

## Network Year-at-a-Glance 2015-16

<b>Network Capacities/Targets</b>					
<p><i>Some of the specific processes/skills TEACHER LEADERS, SCHOOL LEADERS, AND DISTRICT LEADERS (I.E. DISTRICT LEADERSHIP TEAMS –DLTs) will be expected to learn and products they will be asked to eventually produce (collectively) include:</i></p> <ol style="list-style-type: none"> <li>1. Reaching consensus with colleagues on the meaning of the standards/performance expectations in terms of expected depth and breadth and the related progressions, (by engaging in/modeling processes to deconstruct KAS into clear learning targets).</li> <li>2. Planning and reflecting on your own/others’ teaching using the CHETL and FfT as a guide.</li> <li>3. Utilizing data effectively to improve teaching and learning by designing/selecting/implementing high-quality classroom/local assessments.</li> <li>4. Planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction.</li> <li>5. Working collaboratively within and across networks to curate/create high quality resources.</li> <li>6. Utilizing provided resources, tools, protocols, and other network products in your own and your district's’ schools to facilitate growth as part of your district’s leadership team (DLT).</li> <li>7. Working with your district leadership team (DLT) in supporting other educators as they move toward full implementation of these same processes/strategies in their own classrooms.</li> <li>8. Ensuring the DLT has the capacity and understanding to implement processes/protocols to model, design and systemically gauge effectiveness of professional learning.</li> </ol>					
Sept	Oct	Nov	Jan	Feb	Mar
<b>Monthly Themes/Focus Questions</b>					
<i><b>How can CAPACITY for GOING DEEPER be developed and sustained?</b></i>	<i><b>What IS Good Practice? How Do You Know?</b></i>	<i><b>How can PROFESSIONAL LEARNING support the growth of all educators?</b></i>	<i><b>What type of evidence supports the OPERATIONAL-IZATION of the FfT and CHETL?</b></i>	<i><b>How can the EXAMINATION OF STUDENT/EDUCATOR WORK be supported as a routine for continuous improvement?</b></i>	<i><b>How can a DLT PLAN, SUPPORT AND SUSTAIN STRUCTURES AND ROUTINES that promote continuous growth and improvement?</b></i>
<b>Targets</b>					
Utilize appropriate resources/protocols to facilitate deeper learning around	Use available and appropriate data to inform a cycle of continuous improvement	Develop/nurture teacher growth through planning PL that includes 1.analyzing information	Analyze artifacts (products & practices) for congruency of standards/	Evaluate your districts’ implementation of highly effective teaching, learning,	Utilize data collected to plan for implementation of HETL&A and HEPL

<p>specific content standards. (1)</p> <p>Reflect on assessment and instructional practices, using FfT and CHETL, in order to provide targeted support for teachers (2, 5, 7)</p> <p>Explore and describe the role of capacity development as related to the work of the DLT (6)</p> <p>Analyze &amp; refine the existing structure/system in your district for educators to learn together and communicate learning. (7)</p> <p>Set goals, set tone, establish plans to monitor and reflect as a DLT (6, 7)</p>	<p>(district, school, teacher, student) (3, 2)</p> <p>Select/create assessments that yield reliable evidence for a given purpose. (1, 3)</p> <p>Use established criteria, protocols, tools, resources with fidelity to gauge professional practice and student learning (1, 4, 8).</p> <p>Analyze structures and systems used by effective DLTs/PLCs- - what is high quality? (6, 7, 8)</p>	<p>&amp; data to identify needs</p> <p>2.drafting an action plan</p> <p>3.supporting growth through coaching and use of tools (4, 5, 6, 7)</p> <p>Ensure the quality of PL by</p> <p>1.intentionally selecting and applying multiple resources, tools, and protocols</p> <p>2.continuously reflecting and responding (6, 8)</p> <p>Re-evaluate structure/system for educators to learn together and communicate learning. (7)</p>	<p>assessments/ instruction using appropriate tools. (1, 3, 4, 5, 6)</p> <p>Gauge the effectiveness of Professional Learning by using available tools/ resources focusing on the 7 step model from the KY Model Curriculum Framework (Guidance for PL). (5, 7, 8)</p>	<p>and assessment practices around KAS and make necessary adjustments for improvement. (6)</p> <p>Select and apply appropriate tools and protocols, and evaluate the quality of locally developed resources to support highly effective teaching, learning and assessment practices. (1,5,8)</p> <p>Reflect on current strategies focusing on effective collaboration between the DLT and all constituents in achieving district goals. (7)</p>	<p>for the 2016-17 and sustainability (7, 2, 3)</p> <p>Refine structure/system for educators to learn together and communicate learning. (7)</p> <p>Evaluate/refine the District Professional Learning Plan to ensure it focuses on sustaining quality professional learning for all in the coming school year and that it specifically addresses the effective roles of Teacher Leaders to achieving goals. (1,2,3,4,5,6,7)</p>
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**Dispositions, Beliefs, Attitudes, Assumptions**

<p>Metacognition;                  Critical thinking;                  Reflection;                  Willingness to change thinking/shift paradigms;                  Trust among colleagues/presuming competency;                  Belief that investing in capacity development improves student outcomes;                  Belief that Ts are also leaders;                  Value growth model/becoming a learning organization;                  Growth mindset;                  Willingness to build relationships and exhibit positive regard for others;                  Belief that data is more than a test and assessment is more than a number;                  Shifts in new standards have implications for instructional schema;                  Belief that DLT can learn from others in district;                  Belief there is capacity in district to effect change</p>	<p>Belief that new learning is valuable and worth sharing;                  Value all T's participation, contribution, and opinions;                  Willingness to develop and nurture T growth;                  Ability to share and learn from others across districts (scale);                  Capacity for districts to effect change</p>	<p>Value of becoming/being a learning organization;                  Growth mindset;                  Belief that the DLT can learn from other district educators;                  Belief that there is capacity in district to effect change</p>	<p>Belief that there is capacity in district to effect change;                  Value for growth model/learning organization</p>	<p>Honest discernment of efforts/practices/structures;                  Belief there is capacity in district to effect change;                  Value for growth model/learning organization</p>	<p>Belief of impact DLT can have on students, all other educators to effect change;                  Belief among DLT that ongoing practice/learning is important for continuous professional growth;                  Shared vision of a learning organization that values a growth mindset</p>
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