principal initiates professional learning among staff through collaboration and self-reflection. d. The principal facilitates a variety of professional learning opportunities to meet diverse learning needs among staff. e. The principal participates fully in professional learning regarding the school’s writing and communication program. 	<ul style="list-style-type: none"> • Professional growth plans • Results of analysis of students’ writing and communication products and plan for continued improvement • Principal’s plan for implement

3. Demonstrator: Schools utilize teacher leaders and outside sources to promote high quality writing and communication instruction.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills. b. Teacher leaders disseminate information regarding resources and opportunities to promote professional growth needs addressed in the professional development action plan. c. Teacher leaders differentiate support to meet the diverse learning needs among staff. d. Schools utilize outside experts and resources as appropriate to support the professional development action plan. 	<ul style="list-style-type: none"> • Professional development schedule • Professional development agendas/reflections

4. Demonstrator: Teachers participate in professional learning opportunities that enhance the delivery of high quality writing and communications instruction.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teachers engage in job-embedded, on-going professional learning to enhance student learning in writing and communication skills. b. Teachers engage in professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society. c. Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student’s communication skills. 	<ul style="list-style-type: none"> • Individual professional growth plans • Action research • Book studies/professional readings

Administrative/Leadership Support and Monitoring

Administrative/Leadership Support and Monitoring

1. Demonstrator: The SBDM council, or a committee appointed by the principal if there is no council, monitors implementation of policies concerning a school’s writing and communications program.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. The SBDM council analyzes data regarding the implementation of the school’s writing and communications program and facilitates improvements to the program and/or policies based on data analysis. b. The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school’s program. c. The SBDM council monitors availability of resources for supporting the school’s program. d. The SBDM council monitors the use of instructional time for supporting the school’s program. 	<ul style="list-style-type: none"> • SBDM policies • Revised writing plans/programs • SBDM meeting agendas & minutes

2. Demonstrator: School leadership guides implementation of the school-wide writing and communication program through a long-term common vision for the program.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program. b. School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and observing). c. School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators. d. School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community. e. School leadership empowers teachers to collaborate on instructional decisions to develop students' communication skills. f. School leadership informs and supports teachers and support staff in implementing research-based writing and communication instruction. g. School leadership provides additional learning opportunities for teachers and support staff new to the school in implementing the school's writing and communication program. 	<ul style="list-style-type: none"> • Principal communications (i.e., e-mails, memos, walk through feedbacks, agendas, presentations) • Authentic student experiences that incorporate writing with other disciplines • School publications that include student and/or teacher writing

3. Demonstrator: Teacher leaders assist administration in implementing the school’s writing and communications program.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> a. Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) collaborate with teachers to implement the school’s writing and communication program. b. Teacher leaders collaborate with and empower teachers to share their expertise related to writing and communications. c. Teacher leaders support leadership in monitoring the implementation of the school’s writing and communication program. 	<ul style="list-style-type: none"> • Documentation of professional learning activities (coaching notes, agendas). • Documentation from teacher leaders’ planning meetings.