

Kentucky Network to Transform Teaching Pilot District COVER PAGE

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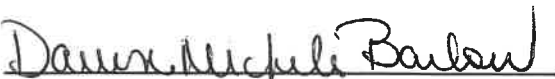
I swear under oath, subject to penalty for perjury, that I am authorized to execute this document and assure the attached application has been reviewed and approved for implementation by all stakeholders and the district will comply with all requirements, both technical and programmatic, pertaining to the Kentucky Network to Transform Teaching Pilot District grant. I acknowledge that failure to comply may significantly impact future funding, in addition to any applicable penalties under law.



Superintendent

3/20/17

Date



Notary Public

3-28-2020

My commission expires

Notary seal



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Part 1: National Board Certified Teacher Analysis and Capacity Building

1.1 District NBCT Situation and Plan There are currently four schools in our district: two elementary, one middle, and one high. There are a total of 171 certified non-administrator staff in the district. Of these, 21 are Nationally Board Certified Teacher, for a total of 12% NBCT in the district. The breakdown of NBCT can be found in Table 1.

Table 1: District Certified Staff and NBCT Staff			
School	Total Certified Staff	Total NBCT Staff	% NBCT
Elementary 1 (pilot 1)	33	2	6%
Elementary 2	47	7	15%
Middle School	37	10	27%
High School (pilot 2)	54	2	3%

The highest percentage of NBCT are at the middle school and elementary 2.

Performance measures at both schools indicate that an increased number of NBCT have a direct correlation on student achievement, as both of these schools have higher rates of students performing at or above proficiency on literacy assessments on the Kentucky Performance Rating for Education Performance (KPREP). See Table 2 for comparative measures among all district schools.

Table 2: District KPREP Data for Literacy		
School	2015-2016 KPREP Results	% Proficient/Distinguished
Elementary 1 (pilot 1)	Reading	54.3%
Elementary 2	Reading	67.2%
Middle School	Reading	67.3%
High School (pilot 2)	Reading	57.0%
	Writing	37.4%
	Language	52.6%

Although the higher percentages of proficiency at the middle school and elementary 2 can have many factors, there is no doubt that the Practices of Accomplished Teaching and the Body of Knowledge impact the overall effectiveness of instruction and thus impact student learning at these two high performing schools. Research study information from the NBCT website states: “a multiyear study suggest Board-certified teachers produce gains of up

to 1.5 months of additional learning. (Goldhaber and Cowen, 2015)” and” The positive impact of having a Board-certified teacher is even greater for **minority and low-income students** (Cavalluzzo, 2004; Goldhaber & Anthony, 2007).” In order to have as many of our students as possible taught by board-certified teachers, especially those high risk students, we hope to increase the number of NBCTs in the district by at least 10 teachers (7% of total staff) through the KNT3 Grant.

As can also be seen in Table 1, both elementary 1 and the high school have a low percentage of teachers who are NBCT, compared to the other 2 district schools. In addition, further investigation revealed that in elementary 1, both NBCTs teach at the kindergarten level. This means that no student in this school in grades 1 through 5 are taught by NBCTs. This school also has the highest percentage of Free/Reduced students in the district, 68% versus 37% for the other elementary school with a higher percent NBCTs. Research shows that not only does having a Board Certified teacher positively impact student achievement, but the impact is even greater for low-income students. Thus, the disparity of 6% NBCT at the 68% Free/Reduced school versus 15% at the 37% Free/Reduced is glaring and necessitates a focused and intentional process to address. At the high school, both NBCTs (3% of teachers) teach seniors only, mostly advanced classes. Again, this means that no student in grades 9-11 in our district is in a classroom taught by a NBCT. (At the two schools with a higher percentage of NBCTs, they are spread across all grade levels.)

Through the use of KNT3 grant and district funds, a district NBCT Cohort will be formed. This Master Teacher Academy (MTA) will be modeled after the New Teacher Academy (NTA) that is already in place in the district. Currently, first and second year teachers

participate in collaborative learning meetings through NTA. First year teachers participate in the 1.0 Cohort, meeting monthly to discuss instructional practices, network with one another, and connect with more experienced personnel in the district to gain advice or mentoring with topics such as KTIP, classroom management, and content-related information. Second year teachers participate in the 2.0 Cohort, which meets quarterly to discuss similar topics. Also, the 1.0 and 2.0 Cohort teachers have additional mentoring experiences through one-on-one collaboration with the NTA Leader and district Instructional Coaches. The district also has a partnership with Campbellsville University where NTA participants are able to earn up to 6 hours graduate credit through the university. A 3.0 Cohort has already been planned for next year. Those teachers will meet twice per year.

The Master Teacher Academy (MTA) that will be established through the KNT3 Grant will be led by the District Improvement Lead with the assistance of Candidate Support Providers (CSPs) from each school. CSPs will provide support to NBCT candidates in their schools as well as assist in planning MTA meetings and events. The District Improvement Lead, along with the CSPs, will create a process and curriculum for MTA that will be used in the future. MTA will be a professional learning community for district teachers seeking National Board Certification. MTA will begin via heavy recruitment, targeted to elementary school 1 and the high school, although the cohort will be open to any teacher in the district. Meetings will be focused around specific components of National Board Certification, as well as time for feedback and other needs of the candidates.

1.2 Use of Accomplished Teaching Body of Knowledge in Professional Learning

Two schools, elementary 1 and the high school, will be pilot National Board Professional

Development (NBPD) schools. The focus for this work will be Components 3 and 4:

“Teaching Practice and Learning Environment” and “Effective and Reflective Practitioner”.

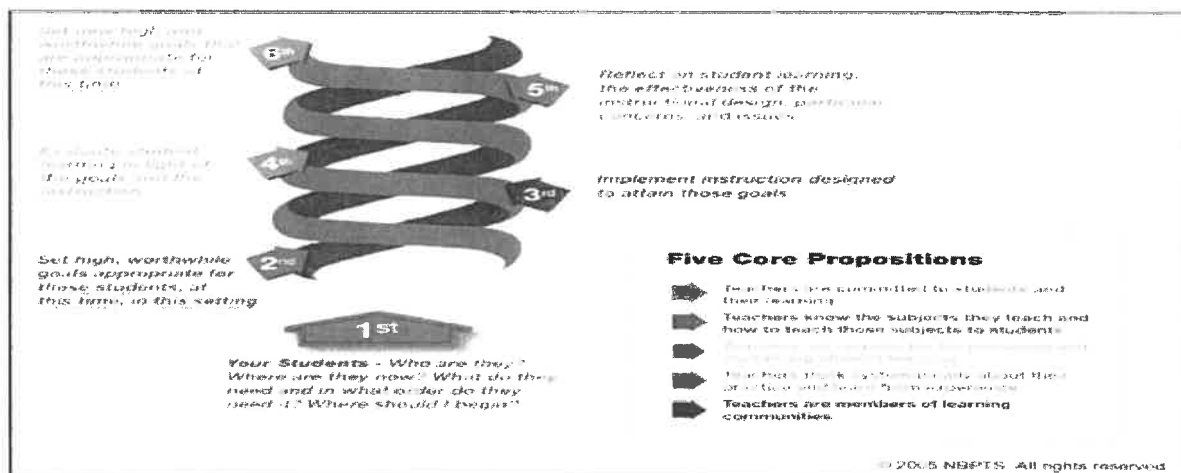
Particular emphasis will be placed on this descriptor of Level 4 of the rubric for component

4: “understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure student progress toward those goals, evaluating student progress, and, based on the analysis of results and

knowledge of students, setting new learning goals to improve student learning.” Our

teachers feel that this is the descriptor that most reflects their need and will have the most impact on their students. This recursive process idea is also clearly aligned with the

Architecture of Accomplished Teaching helix which can be seen below.



The base of the helix is all about knowing your students. The helix, itself, begins with planning instruction based on high goals, then implementing that instruction, evaluating the learning that occurred due to that instruction, reflecting on that and then starting over based on that information. These steps are the same basic steps that are in the descriptor of Level 4 of Component 4. Threaded throughout that helix is also the Five Core Propositions. Our work will naturally focus around the last 3 of these: “Teachers

are responsible for managing and monitoring student learning.”, “Teachers think systematically about their practice and learn from experience.”, “Teachers are member of learning communities.”

Table 3 below shows how we see the relationships between the Body of Knowledge, Kentucky's Professional Growth and Effectiveness System (based on the Danielson Framework for Teaching) and our District Belief Statements.

Table 3: Body of Knowledge/PGES/District Alignment				
NBCT Component 4, Level 4 Rubric	Architecture of Accomplished Teaching	Five Core Propositions	Danielson Framework for Teaching	District Belief Statements
Setting initial learning goals	Set high, worthwhile goals for these students at this time	Teachers are committed to students and their learning. Teachers know the subjects they teach and how to teach those subjects to students.	Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional outcomes	We believe in basing all decisions on what's best for all students. We believe all students will learn at high levels.
	Implement instruction to attain those goals	Teachers know the subjects they teach and how to teach those subjects to students.	Domain 3: Instruction	We believe in working collaboratively to develop a variety of instructional strategies, to design methods of assessment, and to provide feedback to students.
Administering assessments to measure progress towards goals	Evaluate student learning in light of those goals	Teachers are responsible for managing and monitoring student learning.	Designing Student assessment Using assessment in Instruction	We believe in working collaboratively to develop a variety of instructional strategies, to design methods of assessment, and to provide feedback to students.
Evaluating student progress	Reflect on student learning	Teachers think systematically about their practice and learn from experience	Using assessment in instruction Reflecting on teaching	We believe in monitoring the results of our individual and collective efforts to guide our processes for continuous improvement.

Setting new learning goals	Set new high and worthwhile goals for students at this time.	Teachers know the subjects they teach and how to teach those subjects to students. Teachers are responsible for managing and monitoring student learning.	Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional outcomes	We believe in basing all decisions on what's best for all students. We believe all students will learn at high levels.
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In addition, this same framework can, and will, be applied to our teachers in the professional learning communities of the district MTA and the pilot schools' PLCs.

Teachers become the learners in these venues and will be most successful using the same recursive process.

Part 2: Connection to Local Need, Goals, and Resources

2.1 Needs analysis and vision

	Problem to be solved	Change Idea
District	Inequity in students being taught by National Board Certified Teachers in our district.	Create district professional learning community for teachers pursuing board certification
Pilot schools	Low Percent Proficient/Distinguished in Literacy, especially in ECE population	Change idea 1 – Use the skills, questions and practices of Components 3 and 4 ("Teaching Practice and Learning Environment" and "Effective and Reflective Practitioner") to guide the professional learning of Peer Learning Labs Change idea 2 – Support teachers in developing the knowledge and skills necessary to provide best practice literacy instruction for diverse students, in particular, students in gap groups.

District Problem to be solved: Inequity in students being taught by National Board Certified Teachers in our district.

Change idea – Create district professional learning community for teachers pursuing board certification.

It is clear from Table 1 that there is an equity issue with many students, especially low income at elementary 1 and non-advanced at the high school, having no access to NBCT instruction. Since research shows that students who have a National Board Teacher often have gains of up to 2 months of additional learning, those students who

do not have a NBCT in their classroom are being shortchanged, especially those students who struggle and have greater obstacles to overcome.

This inequity will be addressed by creating a Master Teacher Academy to guide and support teachers who are pursuing National Board Certification, actively recruiting teachers to pursue the National Board process, focusing on the 2 schools where need is the greatest. MTA will include monthly meetings as well as individual support. In addition, NBCT's will be recruited at each school to be Candidate Support Providers or NBCT Facilitators, providing time and support for candidates to be successful.

NBPD pilot schools Problem to be solved: Low Percent Proficient/Distinguished in Literacy, especially in ECE population.

Change idea 1 – Use the skills, questions and practices of Components 3 and 4 (“Teaching Practice and Learning Environment” and “Effective and Reflective Practitioner”) to guide the professional learning of Peer Learning Labs

Change idea 2 – Support teachers in developing the knowledge and skills necessary to provide best practice literacy instruction for diverse students, in particular, students in gap groups.

The NBPD pilot schools have shown a consistent issue with literacy achievement over time. Even while other areas of accountability have shown improvement over the last 3 years, literacy continues to be an area of concern in these schools.

Table 4: NBPD Pilot Schools Literacy Scores				
School Year	Elementary 1 % P/D Reading	Elementary 1 % P/D Writing	High school % P/D Reading	High school % P/D Writing
2013-14	48.6	34.7	59.7	35.4
2014-15	45.6	42.0	52.4	43.2
2015-16	53.7	43.1	57.0	36.7

In addition, the high school has been a focus school the last 3 years due to reading in the ECE population. ECE Writing scores are even more concerning.

Table 5: NBPD Pilot Schools ECE Literacy Scores				
School Year	Elementary 1 % P/D Reading	Elementary 1 % P/D Writing	High School % P/D Reading	High school % P/D Writing
2013-14	41.9	38.5	15.4	2.2
2014-15	18.4	14.3	18.2	6.0
2015-16	38.7	22.2	7.7	6.8

The strategy framed around Change idea 1 for the NBPD pilot schools is to use Peer Learning Labs (PLL) to support teachers in using the skills, practices and questions of Components 3 and 4 of the NBCT process. During a PLL, teachers come together to observe a colleagues' classroom in action, and then have a conversation about what they saw and next steps for instruction. The Literacy Coach and Instructional Coach consults with the host teacher (lead learner) prior to the experience and facilitates a pre-observation conference with the host teacher and all participants outlining the protocol for the learning lab. Participants receive a focus for the observation from the lab host. After the lab, the facilitator guides participants through a structured discussion protocol. The ultimate goal is about teacher learning and reflection, both for the lead learner and the other participants.

The strategy framed around Change idea 2 is targeted literacy professional development. Based on teacher input, it is clear that targeted professional development in literacy is a need at both pilot schools. All teachers are responsible for literacy strategies, yet most shared that they do not feel confident or comfortable in implementing those. The need is three pronged – to be aware of what effective strategies are for students, to see those in context and to have opportunities to practice those strategies and receive feedback. The first need can be met by providing professional learning in specific best practice literacy strategies, either on site or in other venues. The last two will be met via PLLs as discussed above. In addition, we will

recruit English teachers at each grade level to participate in the NBCT process and thus impact even more students through the district MTA.

2.2 Plan aligned to school/district goals

District Problem and Change Idea – In order to address the inequity in NBCTs in the district, a Master Teacher Academy (MTA) will be created as an extension of the current District Teacher Academy. Potential NBCT candidates will be recruited, especially at the school with only 2 NBCTs on staff, elementary school 1 and the high school. In addition, current NBCTs will be recruited as Candidate Support Providers (CSP) or NBCT Facilitators. The plan is to have one CSP at each school to provide job-embedded and on-site support for a total of 4. If a school has more than 2 candidates, an additional NBCT would be recruited to be a NBCT Facilitator in support of the school CSP and the school candidates, up to a total of 4. Table 3 above illustrates how this work will align with the Body of Knowledge, state, district and school goals.

NBPD pilot schools Problem and Change Idea 1 - One strategy in addressing a low percent of P/D in literacy areas at the pilot schools will be the PLL focus around Components 3 and 4. PLLs will be used to support teachers as they implement new strategies and to embed observing and analyzing accomplished teaching in teachers' job and professional learning.

NBPD pilot school Problem and Change Idea 2 – Another strategy in addressing a low percent of P/D in literacy areas at the pilot schools is by supporting teachers in literacy instruction. Targeted professional development in literacy strategies will be provided to all teachers, as well as embedding observing and analyzing accomplished use of literacy strategies in teachers' job and professional learning via Peer Learning

Labs, Instructional Coaching, Literacy Coaches and off site visits. We see this as the same recursive process as mentioned previously for students. High goals will be set for teachers based on where they are and what they need; instruction based on those goals will be implemented; learning will be evaluated based on those goals via PLL, Literacy Coach and Instructional Coach; the Lead Improvement Coordinator, Literacy Coach and Instructional Coach will reflect on teacher learning; new goals will be set based on what the students (teachers) need at this time and so on.

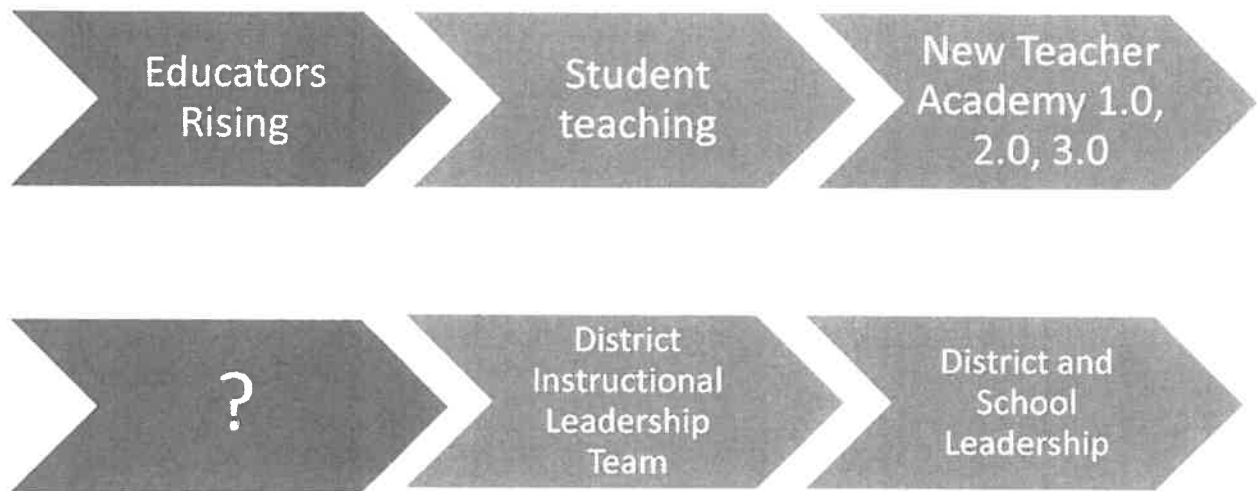
Alignment with district goals can also be seen in Table 3 above.

2.5 Impact on Students of High Need More high need students will be taught by National Board Certified Teachers and research shows this impacts student achievement up to 2 months additional learning per year, even more for high need students. In the NBPD pilot schools teachers will receive targeted pd on literacy strategies, focusing on those strategies that are most effective with ECE students, and receive ongoing feedback and support on using those strategies through the PLL process. All students, but in particular high needs students, will benefit from teachers new knowledge and expertise.

Part 3: Investment and Sustainability

3.1 Evidence of investment and support Students in our high school who are interested in education as a career are part of the Educators Rising chapter. This chapter is only 3 years old, but is very active in our school community and well supported by school and district administration. Numerous college students also come to our district to do observations and student teaching. Once teachers are hired to our district they become part of New Teacher Academy (NTA). NTA encompasses 1.0 (first

year teachers) and 2.0 (second year and teachers new to our district). NTA 3.0 will be added during the 2017-18 school year. In addition to the New Teacher Academy, our district also has the District Instructional Leadership Team. The continuum currently looks like this:



As you can see, there is a missing component and that will be Master Teacher Academy. We envision that as a professional learning community for teachers seeking National Board Certification. NTA is a vital and respected component of our district culture and including MTA in this continuum will ensure its impact and sustainability.

3.2 Plan to spread and scale work

In the first year, the work will be focused on MTA and the 2 pilot schools. Both pilot schools will begin with small groups for targeted literacy strategies and Peer Learning Labs and then whole school for targeted literacy strategies. In the second year of work, additional groups will be brought into the PLL work with full implementation in those schools, year 3 will be adding small groups in the other two schools. Both of the other schools in the district will also be brought on slowly, beginning with one or two small

groups before whole school implementation. This is similar to how other initiatives have spread through the district. First, a small group such as the District Instructional Leadership Team researched and piloted the new strategies, they then shared those with others in the district and, finally, the work was spread district-wide. The district Leadership Team is in its 10th year while the District Teacher Academy is in its 7th. This points to sustained support from the district for these endeavors and teacher buy in as to its effectiveness.

Part 4: Sharing, Collaboration, and Growth Mindset

4.1 Plan for communication and collaboration Within the district, this work will be shared in the monthly CSP meetings, District Instructional Leadership Team, the District Learning Summit and through the Superintendent's Monday Memo which goes out to all district staff. Within the schools, this will be via the Peer Learning Labs, PLCs, SILT, Instructional Coaches and via the Principals' Weekly newsletters that go out to all stakeholders. In addition, MTA participants will report out to their school faculties on D/PD days and during faculty meetings.

Outside the district, work will be shared in the local Educational Cooperative, at the summer KEA Talk conference and other conferences or venues as those opportunities arise. In addition, visitors will be welcome at any time.

4.2 Evidence of supporting culture of improvement Our district has been working hard for the last few years to create a culture of improvement and district achievement can point to the success of that work (See Table 6 below). About 10 years ago, the District Instructional Leadership Team came into being. This team began by creating and piloting the "District Essentials". These are monitored by Learning Walks where all

district administrators visit classrooms and give teachers feedback on their use of the District Essentials and other components. Teachers use this feedback to reflect and improve. In addition, the district created and supports the New Teacher Academy, as mentioned earlier. Instructional coaches are also a key part of the district improvement and have been funded even during the “lean” years. PLCs meet weekly to focus on student achievement. At the high school, there is a College and Career Readiness Coach, funded by the district, and also a CCR Counselor, funded by a Race to the Top grant. Both of these positions have had great impact on the district and school CCR.

Table 6: District Achievement Trends		
School Year	Accountability Score	Percentile
2012-13	65.7	55
2013-14	71.0	89
2014-15	72.9	91
2015-16	72.9	91

Part 5: Budget

Local Resources that Support Plan Currently, our district has a Teacher Academy framework that is led by a New Teacher Academy Coordinator and is in partnership with Campbellsville University. NTA participants are eligible for up to 6 hours graduate credit with a substantial scholarship from both Campbellsville and the district. MTA will be an additional component of the district Teacher Academy and Leadership Teams and will benefit from the success of the other entities.

In addition, there each school has a full-time Instructional Coach. A few years ago, the district made the decision to continue to invest in these positions, even when budgets were tight. These coaches provide job-embedded professional development in the schools. Their strong relationships with teachers in their schools and throughout the district will support the NBPD pilot schools work as discussed above.

In addition, the District Instructional Leadership Team, the PLC process and the School Instructional Leadership Team (SILT) at pilot school 2 have been in place for several years and are ready-made, effective and efficient vehicles for supporting and monitoring the work of the district and pilot school change ideas.

The district also has a history of in house professional development with District Learning Summits. Teachers submit session proposals which are reviewed and accepted by the District Instructional Leadership Team. All teachers in the district then attend self-selected sessions and provide feedback to presenters and to DILT. This process allows teachers opportunities to learn from their peers and for master teachers to pass on their expertise. Our district also has a strong relationship with the local Educational Cooperative. Several staff have presented at many of their sessions and professional development opportunities.

5.2 Grant Funds Efficient Use

District The District Improvement Lead (.25 Salary) will be the MTA Coordinator which will consist of recruiting NBCTs as CSPs or NBCT Facilitators, recruiting teachers to pursue NBCT certification, create MTA to support teachers pursuing NBCT certification, and work with CSPs and NBCT Facilitators to create or adapt curriculum, process and timeline for MTA and in-school support. In addition, the District Improvement Lead will lead Change work at the NBPD Pilot Schools. The district Lead will also recruit Literacy Coaches at the pilot schools, assist Literacy Coaches in planning, coordinating and providing targeted literacy PD and PLLs.

Also, for the district change work there will be Candidate Support Providers (1 at each of 4 schools) and NBCT Facilitators (up to 4) who will need Training (Registration, travel, stipends), planning meetings and MTA meetings (stipend), and substitutes.

Pilot Schools For Change Idea 1 - stipends for SILT or PLC members for planning, substitutes for SILT or PLC and materials, such as binders.

For Change Idea 2 - Literacy Coach stipend and training (registration, travel, substitutes) as well as Targeted Literacy professional development which will require training for whole staff and/or small groups (English PLC, SILT), materials, curriculum and training (registrations, travel, substitutes).

5.3 Sustainability of Project Our district is committed to the sustainability of the program through non-grant funding. Our schools and district are jointly absorbing some in-kind costs for the program, including: space, staff technology, office equipment and furniture. District staff also provides support for grant implementation and oversight, including district administrators, school principals, district Finance Officer and other staff. Throughout the project, all practices will be continuously evaluated in terms of importance to the goals of the grant and adjusted as needed. Much of first year funds will be used for one-time costs to create and implement MTA, provide training for CSPs and NBCT Facilitators, create framework and support for Peer Learning Lab process, and provide literacy strategy training. The results of these trainings will continue even after the grant. The Instructional Coaches who will assist with PLLs are funded by the district and will continue to be so. Other costs (stipends...) will be picked up by the district as appropriate as grant funds are no longer available.