

Next Generation Leadership Network –District Leadership Team Information

District Name and Primary Point of Contact	Henderson County POC: Jo Swanson, Kim White, Marganna Stanley
<p>Describe your current Problem of Practice (PoP). The following guiding questions may help focus your description.</p> <ul style="list-style-type: none"> a) What is the challenge or issue that your DLT will address? b) What tells you (e.g., data, information, observations) this is a problem? c) What questions related to this problem is your DLT seeking to answer? 	<p>As of 7/12/16 PoP</p> <p>We do not yet have the capacity to fully and effectively implement our current instructional practices in literacy.</p> <p>As our team worked through the process, our goal is to improve reading achievement in our schools. To determine the root cause of why we are not having the success we want, we worked through many questions and topics. Our team believes that we have enough resources, tools, and expertise in our district to be successful; however, we need to analyze our implementation processes and structures. Our assessment data from multiple sources (ACT, MAP, KPREP), classroom observations, and teacher input tell us this is a problem. In addressing our PoP we intend to create a framework that can be applied to other areas.</p> <p>We have many questions to be addressed:</p> <ul style="list-style-type: none"> ○ What do teachers need to know and be able to do? ○ What does it look like when a student is a successful reader? ○ How is reading taught/used in content areas? What does classroom look like? ○ How do we build capacity with content teachers? ○ Do content teachers know reading informational standards and what that looks like, what strategies to use? How are we assessing learning? ○ Do we know what we need to address and where? (grade level/content) How do we know this? (evidence) ○ Do we have definition of what each reading component looks like at each grade level in skills and strategies? ○ Do we expect 90% of our 3rd graders to read on grade level? ○ Do we know how to use assessment data to make effective instructional decisions/changes to impact student learning? ○ What are our implementation structures? ○ Where can we exercise leverage?

	<ul style="list-style-type: none"> ○ What will we see if problem solved? ○ Do teachers know how standards/expectations change? How do we plan vertically? ○ What investment as a district do we have with our teachers? What investment do our teachers have? ○ How are causes and problems connected? ○ How do we communicate PoP to others?
<p>District Leadership Team Members (name, role/position, email address) <i>Example:</i> Jane Doe (Teacher) jane@email John Deere (Principal) john@email</p>	<p>Ginger Ashby, Preschool Instructional Coach; ginger.ashby@henderson.kyschools.us Audrey Gatten, primary teacher; audrey.gatten@henderson.kyschools.us Karen Jones, primary teacher; karen.jones@henderson.kyschools.us Brittany Redman, intermediate teacher; brittany.redman@henderson.kyschools.us Jennifer Ciecorka, intermediate teacher; jennifer.ciecorka@henderson.kyschools.us Crissy Sandefur, elementary principal; crissy.sandefur@henderson.kyschools.us Stacey Dixon, primary teacher; stacey.dixon@henderson.kyschools.us DaySha McKillop, middle school teacher; daysha.mckillop@henderson.kyschools.us Sarah Estabrook, middle school principal; sarah.estabrook@henderson.kyschools.us Ashley Bailey, CTE teacher; ashley.bailey@henderson.kyschools.us Tyler Smithhart, high school teacher; tyler.smithhart@henderson.kyschools.us Stacey Thomas, high school teacher; stacey.thomas@henderson.kyschools.us Laura Williams, high school teacher; laura.williams@henderson.kyschools.us Tiffany Sights, high school principal; tiffany.sights@henderson.kyschools.us Kim White, DAC; kimberly.white@henderson.kyschools.us Jo Swanson, Asst. Superintendent of Teaching and Learning; jo.swanson@henderson.kyschools.us Marganna Stanley, Superintendent; marganna.stanley@henderson.kyschools.us</p>

<p>Meeting Schedule or Plan for DLT work on PoP between now and January 2017.</p> <p><i>Note: Each DLT will be expected to bring to the January 2017 meeting a 2-page statement of their problem, including identified and prioritized causes supported by evidence, and the district's principles/assumptions that will guide work on the PoP. Webinars and support from Instructional Specialists will be available to further clarify and support this task.</i></p>	<p>August 23, 2016 September 27, 2016 October 25, 2016 November 22, 2016 December 20, 2016</p>
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Support/Services Provided by the Instructional Specialist Team at KDE

The team of Instructional Specialists are available to support your district as you seek to address your identified problem of practice throughout the year. Each DLT will be assigned one of the specialists to serve as the primary **DLT Point of Contact** which will include maintaining contact on the progress of the DLT and conducting regular status checks to consider how the network of DLTs can support each other. They will also broker support needed from other Instructional Specialists/KDE team members and advocate for the DLTs' needs in our (KDE) planning sessions.

Some of the other ways they can provide assistance include acting as:

- **Content Specialist:** provide direct support to teachers/principals/district leaders related to understanding and implementing content standards/highly effective teaching, learning and assessment related to the specific content area
- **Curriculum Support Specialist:** provide support for the effective use of the Model Curriculum Framework as schools/districts seek to improve/refine/implement/revise curriculum
- **Professional Learning Plan Coach:** provide support to educators on the 7 Step Process (from Guidance for Professional Learning) for developing, implementing and evaluating professional learning plans
- **Data Coach:** Ensure and facilitate the use of a variety of data to drive decisions at the classroom, school and district levels and to evaluate the impact of those decisions on student achievement.
- **Learning Facilitator:** design, coordinate/facilitate collaborative, standards-based professional learning (based on Kentucky's Standards for Professional Learning)
- **Resource Provider:** expand educators' knowledge and use of a variety of resources (e.g., articles, research findings, instructional materials, etc.) to enhance their learning and practice
- **Thinking Partner:** Model continuous learning, stay current, be a thought leader, and explore alternatives to current practice