

**Memorandum of Understanding
Between the University of Kentucky and Jefferson County Public Schools
Regarding a Partnership to support Educator Rank Change**

In support of creating a pool of highly-qualified candidates to participate in high-quality professional learning and, thereby, earn educator rank change, the University of Kentucky and the Jefferson County Public Schools ("District") agree as follows:

That the University of Kentucky Center for Next Generation Leadership will:

1. In collaboration with the District, identify, recruit and select Rank 3 and Rank 2 teachers that both parties agree have the potential to be effective participants in the UK Next Gen Continuing Education Option (CEO) program;
2. In collaboration with the District, design a rank change program that is both rigorous and relevant, and will produce high-quality, transformative teacher-leaders;
3. Provide the appropriate learning experiences and collaborate with the District in providing appropriate mentoring and job-embedded experiences, which will lead to candidates successfully earning a Rank 2 or Rank 1;
4. Prepare candidates for the rigorous year-long CEO program, and support them in their mastery of program competencies;
5. Provide guidance to the District on effective training and support for mentors and coaches;
6. Collaborate with the District in defining the roles and responsibilities of the mentors, coaches, and other district support personnel;
7. Define how candidates will be assessed and how District input will be utilized, and define expected competencies possessed by program completers;
8. Center for Next Gen Leadership faculty will meet on site with the mentors and candidates throughout the year-long internship on a planned and as-needed basis;
9. Center for Next Gen Leadership faculty will maintain regular communication with district coordinator, mentors, and provide frequent feedback to CEO candidates;
10. Collaborate with the District to ensure that candidates will be prepared to succeed in the job-embedded program assessments.
11. Host a minimum of 2 whole-group sessions during the CEO year which bring the candidates together to create a network of support and an opportunity to share information about their experiences. Will collaborate with the District in the design and delivery of the seminars;
12. Collaborate with the District in the creation of a continuous quality improvement process that is informed by data collected with each cohort.
13. The program developed and the training provided will be based upon The UK Next Generation Continuing Education Option CEO Plan II Proposal Submission presented to Jefferson County Public Schools, a copy of which is attached hereto as Exhibit "A"
14. UK Next Generation Leadership shall not discriminate on the basis of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, disability, or limitations relating to pregnancy, childbirth, or related medical conditions.

That the Jefferson County Public School District will:

1. Agree to work in the spirit of cooperation within the District that supports the successful transition of University of Kentucky CEO participants into their CEO program experience;
2. Participate in the identification and selection process for CEO candidates at the University of Kentucky. The program will admit teachers that both parties agree have the potential to be effective CEO participants.
3. Collaborate with the University of Kentucky in providing appropriate CEO program experiences, which will lead to candidates successfully securing a rank change;
4. Support the rigorous year-long CEO program by providing guidance to the University of Kentucky, including identifying district supports for candidates;
5. Collaborate with the university in creating professional development and training for CEO mentors that support both the needs of the school and the learning needs of the CEO candidates;
6. To support and/or facilitate meetings between the UK Center for Next Gen Leadership faculty and the Mentors regularly throughout the year-long CEO program and maintain regular communication with University;
7. Support the participants' successful completion of the rank change program;
8. Communicate with the UK Center for Next Generation Leadership faculty regarding changes to District policies that might impact CEO candidates;
9. Host meetings on site in the district designed to introduce CEO candidates to key District and school leaders;
10. Participate in regular CEO program partnership meetings to ensure smooth operation of this agreement;
11. Agree to publicly support the partnership and to provide opportunities for CEO candidates to share their learning (action research) via the district website, district/school conference presentations, other professional dissemination opportunities;
12. Work cooperatively to assist any program evaluation by sharing school profiles and relevant data available in the public domain.
13. Select one of the following options for payment:
 - a. Provide a full \$6000 scholarship for each teacher selected from the District to participate;

The parties agree that the term of this Agreement is from the date of signing (agreed on this day, August 18, 2021) for one calendar year. Any renewal of this Agreement must be in writing, agreed to by both parties.


Provost
University of Kentucky

Dean Julian Vasquez Heilig, UK College of Education

Martin Pollio, Ed.D Superintendent
Jefferson County Public Schools



Center for Next Generation Leadership

College of Education

The UK Next Generation Continuing Education Option CEO Plan II Proposal Submission

Districts included: Jefferson County, Shelby County, Next Generation Leadership District Partners

EPP: University of Kentucky, College of Education, Center for Next Generation Leadership

Abstract: The UK Next Generation CEO is designed to support participants as they experience, reflect, and grow professionally over the course of “a great year of teaching and leading” that is similar to the National Board Certification experience. Some participants will be working toward Rank 2 while others will be working toward Rank 1. All participants will learn and grow in their understanding of and ability to implement student-centered competency education while simultaneously experiencing their own competency-based professional learning. The learning context relies on a community of practitioners who engage in synchronous learning, asynchronous learning, and ongoing collaborative action research that culminates with a two-pronged summative assessment characterized by a public portfolio defense of learning and a capstone/action research presentation.

Professional support for CEO participants will be provided by the team of the UK Center for Next Generation Leadership (<https://www.lead.school>) in partnership with partner-district leaders and nationally recognized adjunct faculty with expertise in student-centered learning and competency education. The Center has been providing professional development and outreach services to Kentucky schools and districts for the past ten years. The core of our work is focused on what we call the Next Gen Nine (<https://www.lead.school/next-gen-9>). This framework underpins the learning of CEO participants and will guide the development of synchronous and asynchronous learning modules.

The core assumption underlying this Next Gen CEO approach is that teachers and leaders who are actively improving their practice will impact student learning primarily through increasing the efficacy of the learner. Thus, a critical component of the Next Gen CEO model will be to align the action research model to pre-determined measures of student efficacy with support from higher ed scholars at the University of Kentucky including Dr. Ellen Usher and her P20 Motivation Lab team (<https://sites.education.uky.edu/motivation/author/p20-motivation-lab/>).

Table of Contents

I. Introduction	3
II. Capstone Project	11
III. Job-Embedded Professional Development Experience	21
IV. Assessment of Candidates	32
V. Program Evaluation	33
VI. Additional Required Information	38
References	39

I. Introduction

1. *Provide a thorough rationale for the targeted educators' professional growth needs in content knowledge, instructional practice, and/or leadership skills, including clear supporting evidence of these needs, such as data from the school's or district's comprehensive improvement plan, student assessment results, and/or community context.*

Research has shown that students learn best in deeper learning environments when they have agency (Toshalis and Nakkula, 2012 and 2006; Silva, 2003; Rudduck, 2007), are engaged in relevant inquiry projects (Halvorsen et al, 2012), and advance upon mastery (Guskey, 2010) as measured by an authentic performance-based assessment system (Stiggins et al, 2004). Unfortunately, the present generation of educators in schools often lacks implementation skills to achieve these practices on a consistent basis. As society emerges from the era of standardized testing and seeks higher-order thinking and deeper learning opportunities for students to meet the demands of the digital, global world, a new effort to equip teachers and leaders with the skills to lead for deeper learning is imperative. In Kentucky, many districts over the last ten years have worked with the Center for Next Generation Leadership at the University of Kentucky to begin a journey toward more robust systems of deeper learning that provide equitable opportunities to achieve the types of competencies required for success in the modern world. Again, see <https://www.lead.school/next-gen-9> for more details.

This CEO proposal seeks to initially partner directly with Shelby County and Jefferson County Schools in the implementation of a year-long, competency-based, inquiry-driven, performance-assessed professional learning series that seeks to help teachers and leaders gain expertise in the required skills and to coach them through deeper learning practices such as initial implementation of project-based learning, student agency, and performance assessment. In this way, the CEO option seeks to both model and mirror the type of instruction and assessment that is desired by both district partners as educators experience deeper, learner-centered, competency-based job-embedded professional learning, similar to the experience designed in the National Board Certified Teacher process.

Both Shelby County and Jefferson County have developed and passed at the school board level a Portrait of Graduate: [Shelby Profile of a Graduate](#), [JCPS Backpack of Success Skills](#). Both Shelby County and Jefferson County have also defined intentional leadership and teaching structures to achieve these desired outcomes for their leaders (REFERENCE - Shelby Co [Strategic Plan](#) and JCPS [New Normal](#)). These leadership and teaching structures include the core elements of this CEO proposal, which include competency based learning progressions, inquiry-based instruction, performance assessment, and student agency throughout. Both districts further require student defenses of learning at defined grade levels to assure that students are mastering the elements of these graduate portraits as defined by the local school boards. Thus, in both districts, there is an urgent need to assist teachers and leaders with gaining the skills needed to ensure students achieve these deeper learning goals.

Research done by the Learning Policy Institute on Preparing Teachers for Deeper Learning (Darling-Hammond & Oakes, 2019) found in a study of seven effective preparation programs for teachers that effective preparation of teachers took on five dimensions. First, the learning within the program should be developmentally grounded and personalized. Second, the learning should be contextualized to reflect classroom realities for teachers based on the students whom they serve. Third, the learning in the program should be based in inquiry such that learning can be applied and transferred. Fourth, the learning should take place within a productive community of practice providing a social context for the experience to reinforce and provide opportunities for reflection. Finally, the learning should be equitable and oriented toward social justice. This research has served as a critical guide in the development of the Next Generation CEO model in partnership with school districts prioritizing development of teachers with deeper learning skills.

To reflect this effort, for every module/learning unit, the CEO Candidate will:

- Self-assess using success criteria (see Section II: Capstone, Part D)

- Create a personal plan for mastery of goals for each module, including use of learning resources, feedback cycles, self-assessment, and reflection
- Engage in learning experiences via synchronous, asynchronous, on-demand content, professional learning community dialog and feedback, job-embedded action related to the module
- Develop and curate evidence of mastery
- Submit the evidence for feedback from peers, mentors, and/or module facilitators
- Revise and resubmit evidence as needed
- Complete structured reflection goals, success criteria, and student learning outcomes

2. *Identify the standards aligned to your Plan:*

 X *KY Teacher Standards* X *Teacher Leaders Standards*

This CEO Plan will offer two parallel learning pathways: one for those pursuing Rank 2, aligned to the KY Teacher Standards; and, one for those pursuing Rank 1, aligned to the Teacher Leader Standards. Note - based on regulation, one educator cannot earn BOTH Rank 2 and Rank 1 via the CEO route.

3. *Provide participant eligibility requirements for the CEO Plan II cohort:*

 X *limited enrollment* *open enrollment*

Who is eligible?

Participants will be identified in collaboration with school district partners; a Memorandum of Agreement with partner districts will detail the selection process. Admission decisions will be determined through a collaborative agreement process. The selection process will include a multiple-variable online application completed by the candidate and his/her supervisor. Elements of the application will include a Next Gen practices readiness assessment (with evidence of candidates' past practices), dispositional self-assessment, and supervisor recommendation. The applications will be scored holistically by Center personnel using data uploaded to Next Gen's internal database. Once scored, applications will be reviewed collaboratively by Center and district personnel to determine those candidates who will be invited to join Next Gen CEO. As we build the program, we will limit enrollment to no more than 50 CEO participants and no fewer than 20. As we consider scaling in the future, we will plan for a slow and thoughtful growth over time based on human resources at the Center and interest in the field.

D. *Identify the type of rank change (choose all that apply)*

Rank 1 X *Rank 2* X

E. *Provide the justification of rank change for successful program completers.*

Successful completers will have demonstrated mastery of six core competencies aligned to the applicable standards and have completed action research measuring changes to efficacy within a classroom or school. The six aligned performance assessments and action research project will form the core of a peer-reviewed defense of learning in which a panel, made up of district personnel, college personnel, and a student-peer, judge the summative work product to determine successful completion. This rigorous, peer-reviewed defense of learning will be predicated on a portfolio of artifacts curated from evidence of successful implementation of the CEO projects. The six competency units will yield related artifacts, compiled in a portfolio, that are developed in the process of implementing the job-embedded experiences. These portfolio artifacts will be formatively assessed throughout the program by Center personnel and instructors within the CEO model.

F. Provide the estimated time commitment for cohort members.

One Year. Cohorts will generally follow the flow of a school year with instruction in the CEO option beginning in late summer/early fall through the winter and finishing in late spring/early summer. In the first year, pending the time it takes to receive EPSB approval, we would like to recruit a cohort to begin in January 2021.

G. List and justify how the professional development resources provide high-quality, research-based, expert and/or credentialed service and support that are proven to impact student learning and professional growth.

Human Resources

The UK Next Generation CEO option is operated by the Center for Next Generation Leadership of the UK College of Education. The UK College of Education traces its history in Kentucky to 1880 when the Legislature established a Normal School at the Agricultural and Mechanical College of Kentucky in Lexington. This unit grew and eventually was established in 1923 as the College of Education at the University of Kentucky that continues today. Over the last 140 years, UK has led both the high-quality training of educators in Kentucky as well as research on Kentucky's education system. We are established by the Legislature to be the statewide Land-Grant provider of higher education credentials in Kentucky.

The Center for Next Generation Leadership, as part of the UK College of Education and the Department of Educational Leadership Studies, has been providing high-quality professional development for EILA credit for over a decade and the Next Gen faculty teach courses that lead to degrees, rank change, and advanced certifications. In short, our team's mission is to invest in and grow teachers and leaders to transform learning experiences for students and we provide professional development services in a variety of contexts and programs.

The providers of the specific content are all engaged professionally with this research and the national guides will frequently be specific scholars or authors of this research. The leaders of the Center and the CEO option are all experts in their field having published research and scholarship on the impacted topics and/or led professional learning experiences for teachers and leaders across KY and GA for more than 20 years. The supporting professors and staff within the College of Education mostly have doctorates and have published on topics related to the content in the CEO option or the development of teacher-leaders specifically.

Further, program "advisors" will be employed to lead specific content components of the program. These advisors include national and Kentucky experts on the content knowledge provided in the program and serve as providers of feedback to CEO participants as they implement the ideas in their own classrooms or schools. In addition, each student is assigned an expert "mentor" who is still a practicing teacher or leader in the partner district that has already been identified as possessing expertise in Next Generation teaching and learning. Finally, officials within the central offices of both districts, as part of the partner MOA, will provide specific expertise and assessment feedback to students in the CEO program.

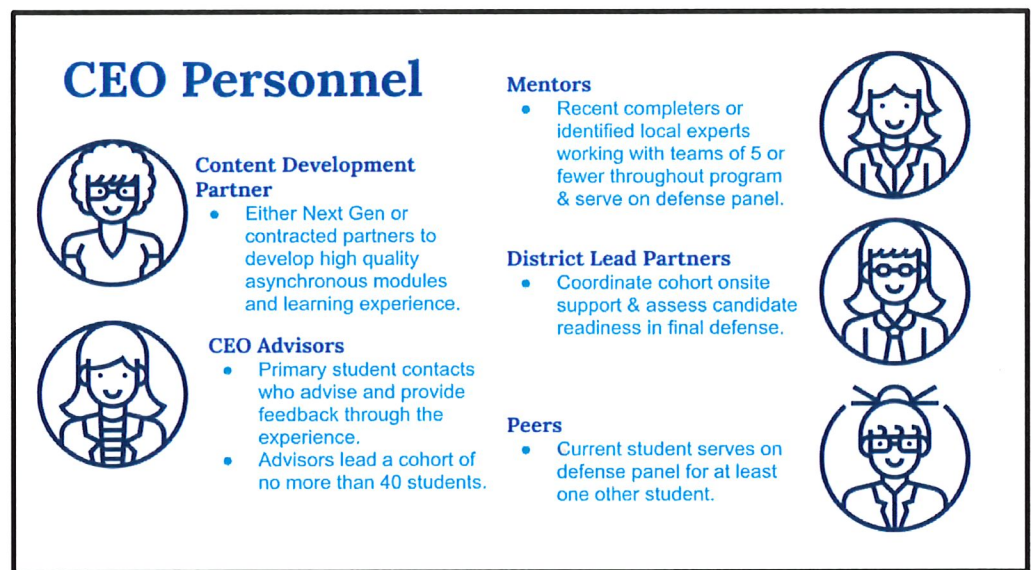
Curricular Resources

Modules

The Next Gen CEO program curriculum represents a combination of national and local research over many decades. It is both individually research-based for each element of content within the modules as well as research-based in the integration of the components as a preferred approach to structuring learning in schools. Modules have been designed to create learning experiences that are job-embedded, building on the expertise practitioners bring to the table, as well as advancing their understanding of new content related to student-centered learning, which is steeped in a deep body of research.

The most comprehensive analysis of the implications of the components of the CEO model implemented simultaneously was conducted by the American Institutes for Research, which examined 20 model schools within 10 comprehensive school-improvement networks that were all committed to deeper learning models (Huberman, Bitter, Anthony, & O'Day, 2014). These schools were matched to comparison schools outside of the networks. Analyses were conducted across a wide variety of assessments. These included the strategies, structure, and cultures within deeper-learning network schools (Huberman et al., 2014), access and opportunity to experience deeper learning (Bitter, Taylor, Zeiser, & Rickles, 2014), evidence of deeper-learning model outcomes on students' high school graduation and college enrollment (Zeiser et al., 2014), relationships between deeper learning competencies and high school graduation rates (Rickles, Zeiser, Mason, Garet, & Wulach, 2016), and impacts of school features, including leadership, on providing student access to deeper learning (Huberman, Duffy, Mason, Zeiser, & O'Day, 2016). In short, students in the network schools scored higher on the PISA examination, reported more positive interpersonal and intrapersonal outcomes, were more likely to graduate from high school and enroll in four-year institutions rather than two-year institutions; further, low-performing students were more likely to enroll in college (Zeiser et al., 2014). This extensive research also indicated direct leadership implications through teacher surveys reporting higher levels of instructional leadership and coherence (Huberman et al., 2016).

H. Identify program staff, including administrators, instructors, mentors and evaluators, and provide evidence of each one's credentials and/or qualifications that demonstrate proven impact upon student learning and professional growth.



There are a variety of personnel that will support the Next Generation CEO model. A summary of the different roles can be found in the figure to the right. The tables below summarize the credentials/qualifications of the various personnel committed to the model.

Core Leadership Personnel

Name	Program Staff Title	Program Staff Credentials/Qualifications
Lu Young, EdD	Executive Director, Center for Next	<ul style="list-style-type: none"> Associate Clinical Professor, UK College of Ed, Department of Educational Leadership Studies Former Chief Academic Officer, Fayette County Schools Former Superintendent of Jessamine County Schools

	Generation Leadership	<ul style="list-style-type: none"> • Former Assistant Superintendent of Jessamine County Schools • EdD in Educational Leadership, Northern KY University • KY Principal and Superintendent Certification, Rank 1 • Extensive experience in professional development of teachers and leaders across KY and beyond including 5 years leading the UK Next Generation Leadership Academy and 8 years on faculty of the KASA New Superintendent Onboarding Series.
Justin Bathon, JD/PhD	Associate Professor & Director, UK Next Generation Scholars	<ul style="list-style-type: none"> • Co-Developer, STEAM Academy High School, Lexington • Co-Founder, UK Center for Next Generation Leadership • Current Director of Graduate Study, Department of Educational Leadership Studies • Former Program Director, Graduate Certificate in School Technology Leadership • Former Co-Director, Center for the Advanced Study of School Technology Leadership • PhD in Educational Leadership and Policy from Indiana University, JD from Southern Illinois University, Masters of Educational Leadership, Southern Illinois University • Experienced program director and leader of professional development for schools through the Next Generation Leadership Academy.
Karen Perry, M.Ed.	Assistant Professor and Director, UK Next Generation Scholars	<ul style="list-style-type: none"> • Assistant Clinical Professor, UK College of Ed, Department of Educational Leadership Studies • Former Director of Personalized Learning and Innovative Design, Henry County Schools, Georgia • M.Ed in Educational Leadership, Walden University • Extensive K-12 leadership experience in creating student-centered learning environments and providing job-embedded professional development.

Content Development Partners

Name	Area of Contribution	Program Staff Credentials/Qualifications
Dr. Mary John O'Hair	Teacher Leadership & Inquiry	<ul style="list-style-type: none"> • Professor, UK College of Education • Former Dean, UK College of Education • Founding Director, K20 Center, University of Oklahoma • Vice Provost, University of Oklahoma • EdD, New Mexico State University

		<ul style="list-style-type: none"> • Middle School Teacher, Fort Worth Texas & Gadsden, New Mexico
Dr. Amanda Potterton	Educational Equity & Action Research	<ul style="list-style-type: none"> • Assistant Professor, UK College of Education • PhD, Educational Policy & Evaluation, Arizona State University • Assistant Principal & Teacher, England • Special Education Teacher in New York City • New York City Teaching Fellow
Dr. Ellen Usher	Action Research & Student/Teacher Efficacy	<ul style="list-style-type: none"> • Chellgren Endowed Professor at the University of Kentucky • Director, P20 Motivation & Learning Lab • Elementary & Middle School Teacher, Georgia • PhD in Educational Studies from Emory University in 2007

CEO Advisors

Name	Background
Linda France	<ul style="list-style-type: none"> • Retired Assistant Clinical Professor, UK College of Ed, Department of Educational Leadership Studies • Former Associate Commissioner Kentucky Department of Education • Former Superintendent of Jessamine County Schools • Former Assistant Superintendent of Jessamine County Schools • Extensive experience in professional development of teachers and leaders across KY and beyond including 7 years leading the UK Next Generation Leadership Academy and co-directing a Race-to-the-Top District Grant with the KY Valley Educational Cooperative.
Maurice Chappell	<ul style="list-style-type: none"> • Retired Assistant Superintendent, Office of Student Learning, Scott County Schools • Director of Implementation and Innovation and Director of Secondary Schools in Jessamine County, • Director of Secondary Curriculum and Instruction in Franklin County, • Highly Skilled Educator, Accelerated Learning Consultant, and Middle Level Program Consultant for the Kentucky Department of Education. • Middle school teacher: Georgetown Middle School and Southside Middle School in Paris.
<i>Tina Tipton</i>	<ul style="list-style-type: none"> • Chief Academic Officer, Ohio Valley Educational Cooperative (Retired) • Assistant Superintendent, Shelby County Schools • Interim Superintendent of Eminence Independent Schools

<i>Tom Welch</i>	<ul style="list-style-type: none"> • Retired KY administrator • Principal of East Jessamine High School • KY Teacher of the Year • https://theglobalseal.com/tom-welch
------------------	--

Mentors

Mentors will be assigned primarily from the pool of recent CEO program graduates in an ongoing fashion in consultation with district leadership in partner districts. Ideally, previous year program graduates will stay on to mentor students in the rolling year. In the initial year, mentors will be chosen from minimally two pools of qualified personnel for the task.

Name	Background
Recent Next Generation Leadership Academy Participants (Statewide & Jefferson Cohorts)	<ul style="list-style-type: none"> • A pool of about 50 recent exemplary participants of the UK Next Generation Leadership Academy. Participants will be selected for at both the teacher and leadership levels for success in implementing and leading Next Gen practices based on successful demonstration of skills in their exhibition of learning at the end of the Next Gen Academy experience.
Recent Next Generation Principal Program Graduates	<ul style="list-style-type: none"> • A pool of about 25-30 recent exemplary graduates of the UK Next Generation Principal Program which is a program that builds next generation teaching and leadership skills. Mentors will be selected based on evidence of successful Next Gen practices and action research implementation as demonstrated through their final portfolio defense.

District Lead Partners

Name	District/ Role	Background
Susan Dugle	Shelby County Schools, Chief Academic Officer	<ul style="list-style-type: none"> • Chief Academic Officer, Shelby County Public Schools
Dr. Felicia	Assistant Superintendent,	<ul style="list-style-type: none"> • Assistant Superintendent for Academic Services

Cumings Smith	Jefferson County Schools	<ul style="list-style-type: none"> • Senior program officer of K–12 Education at the Bill and Melinda Gates Foundation • National Institute for School Leadership and the National Center for Education and the Economy • associate commissioner of education and chief academic officer for the Kentucky Department of Education • Executive director of the Collaborative Center for Literacy Development at the University of Kentucky • Elementary and reading resource teacher in JCPS • Ed.D. in Instruction and Administration from UK
---------------	--------------------------	---

Peers

As part of the final defense, a peer representative from the current CEO cohort will serve as a panelist and judge of Mastery of the 6 content components and action research components. All students in the CEO program will be expected to serve in this capacity for at least one other defense.

II. Capstone Project

A. Outline clearly the details the required comprehensive capstone project include:

The comprehensive capstone project is two complementary, yet distinct projects: a program-reviewed action research project and a & district reviewed series of practitioner projects leading portfolio defense of learning. Both major projects will be competency-based in their

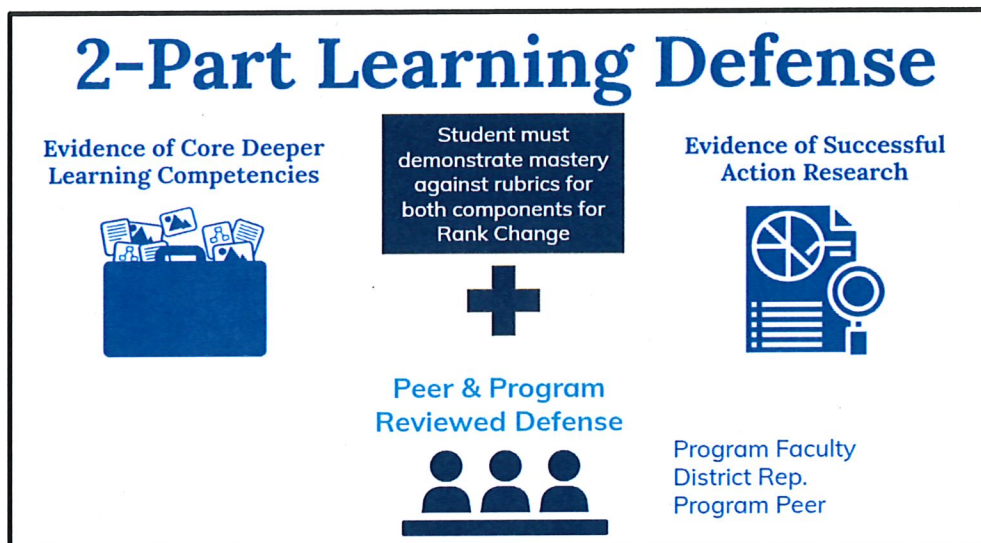
assessment with participants demonstrating mastery against competency rubrics. Candidates will have choices in how they demonstrate mastery of these competencies throughout the year, but to achieve the CEO-based rank change a student must demonstrate mastery on both components.

Program personnel will collect benchmark samples of student work over time and will use those samples to 1) serve as exemplars for CEO participants, 2) continuously improve the rubrics, and 3) contribute to an ongoing evaluation of the program.

a) *the definition of the action research required;*

The design of the CEO program is action-research based in that teachers are actively implementing changes to their own practice and assessing the results for themselves, for their students, and as part of their portfolio development. However, the capstone/action research project required for successful completion of the rank change will focus on student-centered practice and participants will formally engage with the steps in Action Research using the Sagor & Williams (2016) model. They define action research as “any investigation conducted by the person or people empowered to take action concerning their own actions, for the purpose of improving their future actions” (6).

Program participants will receive ongoing support for the design and implementation of their action research from Center personnel, their advisors, and district personnel. Submission of the capstone/action research project will include a write-up of the project as well as a formal presentation where the participants share their process and findings with a panel comprised of district personnel and Center personnel.



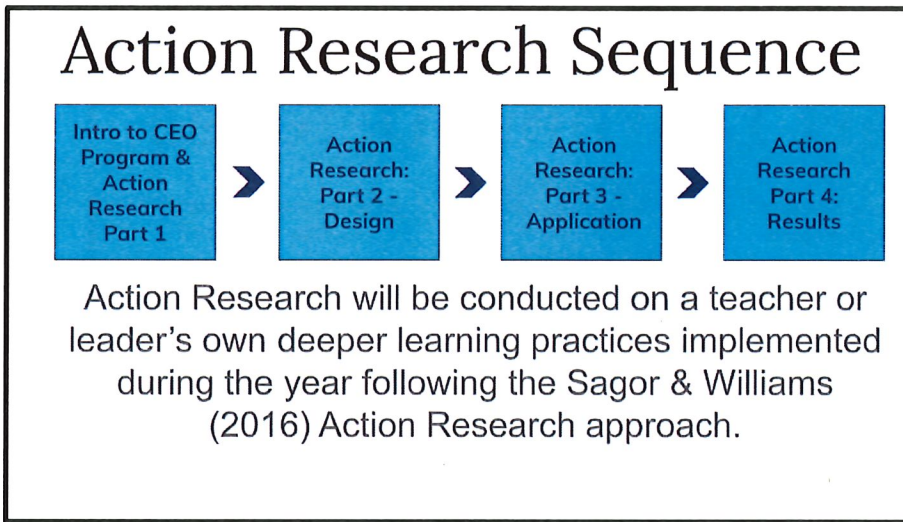
of

to

peer

to a

b) how the project addresses needs identified in the program justification;



The two culminating experiences (portfolio defense and capstone/action research project) work together to address the overall goals of the program. The practitioner-focused culminating projects are meant to align to the teacher work cycle and assess the implementation of student-centered, deeper learning practices throughout the year. The action research project complements the practical implementation by serving as an evaluation tool to measure the impacts of their changes to their own practice toward student-centered, deeper learning practices.

As explained further in question II(B)

below, the approach to action research will be structured around an analysis of impact on student and/or teacher efficacy as a way to determine the impact of the competencies and practices that teachers implement during the CEO model.

The emphasis in the Next Gen CEO model will rely on continuous improvement of practice through evidence-based collection and analysis of relevant and timely data as determined by the participant and his/her CEO support team. Thus, students in this CEO rank-change model will reciprocally engage in real-time changes to their own practice as they implement student-centered learning while simultaneously evaluating their own practice through the implementation of action research to determine the impact of their efforts.

c) how each of the identified standards are met; and

The design of this CEO program reflects commitment to the mastery of both the Kentucky Teacher Standards and the Teacher Leader Standards, as well as nationally-recognized Teacher and Leader Competencies (2017) outlined by the Council of Chief State School Officers (CCSSO). CCSSO Teacher and Leader Competencies have informed much of the work of the national shift toward student-centered learning, and align with the philosophy and mission of the Center for Next Generation Leadership. The CCSSO competencies were authored by several of Kentucky's key leaders including Dr. Carmen Coleman, formerly of UK Center for Innovation in Education (CIE) and UK Center for Next Generation Leadership, and currently with Jefferson County Public Schools; and Travis Hamby of Trigg/Allen Counties and an original UK Next Gen fellow. Mastery of these competencies will be evidenced through each candidate's defense of learning, based on completed portfolio artifacts, and a juried capstone project. See full crosswalk document hyperlinked in Additional Documentation section, and please be aware of the multiple tabs at the bottom of the spreadsheet.

The capstone for CEO candidates will be comprised of two required elements: a portfolio of artifacts curated by the candidate, publicly exhibited and defended to a panel of peers and district personnel; and an action research project, presented and defended to a panel of program personnel from University of Kentucky.

Because this CEO is competency-based, the evidence of mastery may vary for each participant, but will meet criteria for success connected to each of the CCSSO Competencies and Kentucky Standards. The design of this program is that evidence will be developed and curated through job-embedded experiences, beginning with self-assessment, and ending

with a defense of learning, with many cycles of learning, reflection, self-assessment, and constructive feedback from various sources in between.

A full list of standards and associated modules and deliverables are outlined in Section III, Part B.

d) how the project unifies the plan into a cohesive experience.

Coherence in the Next Gen CEO model derives from the seamlessness of the overall experience to the teacher work cycle across a full year of implementation. As the year unfolds, participants in the CEO model will be continuously gathering evidence of both their own practice as well as student artifacts to demonstrate mastery of the student-centered, deeper learning competencies. In addition, as the year unfolds and teachers engage in genuinely new practices, they will be asked to measure the impact of those changes through the action research process. A further unifying element stems from the fact that student and teacher efficacy will be the primary focus of the CEO action research project for most participants.

B. Describe how the capstone project will positively impact learning/outcomes for candidates and students.

The combination of capstone elements will positively impact student learning as the completion of each of these projects requires actual implementation with students in classrooms and schools. Each element of the learning experience and capstone requires data collection, reflection, and frequent rounds of feedback. Thus, teachers are engaged in learning and feedback throughout the year. Concurrent to this process the action research component will seek to measure the impact of their change efforts on students in their classrooms. This culminates in the defense of both the practitioner competency portfolio and the action research project in a final, intensive round of public exhibition, defense, and feedback. The defense provides for a culminating reflection on the learning and outcomes achieved during the CEO year.

Student and teacher efficacy will be the primary focus of the CEO action research project for most students (exceptions can be made upon request). As defined by Bandura (1994), “Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.”

In an extensive review of the literature, Dr. Usher (2015) found that hundreds of studies in elementary and secondary education settings find that learners who firmly believe in their academic capabilities perform better academically. The linkage between academic self-beliefs (self-efficacy) and actual performance is rooted in the work of Bandura and his social cognitive theory (1986). Bandura further developed the concept into a clearer notion of self-efficacy in his book *Self-Efficacy: The exercise of control* (1997). Bandura even provided guidance as to how self-efficacy should be measured by articulating some of the foundational concepts of measuring efficacy (2006) which has then been used and expanded considerably. Recently enough studies of student and teacher efficacy have emerged that John Hattie has included these in his most recent iteration of the global meta-analysis of effect sizes (2016). Hattie finds that both student self-efficacy (.92) and collective teacher efficacy (1.57) are amongst the largest effect sizes on student learning. Thus, the choice of the action research structure based on measuring impacts of CEO participant choices and actions on student and teacher efficacy may be considered an approximation of the broader impact of learning in the classroom or school.

C. Explain the sequence and targets of professional growth over time in:

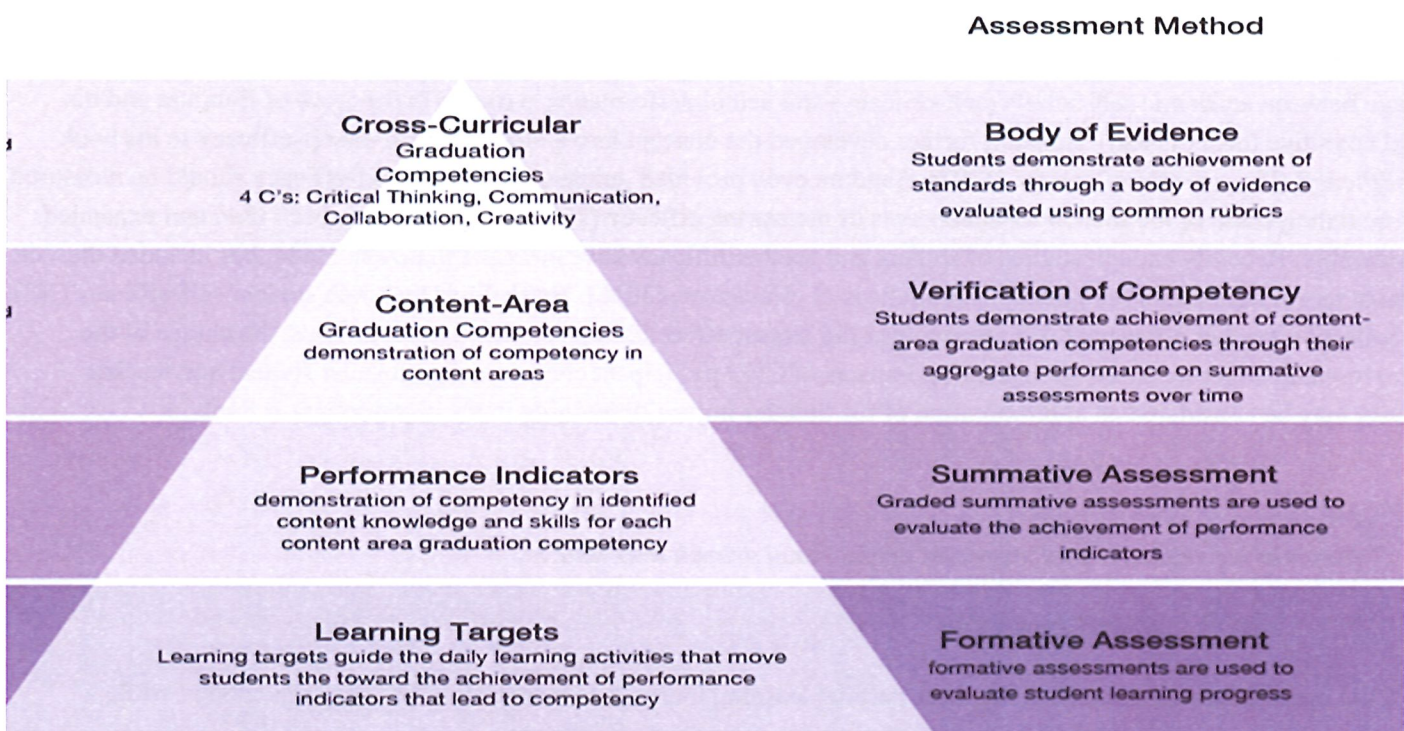
a) content knowledge

The CEO candidates will advance along three parallel learning journeys to master the CEO program content while improving their knowledge of their own content vis-a-vis competency education.

- One inquiry line of the learning experience is primarily focused on foundational understanding of student-centered, competency-based learning, including theory, philosophy, rationale for the shift (the why) and the pedagogical implications.
- The second, simultaneous line of inquiry results from the application of the first line of inquiry as candidates will be required to engage their collaborative work to develop and articulate content-aligned competency maps
- The third line of inquiry focuses on action research, which serves primarily to require candidates to apply the action research process to a specific student-centered intervention/practice, collect and analyze student learning data, and share their findings with a targeted audience of peers and selected reviewers through oral presentation and/or written publication via district channels.

Each participant will engage in a self-assessment of their readiness around the three parallel learning journeys described above and then create a personal action plan for professional growth. These individualized professional growth plans will also include the development of personal goals. In order to reach their goals, participants will engage in direct instruction, job-embedded learning, solicit feedback from peers as well as district and UK teaching staff with each unit of study, culminating in the capstone presentation and exhibition of work. One required capstone artifact for all participants will be the development of competency maps in their discipline developed to the level of student learning targets. (See p. 26.)

As they create and implement the required competency maps, participants will work with partners to develop, peer review, and submit their work as capstone artifacts that demonstrate their ability to apply the tenets of competency education to their own content area/discipline. Elementary candidates will choose which content area and grade level they want to engage with; secondary candidates will identify their content area and grade level. These “competency maps” will draw on the work of Wiggins and McTighe as participants *backward map* the concepts, content, and skills from their disciplines in relationship to relevant cross-curricular graduate competencies (what Wiggins and McTighe referred to as *habits of mind*). These competency maps articulate the interrelatedness of graduate competencies, content area knowledge and skills, and an understanding of student mastery/proficiency (how good is good enough) through formative and summative performance-based assessment. The illustration below from Henry County, GA in collaboration with Great Schools Partnership (2018) demonstrates what these competency maps entail:



b) instruction and assessment practices

The UK Center for Next Gen CEO program requires candidates to learn about and demonstrate evidence of application of instruction and assessment throughout the entire learning experience. Next Gen readily acknowledges that master teachers and leaders have command of content as well as pedagogy and assessment practices. To that end, modules have been designed to reflect a robust learning experience for the candidates as well as their demonstration of mastery in application of the learned content with regard to instruction and assessment practices.

Specifically, the artifacts submitted in Module 4: Inquiry, Module 6: Competency-Based Assessment, and Module 8: Assessment require candidates to design learning experiences based on deep knowledge of learners, content knowledge, pedagogy, and assessment practices. In each case, artifacts submitted require candidates to develop units, project plan, evaluation rubrics, and produce evidence of student learning. Learning objectives and evidence of mastery for each module require candidates to demonstrate mastery in the application of research and theory to job-embedded practice, then to engage in structured reflection based on feedback from peers, mentors, and program leads.

In Module 4, Inquiry-Based Learning, candidates will learn about and develop an inquiry-based unit that is a culturally relevant, authentic project-based learning experience based aligned to content standards/competencies as well as cross-curricular graduation competencies (i.e. collaboration, creativity, etc.). The designed unit will include provisions for feedback processes (peer, community, expert), a public exhibition of learning involving parents and the community, and to collect data/evidence of learning from students in order to evaluate student improvement.

In Module 6, Competency-Based Learning, candidates will develop a competency map based on a content unit of study which reflects the essential elements of competency-based learning, including formative and summative assessment systems within the unit, strategies for cognitive and metacognitive growth of a diverse set of learners, and the development of success criteria/rubrics that outline student growth/improvement.

In Module 8, Assessment for Learning, candidates will develop and calibrate cross-curricular and content-specific rubrics articulating mastery expectations, develop and tune formative/summative assessment, employ “Looking at Student Work Protocols” to examine student work.

In order to receive a passing score on each of those modules, and overall rank change, candidates must demonstrate mastery of targets as articulated, including evidence of effective instructional and assessment practices. Each module is aligned to Kentucky standards for leadership, which also speak to content, instructional and assessment.

c) professional demonstration, relevant publication skills and strategies for a targeted audience

In addition to the written artifacts created and orally defended by the candidates in the course of the CEO experience, district partners are an essential part of ensuring that demonstration of newly acquired skills are job-embedded and that new learning is published and shared with a targeted audience. We also see a correlation between participants’ ability to disseminate their learning to a wider professional audience as a way for them to continue their journey toward professional growth and development beyond the rank change.

Specifically, JCPS commits to using its district website, as well as publishing/disseminating candidate learning as a part of their annual Deeper Learning Symposium and with various networked groups within the district, such as the Academic Instructional Coaches (AIC). Shelby County commits to using their district website, the annual ShareFair and

Personalized Learning Conference to share professional learning. The Center commits to providing an opportunity for CEO participants to share their new learning at Next Gen events held throughout the year and beyond their time in the CEO, leading to the development of a statewide “speakers bureau” of capable professionals who lead learning around student-centered practices across the commonwealth.

Further, the Center will collect, archive, and make available for wider dissemination all of the competency maps that are developed by Next Gen CEO participants, with their permission, over time. We frequently receive requests for sample documents like these so we expect that these artifacts will hold broad appeal across the US in competency ed, student-centered learning circles. All documents curated and made available will include proper attribution to the CEO participant-contributors.

D. Describe how the capstone project will be evaluated and scored. Include the scoring rubric/assessment instrument that are aligned to the identified standards.

The capstone project is the action research project, one of the two-part defense requirements (see question 2A). Students will initially self-assess and be formatively and summatively evaluated against scoring criteria outlined below. Each rubric is connected to a learning module, which is aligned to standards (see chart in Section III, Part B for alignment).

Both the capstone and the portfolio artifacts will be uploaded into Tote, a digital, standards-based portfolio tool developed at the UK College of Education by Dr. Gerry Swan and used in all other UK College of Education practitioner programs. Tote allows for assessment of evidence to the predetermined rubric (below) across multiple categories each aligned to multiple standards. Students can choose to align artifacts that demonstrate competency from work completed throughout the program.

Once an artifact is scored by the portfolio defense committee, Tote then can aggregate those scores across the different artifacts to an individual standard providing a summary of a participant's mastery of each standard. Tote also allows for aggregation of scores across multiple participants providing a summary of how the program is doing across standards. This information can also be provided as a report in response to a request from EPSB.

Competency Modules Rubric Deliverable Format: Portfolio of Artifacts/Evidence

<u>Module</u>	<u>Not Yet/ Early Planning (1)</u>	<u>Emerging (2)</u>	<u>Operational (3)</u>	<u>Exemplary (4)</u>
Module 1: Intro to CEO Program and Action Research Part 1 Successful candidates will: - Overview program expectations -Self-Assess against program criteria - Set professional Goals and establish a plan of action - Overview Action Research and Planning	Artifact exhibits little/no evidence of professional learning goals, action plan, and/or understanding of action research.	Artifact exhibits evidence of professional learning goals, action plan and/or understanding of action research is lacking in depth, breadth, and/or clarity related to program goals and/or action research purpose and expectations.	Artifact exhibits evidence of professional learning goals, action plan and/or statement of action research sufficiently reflects a depth of understanding of program goals for growth and action research purpose and expectations.	Artifact exhibits evidence of professional learning goals, action plan and/or statement of action research reflects an exemplary level of depth of understanding, clarity, ambition related to program goals for growth and action research purpose and expectations.

Process				
Module 2: Student-Centered Learning Standards: <ul style="list-style-type: none"> - Research the history and rationale of the shift to student-centered learning - Examine models of student-centered learning - Identify effective practices of student-centered learning 	Artifact exhibits little/no evidence of clarity related to the shift toward student-centered learning, models, and/or practices.	Artifact exhibits evidence related to the shift toward student-centered learning, models, and/or practices is lacking in depth, breadth, clarity and/or commitment.	Artifact exhibits evidence related to the shift toward student-centered learning, models, and practices sufficiently reflects a depth of understanding of depth of understanding, clarity, and commitment.	Artifact exhibits evidence related to the shift toward student-centered learning, models, and practices reflects an exemplary level of depth of understanding, clarity, and commitment.
Module 3: Action Research Part 2: (see Action Research rubric below)				
Module 4: Inquiry-Based Learning Standards: <ul style="list-style-type: none"> - Understand the essential elements of Deeper Learning - Design and implement a culturally relevant, authentic project-based learning experience based aligned to standards/competencies - Feedback processes (peer, community, expert) - Public exhibition of learning - Collect data/evidence of learning 	Artifact exhibits little/no evidence of inquiry-based learning pedagogical practices, although planning to do so may be underway.	Artifact exhibits some evidence that students engage in real-world, authentic learning experiences that are rigorous and relevant, with access to external experts, feedback, including revision and reflection on a limited basis. Artifact reflects low relevance or authenticity to student interests.	Artifact exhibits evidence that students engage in real-world, authentic learning experiences that are rigorous and relevant, with access to external experts, feedback, including revision and reflection.	Artifact exhibits that students investigate relevant, real-world challenges in depth, through long-term projects, exhibitions, and other performance-based demonstrations of learning, including external experts, feedback, revision and reflection.
Module 5: Action Research Part 3 (see Action Research rubric below)				
Module 6: Mastery-Based Learning Standards: <ul style="list-style-type: none"> - Understand the rationale for Competency-Based Learning (CBL) - Identify essential elements 	Artifact exhibits little/no evidence that a mastery-based learning system has been established, although planning may be underway.	Artifact exhibits that elements of a mastery-based learning are established, but are infrequently referenced and/or used in ways that are not meaningful	Artifact exhibits that elements of a mastery-based learning system are an integral part of the design of student learning experiences and academic program.	Artifact exhibits that mastery-based learning principles are used to drive learning experiences, and progress toward articulated

<p>of CBL</p> <p>-Create a competency map that connects content and grad profile competencies</p> <p>- Design formative and summative assessment systems within CBL</p> <p>- Plan for cognitive and metacognitive growth of a diverse set of learners</p> <p>- Develop success criteria/rubrics</p>		<p>to the student learning experience.</p>		<p>competencies is monitored in meaningful ways.</p> <p>Learning supports are aligned with mastery-based learning.</p>
<p>Module 7: Learner Agency</p> <p>Standards:</p> <p>- Research rationale for student agency in learning</p> <p>- Conduct student-led conferences and collect feedback data from students, teachers, and families</p>	<p>Artifact exhibits little/no evidence exists that the candidate is fostering student agency, empowerment and voice, although planning to do so may be underway .</p>	<p>Artifact exhibits that students choose between options provided by teachers. Teachers use a limited repertoire of personalized learning strategies. Learning experiences reflect whole-group learning targets with little personalization</p>	<p>Artifact exhibits that students take a proactive role in co-designing their own education and planning by proposing or learning pathways and demonstrations of mastery in group settings. Teachers are effectively using instructional practices proven to increase agency of learners.</p>	<p>Artifact exhibits that students are the primary drivers in managing their own educational experience and apply their knowledge, skills and available resources, including people. The teacher regularly fosters the conditions for student agency over learning.</p>
<p>Module 8: Assessment for Learning</p> <p>Standards:</p> <p>- Develop and calibrate rubrics aligned to competencies</p> <p>- Develop and tune Formative/Summative assessments</p> <p>- Employ Looking at Student Work Protocols to examine student work</p>	<p>Artifact exhibits little/no evidence of performance tasks or a system to collect, display, defend, or exhibit such tasks. Little/No evidence exists that grading and reporting practices are consistent with mastery of identified competencies.</p>	<p>Artifact exhibits evidence that performance tasks and/or assessment may include student presentations to other students or teachers, but no systemic model exists for the collection, display, defense, or exhibition of student work. Common scoring criteria are not used and/or the teacher employs rubrics that are written in isolation, with variation in grading practices. Work behaviors(e.g. neatness, lateness, etc.) are reported with students' performance related to content</p>	<p>Artifact exhibits evidence that performance tasks lead to some formal system, but not a comprehensive system of collection, display, defense, or exhibition of student work. The teacher uses common, task-neutral scoring criteria that provide detailed descriptions of knowledge and skills at each expected level of performance. The grading and reporting system distinguishes content knowledge and skills from habits of work.</p>	<p>Artifact exhibits evidence that a comprehensive system of performance assessment including articulated performance tasks that lead to portfolio defenses as well as additional structures such as student led conferences and/or student exhibitions. The teacher uses common, task-neutral scoring criteria that provide detailed descriptions of knowledge and skills at each expected level of performance. The grading and reporting system distinguishes content knowledge and skills from habits of work.</p>
<p>Module 9: Equity of Opportunity</p> <p>Standards:</p>	<p>Artifact exhibits little/no evidence of clarity related to classroom culture, culturally relevant</p>	<p>Artifact exhibits evidence of initial attempts to adequately address classroom culture, culturally</p>	<p>Artifact exhibits adequate evidence of positive classroom culture, culturally relevant pedagogy, bias</p>	<p>Artifact exhibits exemplary evidence of a positive, productive culture of inclusion, relevant pedagogy,</p>

<ul style="list-style-type: none"> - Examine safe and supportive learning environments & Classroom Culture - Design culturally relevant pedagogy - Examine unconscious bias in educational settings - Understand the importance of mentoring, advising, Socio-Emotional Learning 	pedagogy, bias within educational settings, and/or the importance of mentoring, advising, and social-emotional learning.	relevant pedagogy, bias within educational settings, and/or the importance of mentoring, advising, and social-emotional learning.	within educational settings, and the importance of mentoring, advising, and social-emotional learning.	academic safety within the classroom.
Module 10: Action Research Part 4 (see Action Research rubric below)				

Action Research Rubric

Deliverable Format: Action Research Findings

Adapted from Sagor & Williams (2015) Characteristics of Quality Action Research (p.203).

	Not Yet/Early Planning	Emerging	Proficient	Exemplary
Stage 1: Clarifying Vision & Targets: Purpose, Rationale, Problem Statement	Declares hope for change and improvement but lacks detail on practical realization thereof. Does not address applicability beyond case at hand. Does not address the significance of the issue for teachers or learners. Does not provide a clear statement of the problem under investigation.	Provides some awareness of benefits for teaching and learning. Is unclear about either the specific purpose of the study. Provides little detail as to relevance or application to broader context. Has a poorly crafted statement of the problem.	Provides an adequate case for the purpose of the study and the potential benefits for teaching and learning. Can articulate how the results of the study will impact others. Has a clear problem statement that serves as the foundation for the inquiry.	Has a clear and compelling case for the purpose of the study and provides conceptual depth on how the study will impact teaching and learning. Has a clear statement of the problem and a linkage to the research questions driving the inquiry. Scientifically describes how the results of the study can inform both a local and global conversation. The research questions are well crafted to help inform the methods and analysis.
Stage 2: Articulating Theory: Contextualization	Shows little awareness of applicable prior literature, either scholarly or practitioner based. No linkage to any educational theories impacting student learning. Literature, theory, and	Cites primarily practitioner based prior literature but little to no integration of scholarly literature. Cites educational theories but does not tightly link with existing study. Provides	Provides a clear and logical theory underlying the research. Demonstrates an understanding of prior literature and research findings but missing critical elements. Links	Provides a thorough literature review presented in a logical, clear, and concise manner. Detailed, logical, and clear explanation for the theory informing the study and intervention.

	context are sparse and not linked.	some literature, theory and or context but not linked to each other or the current study.	literature, theory, and context to support the current study.	The proposed intervention follows logically from the findings of existing literature, theory and context.
Stage 3: Implementing Action Research Design & Collecting Data: Methods & Procedures	A methodological approach is proposed that is unlikely to answer the central inquiry. Not all of the necessary components of the potential design are provided. The described methods or procedures have ethical or reliability concerns. Data collection was poorly implemented or limited data were collected.	The methodological approach fits with the proposed inquiry and utilizes recognized techniques. The proposed study addresses all of the necessary components but lacks detail. Issues of validity and reliability are only vaguely addressed. Data collection lacked rigor.	The methodological approach(s) fit well with the proposed inquiry. The description of the methods accounted for all the necessary components and cited some literature to support the methodological choices. Validity and reliability are addressed thoroughly. Data collection was implemented well with minimal issues and a viable dataset resulting.	The methodological approach(s) evidence a strong research design relative to the inquiry. The components of the methodological design are fully explained and well reasoned with linkages to prior literature, theory, or contexts. The method(s) provide tight controls for validity and reliability. Data collection was disciplined with no concerning issues resulting in a strong dataset.
Stage 4: Reflecting on data, Planning Informed Action	Conclusions are contradicted by the available data. The limitations or alternative explanations of the study are not addressed. Implications are sparse or missing. Action steps resulting are not supported by the findings. No linkage back to literature, theory, or context.	Conclusions are related but somewhat unsupported by the available data. Limitations or alternative explanations are provided but not explored. Limited implications are provided with little linkage to the findings. Action steps are tangentially related to the findings. Surface level linkage to the literature, theory, or context.	Conclusions are related to and supported by the data. Limitations, alternative explanations, and future studies are explained and explored. Implications are related to the findings and tightly related to the subsequent action steps. The conclusions and action steps are supported by the literature, theory, or context mentioned previously in the study. The researcher and other local school personnel are likely to benefit from the data emerging from the action research process.	Conclusions and implications are a direct and logical extension of the findings and deeply linked to the literature, theory, and context provided previously in the study. Thorough limitations, alternative explanations and future studies are provided. Based on the data, conclusions, and action steps, positive impacts on student learning and the school environment are likely to result. The study is of a quality that encourages sharing with others at a regional or state level.

E. Define publication requirements in detail.

As a research university, publication of student research is taken very seriously. All student research that is meant for publication must be approved in advance by the UK Institutional Review Board. For research on students in public schools in particular this can be an onerous and time-consuming task depending on the methodologies employed by the student researchers. Given concerns about student privacy under the Family Educational Rights and Privacy Act, in particular the challenges of rigorous review and publication of student data, are substantial and would significantly add to

the overall cost of the Rank Change model. Thus, we will not request that CEO students seek formal publication of their action research in traditional university-based outlets.

However, as all students in the program will be employees of a school district, the partner school districts will provide publication, dissemination, and sharing opportunities for the CEO students with others in their districts, thus minimizing potential issues of student privacy. Specifically, JCPS commits to using its district website, as well as publishing candidate work as a part of their annual Deeper Learning Symposium and with various networked groups within the district, such as the Academic Instructional Coaches (AIC). Shelby County commits to using their district website, the annual ShareFair and Personalized Learning Conference to share learnings. The Center commits to providing an opportunity for CEO participants to share their new learning at Next Gen events held throughout the year and beyond their time in the CEO, leading to the development of a statewide “speakers bureau” of capable professionals who lead learning around student-centered practices across the commonwealth.

F. Describe how the provider will protect against plagiarism.

The students will submit their work product through the Canvas learning management system in a new product utilized by the University of Kentucky called Canvas Catalog. Inside of the Canvas system at UK, a third-party integration is provided to check for plagiarism called Turn It In. This allows for student artifacts to be checked against the Turn It In database for potential plagiarism issues. More information about the UK Canvas/Turn It In integration can be found here: https://uk.instructure.com/courses/1617515/pages/turnitin?module_item_id=17756776

III. Job-Embedded Professional Development Experience

For every module/learning unit, the CEO Candidate will:

- Self-assess using success criteria
- Create a personal plan for mastery of goals for each module, including use of learning resources, feedback cycles, self-assessment, reflection
- Engage in learning experiences via asynchronous, on-demand content in Canvas learning management system, contribute to professional learning community dialog and feedback, and employ job-embedded strategies related to the module
- Develop and curate evidence of mastery in a portfolio
- Submit the evidence for feedback from peers, mentors, and/or module facilitators
- Revise and resubmit evidence as needed
- Complete structured reflection goals, success criteria, and student learning outcomes

A. Explain in detail how the program addresses, at a minimum, each of the identified standards, including how they:

- a) are aligned to the needs identified in the plan; and*

Both Shelby County and Jefferson County, initial partners for this CEO option, have developed and passed at the school board level a Portrait of Graduate: [Shelby Profile of a Graduate](#), [JCPS Backpack of Success Skills](#). Both Shelby County and Jefferson County have also defined intentional leadership and teaching structures to achieve these desired outcomes for their leaders (REFERENCE -Shelby Co [Strategic Plan](#) and JCPS [New Normal](#)). These leadership and teaching structures include the core elements of this CEO proposal, which include competency based learning progressions,

inquiry-based instruction, performance assessment, and student agency throughout. Both districts further require student defenses of learning at defined grade levels to assure that students are mastering the elements of these graduate portraits as defined by the local school boards. Thus, in both districts, there is an urgent need to assist teachers and leaders with gaining the skills needed to ensure students achieve these deeper learning goals.

From JCPS: “Vision 2020 in action is tied to our Comprehensive District Improvement Plan. There are specific strategies in this document and in our CDIP that are focused on our JCPS Backpack of Success Skills, advancing Deeper and more personalized learning, and for transforming the instructional core including moving more aggressively to performance based assessments. JCPS is also in the planning process for its next Strategic Plan. In this plan, developing the competencies of students and educators are an intentional “call out” of this next plan of action.”

From Shelby: “Our CDIP is directly related to our Strategic Leadership Plan and Profile of a Graduate. Actually all of our processes and products were developed to reflect this parallel pedagogy. Our Board of Education writes their board goals in order to reach the PoG competencies and our evaluation and growth system for certified personnel is a competency-based system tied to the PoG competencies.”

Initial District Partners



**Shelby
County Public
Schools**



**Jefferson
County Public
Schools**

b) ensure the goals have long-term benefits for students and teachers.

The theory of action within the program, like National Board’s, is that teachers engaging in high-level practice within a supported and mentorship model are likely to continue engaging in those high-level teaching practices beyond the year within the CEO program. Teachers and leaders emerging from the CEO model will have successful experience implementing the student-centered learning practices and, potentially, self-verified through the use of action research within their own classrooms or schools essentially creating their own proof-points for the efficacy of their improved efforts.

B. Include a detailed 1- to 4-year timeline that incorporates major activities aligned to a specific progression of skills/knowledge. Explain how each activity is aligned to particular standards and outcomes.

Charts below align learning progression, timeline, and skills.knowledge with standards.

10 Core Modules over the Course of 1 Year.

Intro to CEO Program & Action Research Part 1	Competency: Student-Centered Learning	Action Research: Part 2 - Design	Competency: Inquiry Learning	Action Research: Part 3 - Application
Competency: Mastery-Based Learning	Competency: Learner Agency	Competency: Assessment for Learning	Competency: Equity of Opportunity	Action Research Part 4: Results

Rank 2											
Learning Module	Major Activities, Outcomes & Sample Evidence of Proficiency of Standards	Kentucky Teacher Performance Standards									
		1 Learner Development	2 Learner Differences	3 Learning Environments	4 Content Knowledge	5 Application of Content	6 Assessment	7 Planning for Instruction	8 Instructional Strategies	9 Professional Learning	10 Leadership and Collaboration
1. Intro to CEO Program & Action Research Part 1 (Month 1)	<p>Successful candidates will:</p> <ul style="list-style-type: none">● Overview program expectations● Self-Assess against program criteria● Set professional Goals and establish a plan of action● Overview Action Research and Planning Process<ul style="list-style-type: none">○ Select a focus○ Clarify a theory○ Identify research questions○ Collect data○ Analyze data○ Report results○ Take informed action (Sagor) <p>Evidence of mastery of standards:</p>			X	X					X	X

	<ul style="list-style-type: none"> Completed self-assessment, goals and plan of action for professional development Public defense of action research study on a topic of student-centered learning conducted by the CEO candidate 										
2. Competency: Student-Centered Learning (Month 2)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Research the history and rationale of the shift to student-centered learning Examine models of student-centered learning Identify effective practices of student-centered learning <p>Sample Evidence of Mastery:</p> <ul style="list-style-type: none"> Develop, present, and publish a personal statement of vision, values and commitment to student-centered learning based on research and data collected through student interviews 	X	X							X	X
3. Action Research: Part 2 (Month 3)	<p>Action Research Planning:</p> <p>Successful candidates will:</p> <ul style="list-style-type: none"> Demonstrate understanding of roader definitions of student success and data usage Select a Research Focus for the Year Clarify the Relevant Theory Identify Research Questions <p>Sample Evidence of Mastery:</p> <ul style="list-style-type: none"> Present an action research prospectus that demonstrates clear research question(s) linked to relevant theories. 	X								X	X
4. Competency: Inquiry Learning (Month 4)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Understand the essential elements of Deeper Learning Design and implement a culturally relevant, authentic project-based learning experience based aligned to standards/competencies Feedback processes (peer, community, expert) Public exhibition of learning Collect data/evidence of learning <p>Evidence of mastery:</p> <ul style="list-style-type: none"> Present an analysis evaluating the project focused on equity, including evidence of tuning, impact data, and reflection 	X	X			X	X	X	X		

5. Action Research: Part 3 - Application (Month 5)	<p>Action Research Data Collection and Application</p> <ul style="list-style-type: none"> Clarify a theory Implement Intervention Collect data <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Completed Theory Evidence of implemented practice Data samples, to include, but not limited to student work samples 			X			X				
6. Competency: Mastery- Based Learning (Month 6)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Understand the rationale for Competency-Based Learning (CBL) Identify essential elements of CBL Design formative and summative assessment systems within CBL Develop a competency map, based on a unit of study, reflecting a learning experience that fosters student growth toward both cross-curricular and content-specific competencies Plan for cognitive and metacognitive growth of a diverse set of learners Develop success criteria/rubrics <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Develop and present a plan for a competency-based learning unit that reflects the essential elements of CBL articulated above 	X	X	X	X	X	X	X	X		
7. Competency: Learner Agency (Month 7)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Research rationale for student agency in learning Conduct student-led conferences and collect feedback data from students, teachers, and families <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Student work product Artifacts related to student-led conferencing Feedback data from student, parents, colleagues 	X	X	X			X				
8. Competency: Assessment for Learning (Month 8)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Develop and calibrate rubrics aligned to competencies Develop and tune Formative/Summative assessments Employ Looking at Student Work Protocols to examine 				X	X	X	X			

	<p>student work</p> <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Create and use competency-aligned success criteria rubrics "Tuned" projects Feedback/reflection from protocol 										
9. Competency: Equity of Opportunity (Month 9)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Examine safe and supportive learning environments & Classroom Culture Design culturally relevant pedagogy Examine unconscious bias in educational settings Understand the importance of mentoring, advising, Socio-Emotional Learning <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Equity Audit 	X	X	X				X	X	X	
10. Action Research Part 4: Conclusion (Month 10-12)	<p>Action Research Conclusion</p> <ul style="list-style-type: none"> Analyze data Report results Take informed action (Sagor) <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Completed Action research Presentation to Families/Community of a Story of Learning Values Broader success metrics/evidence Focus on Graduate Profile Professional Development 	X	X	X	X	X	X	X	X	X	X

Rank 1

Learning Module	Outcome & Sample Evidence of Impact	Kentucky Teacher Leader Standards and Teacher Leader Model Standard						
		1 Foster Collaborative Culture	2 Access and Use Research	3 Promote Professional Learning	4 Fac. Improvement in Student Learning	5 Assessment and Data for School Improvement	6 Outreach and Collaboration with Families and Communities	7 Advocate for Student Learning & the Profession

1. Intro to CEO Program & Action Research Part 1 (July)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> • Overview program expectations • Self-Assess against program criteria • Set professional Goals and establish a plan of action • Overview Action Research and Planning Process <ul style="list-style-type: none"> ◦ Select a focus ◦ Clarify a theory ◦ Identify research questions ◦ Collect data ◦ Analyze data ◦ Report results ◦ Take informed action (Sagor) <p>Evidence of mastery of standards:</p> <ul style="list-style-type: none"> • Completed self-assessment, goals and plan of action for professional development • Public defense of action research study on a topic of student-centered learning conducted by the CEO candidate 	X	X	X				
2. Competency: Student-Centered Learning (August)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> • Research the history and rationale of the shift to student-centered learning • Examine models of student-centered learning • Identify effective practices of student-centered learning <p>Sample Evidence of Mastery:</p> <ul style="list-style-type: none"> • Develop, present, and publish a personal statement of vision, values and commitment to student-centered learning based on research and data collected through student interviews 	X	X		X			X
3. Action Research: Part 2 (September)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of broader definitions of student success and data usage • Select a Research Focus for the Year • Clarify the Relevant Theory • Identify Research Questions <p>Sample Evidence of Mastery:</p> <ul style="list-style-type: none"> • Present an action research prospectus that demonstrates clear research question(s) linked to relevant theories. 	X	X		X			X
4. Competency: Inquiry Learning (October)	<p>Successful candidates will:</p> <ul style="list-style-type: none"> • Understand the essential elements of Deeper Learning • Support the design and implement a culturally relevant, authentic project-based learning experience based aligned to standards/competencies • Establish feedback processes (peer, community, expert) • Facilitate a public exhibition of learning • Collect data/evidence of learning 	X	X	X	X	X	X	

	<p>Evidence of mastery:</p> <ul style="list-style-type: none"> Present an analysis evaluating a project focused on equity, including evidence of tuning, impact data, and reflection 							
<p>5. Action Research: Part 3 - Application</p> <p>(November-February)</p>	<p>Collect Data Action Research Intro and Planning</p> <ul style="list-style-type: none"> Clarify a theory Implement Intervention Collect data <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Completed Theory Evidence of implemented practice Data samples, to include, but not limited to student work samples 		X		X	X		
<p>6. Competency: Mastery-Based Learning</p> <p>(November)</p>	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Understand the rationale for Competency-Based Learning (CBL) Identify essential elements of CBL Facilitate the design of formative and summative assessment systems within CBL Plan for cognitive and metacognitive growth of a diverse set of learners Facilitate the development of success criteria/rubrics <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Facilitate the development and present a plan for a competency-based learning unit that reflects the essential elements of CBL articulated above 	X	X	X	X	X		X
<p>7. Competency: Learner Agency</p> <p>(December)</p>	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Research rationale for student agency in learning Conduct student-led conferences and collect feedback data from students, teachers, and families <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Student work product Artifacts related to student-led conferencing Feedback data from student, parents, colleagues 	X	X	X	X		X	
<p>8. Competency: Assessment for Learning</p> <p>(January)</p>	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Develop and calibrate rubrics aligned to competencies Develop and tune Formative/Summative assessments Employ Looking at Student Work Protocols to examine student work <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Create and use competency-aligned success criteria rubrics "Tuned" projects Feedback/reflection from protocol 	X	X			X		
<p>9. Competency: Equity of</p>	<p>Successful candidates will:</p> <ul style="list-style-type: none"> Examine safe and supportive learning environments & Classroom Culture 	X			X	X		X

Opportunity (February)	<ul style="list-style-type: none"> Design culturally relevant pedagogy Examine unconscious bias in educational settings Understand the importance of mentoring, advising, Socio-Emotional Learning <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Equity Audit 							
10. Action Research Part 4: Conclusion (March)	<p>Action Research Intro and Planning</p> <ul style="list-style-type: none"> Analyze data Report results Take informed action (Sagor) <p>Evidence of Mastery:</p> <ul style="list-style-type: none"> Completed Action research Presentation to Families/Community of a Story of Learning Values Broader success metrics/evidence Focus on Graduate Profile Professional Development 	X	X	X	X	X	X	X

C. Enumerate and describe in detail the targeted outcomes and results for:

a) cohort members and

The participant completion rate is a critical measure of success, particularly given the high rigor embedded throughout the program and in the final portfolio defense. Successful candidates will complete and defend evidence of their own learning and impact on their classrooms and schools as part of the final defense and thus overall completion and achievement of Rank Change will ensure that students have mastered the embedded competencies and successfully attempted deeper learning practices within their own teaching.

Further, the various metrics emerging on each required element of the final portfolio defense as measured against the rubrics in section II(d) above will provide insight on participant mastery of the specific core competencies of the model. Exemplary or proficient performance on the rubrics will indicate an outcome in which students in the program not only learned critical background knowledge on the topic but also successfully attempted to implement that new knowledge within their own classroom practice. Thus, a critical outcome of the overall CEO model will include participants implementing student agency practices, inquiry learning practices, performance assessment practices, equity of opportunity practices all as part of an overall beginning toward a more student-centered, competency-based approach to teaching and learning.

Finally, at program completion, as part of the overall program evaluation we will also be measuring teacher efficacy through both a pre and post-test and thus, gains in teacher efficacy beliefs about their own practice are a critical outcome of the model.

b) student learning; may include results related to School or District Comprehensive Improvement Plan and/or community resources.

The impact on student learning will be measured through the action research on student and teacher efficacy. Ellen Usher, a leading scholar on the relationship of self-efficacy to student learning based at the University of Kentucky and consultant on the action research embedded in this CEO model, summarized the relationship in a chapter of the *Handbook*

of *Educational Psychology* titled *Personal Capability Beliefs* (2015). In an extensive review of the literature, Dr. Usher found that hundreds of studies in elementary and secondary education settings find that learners who firmly believe in their academic capabilities perform better academically. The linkage between academic self-beliefs (self-efficacy) and actual performance is rooted in the work of Bandura and his social cognitive theory (1986). Bandura further developed the concept into a clearer notion of self-efficacy in his book *Self-Efficacy: The exercise of control* (1997). Bandura even provided guidance as to how self-efficacy should be measured by articulating some of the foundational concepts of measuring efficacy (2006) which has then been used and expanded considerably. Recently enough studies of student and teacher efficacy have emerged that John Hattie has included these in his most recent iteration of the global meta-analysis of effect sizes (2016). Hattie finds that both student self-efficacy (.92) and collective teacher efficacy (1.57) are amongst the largest effect sizes on student learning. Thus, the choice of the action research structure based on measuring impacts of CEO participant choices and actions on student and teacher efficacy may be considered an approximation of the broader impact of learning in the classroom or school.

Further, as mentioned in III(a) above, both Jefferson County and Shelby County have aligned the initiatives and learning models within their districts to the teacher practices and student learning outcomes that are explored in this CEO model. This alignment is evidenced in both district's Comprehensive District Improvement Plans and manifests internally within the districts in the JCPS Backpack of Success Skills and the Shelby County Profile of a Graduate.

D. Describe in detail how candidates will engage during and throughout the course of study for the following:

a) content exploration and research

Participants will engage the content of the CEO model through a combination of synchronous and asynchronous learning modules. Using our digital platforms, participants will connect asynchronously using Canvas to custom developed content modules that include videos, readings, self-assessments, discussions, and formative feedback opportunities. In addition, regularly scheduled synchronous meetings, both onsite and online, present content and activities to reinforce the asynchronous learning. In this way, the primary mode of instruction for content is a flipped model with participants engaging asynchronously first and then synchronously second before implementing the ideas in their own practice.

Students will engage in research throughout the program primarily through the implementation of an action research project designed to measure the impacts of the CEO practices such as inquiry, student voice, and performance assessment on student and/or teacher efficacy. As efficacy beliefs are a critical measure of a students openness and engagement readiness for learning, changes in student and/or teacher efficacy can be powerful indicators of change in learners. While this research will be somewhat pre-structured and methodologically coached, each participant will be expected to implement the efficacy measures in their own context and analyze and report the results as part of the defense of learning.

b) student instruction and assessment

Participants will engage in student instruction and assessment in the classroom primarily through the job-embedded nature of the projects and performances required as artifacts within the program. For instance, a participant will complete the inquiry-based learning modules and then plan and apply the instructional practices and formative/summative assessment strategies and reflect on the effectiveness.

Overall assessment of students has an iterative nature throughout the program by advisors, mentors, and district leads providing formative feedback to students as their projects and artifacts take shape throughout the year. Near the end of the year, participants will upload their learning artifacts to the Tote digital portfolio and a team of evaluators, including district leaders and peers, will judge the artifacts against mastery rubrics.

c) professional development and publication

Each module will start with a participant self-assessment of their own current knowledge and practice based on a student success criteria rubric. Based on their own self-assessments, students will create a personal plan for mastery of goals for each module. In an effort to achieve those goals, students will access both synchronous and asynchronous content to support their development. Students will also engage in rounds of feedback with mentors, peers, and district supporters as they implement their learning into practice. Finally, near the end of their learning journey, participants will share their learning throughout the year, including the results of their action research, through the publication of their professional learning in district and Next Gen outlets and professional development opportunities to assist others.

E. Describe how the program's instructional design will integrate a combination of research, field experiences, and professional development activities. The program may also include graduate coursework and/or integration of micro-credentials.

The design of the CEO model takes advantage of the best of the scholarly nature of a research institution, the professional development expertise of an experienced leadership center, and the embedded fieldwork tightly connected to a student's own practice through district partnerships. All of the work in the competency modules will be tightly linked to research on these deeper learning practices. While CEO students will not be asked to consume research journals as part of the experience, all modules within the Canvas platform will have a linked bibliography for students to gain access to research and additional materials to learn more. In addition, students will be asked to link to some research to support their specific endeavors in their action research projects.

As mentioned previously, a guiding work of scholarship for this model is the five domains from *Preparing Teachers for Deeper Learning* (Darling-Hammond & Oakes, 2019). The work is grounded in practice, based on inquiry, personalized to the learner, happens in a community of practice and is oriented toward social justice. Thus, the series of onsite and online synchronous meetings are structured as professional development activities. These synchronous meetings access the best of Next Gen professional development and provide access to experts, lots of practice-based activities, and opportunities for feedback.

Finally, all of the work in the CEO model is field based in that all artifacts and activities required to complete the program depend on implementation within the classroom or school in which the participant is currently leading. This implementation of projects and action research within the classroom provides immediate learner agency to the work and permits the participant to test and iterate their ideas. Further, the mentoring and in-district support within the CEO model are specifically geared to help participants as they engage in the fieldwork component of the program.

Concerning graduate coursework, the University of Kentucky will acknowledge the work from the CEO program through credit by examination. This provides a way for a student to gain up to 9 credit hours of coursework for successful completion of the year-long CEO model.

F. Describe in detail how candidates will be supported and mentored throughout the program.

Candidates will be supported and mentored in several ways, addressed individually below.

- Assigned Mentor - The primary way candidates will be mentored is through the assignment of a mentor for the year in which they are in the CEO program. These mentors will be assigned at the beginning of the experience in small mentorship groups of typically no more than 5 students per mentor. Mentors will meet once per month synchronously with their mentor group to support the CEO students in both their practice during the school year and in gaining the competencies through the CEO program.
- CEO Advisors - Each cohort will be supported primarily by a CEO Advisor who is helping students work through the competency based modules and holding regular synchronous meetings with the cohort to coach them through the activities of the CEO year. The Advisors are also the primary student supports in any questions related to the content or the program and the primary providers of feedback as the students work on their artifacts. Finally, as

the students are engaged in the task of uploading artifacts to the Tote System and scheduling the portfolio defense, the CEO Advisors will be coaching them through all of those steps.

- **Structured Action Research Supports** - The expectations for action research are structured in such a way to support teachers in implementing research in their classrooms rather than trying to understand and construct their own study from scratch. Because all program participants are expected to engage in this structured action research on student/teacher efficacy, a series of instruments and methodological approaches are made available in advance. Then, once students engage in the action research within their own program, program advisors are available to coach them through the process.
- **District Leads** - As each participating district must sign a MOU to gain access, each district will agree to support the participants from their own district. As such, districts will be encouraged to meet with their participants as a cohort to talk about how the content and expectations of the CEO model mesh with the policies and practices within the district.
- **Peers in Cohort Model** - The CEO participants will be part of a cohort. As such, cohort building activities will be present, such as a program backchannel, that encourage students to regularly communicate and support each other not only through the completion of the CEO model but also in the daily practice of leading teaching within their schools.

IV. Assessment of Candidates

A. Describe in detail how the provider's comprehensive plan to assess a candidate's demonstrated mastery of the identified standards and program outcomes throughout program completion. Identify multiple assessment measures and the collection of evidence(s) to receive a recommendation for rank change.

The design of this CEO experience is competency-based, requiring students to engage in a multi-step process of assessment to demonstrate competency.

First, students engage in a self-assessment against success criteria, articulated via co-developed rubrics for each deliverable. The self-assessments are designed to help students understand their own baseline knowledge on the 6 core competencies and background on action research as a formative tool for structuring their own learning as they engage in the practices.

Second, as students are engaged in the competency-based modules and action research process, students will be required to upload reflections, artifacts, and evidence along the way within the modules to show progress on mastering the competencies as well obtain feedback on their work from CEO Advisors and Mentors. This feedback during the implementation of the modules will be mostly formative with the aim for participants to improve their artifacts and evidence for the summative step of the portfolio defense. This during course feedback will be provided through the learning management system, Canvas Catalog.

Third, as artifacts and evidence begin to build and the digital portfolio in Tote begins to take shape, another round of formative feedback will be provided through a combination of advisors, mentors, and peers. The artifacts and evidence uploaded to the portfolio will be a combination of program artifacts as well as de-identified evidence from the participant's classroom or school which show the implementation of the practices required to demonstrate mastery. For instance, students may choose to upload de-identified student work products, teacher lesson plans, student feedback, pictures from classrooms or exhibition nights, etc. This round of formative feedback will serve foundationally as a practice portfolio defense and will help students make substantive changes to the portfolio in preparation of the summative defense. This round of formative feedback will be individual to each of the six core competencies and action research project, and will include information on how the artifacts and evidence presented may be judged on the rubrics.

Finally, a summative, graded assessment will be required of each participant based on a combination of uploaded artifacts into their digital portfolio as well as an oral defense of their work throughout the CEO model and the impact of their practice during the year on student efficacy (as examined through the action research project). Each portfolio item will be judged against the rubrics provided in Part II above and students must obtain a minimally proficient score of 3 on all artifacts to demonstrate mastery of the components of the CEO model. Any student not scoring a 3 on any part of the defense will be required to revise, resubmit, and re-defend the portfolio before completing the program and obtaining rank change. The Tote digital portfolio tool not only provides for a numeric scoring on the rubric (and averaging/aggregation of scores) but it also provides an opportunity for portfolio judges to provide written, formative feedback on each artifact. Thus, students will receive a combination of numeric, written, and oral summative feedback on their work throughout the CEO program.

B. Thoroughly explain the remediation plan for candidates who do not make adequate progress toward standards and outcomes as aligned to interim assessments, mastery of each of the identified standards, and/or program completion requirements.

Remediation for candidates who do not make adequate progress toward expectations is an integral part of the competency-based model of this CEO. Each module requires self-evaluation, engagement with content through variety of means, dialog with peers and facilitators, feedback on artifacts and cycles of iteration in the event evidence does not demonstrate expected levels of content mastery. The multiple formative feedback steps allow for students to identify and remedy deficiencies in their work prior to the summative defense. CEO candidates will receive formative feedback and extended time to demonstrate mastery as needed, so that time and learning pathways are flexible, but the level of learning expectations are constant. If additional summative defenses and/or additional time is needed for an individual student to reach mastery (scoring a 3 on all defense components) that exceeds the one-year program timeline, the timeline can be extended on a case-by-case basis depending on the personalized needs of the participant.

V. Program Evaluation

A. Describe in detail how the provider will administer, monitor and oversee the program.

Learning analytics from both the learning management system Canvas as well as the student outcome data from the TOTE portfolio software will be used to monitor aggregate student success within the program. A yearly evaluation of these data will be shared with relevant school partners for the impact of the program on CEO teacher candidates in their district.

In addition, students will be provided formal and informal feedback opportunities to provide both formative and summative assessment of their experience within the program. The formal feedback opportunities will be through survey responses utilizing the UK survey analysis software Qualtrics.

The combined data analysis across these data sets will help to inform ongoing program changes. For instance, specific personnel dedicated to instruction or mentoring within the CEO model will be accountable to the analytic results and student feedback. In addition, specific deliverables will be monitored for ongoing validity in helping students achieve their learning goals.

B. Explain how the program demonstrates high-quality professional development as defined by Kentucky's professional learning standards and guidance (704 KAR 3:035).

a) Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

CEO candidates will move through the program as a cohort, forming a learning community of learners similarly committed to mastering the criteria of the program. The cohort will serve as peers in common learning scenarios, sharing best practices, providing constructive and formative feedback to colleagues, and as informal accountability partners, facilitated by program instructors.

b) Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

This CEO program aims to increase the leadership capacity of all participants to lead systems of professional learning within the context of their classrooms and their learning communities at large. The presentations of learning that candidates will develop as requirements of the CEO program may be used to redeliver as professional learning in a variety of settings, and vetted artifacts may be shared widely as exemplars for other educator leaders through individual channels and school and district means. Next Gen will ask participant permission to capture the presentations and artifacts for use in the Next Gen Commons platform for use within the Next Gen network as well.

c) Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Because of the relationships Next Gen has already established across the state of Kentucky, this CEO program will partner with local districts and both leverage the expertise of University of Kentucky professors, Next Gen faculty, vetted, on-demand content curated by external providers and national experts, and utilizes in-district support structures to monitor and provide additional job-embedded resources as needed. District-provided feedback loops for the learning benefit of participants through the exhibitions of work and artifacts created by the learners, as well as two-way communication with the Next Gen team will serve as two important mechanisms for prioritizing needs, monitoring progress, and coordinating resources to make real-time adjustments based on participant and district need.

d) Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

An essential part of the CEO experience is taking a broad look at a range of metrics and evidence of success. An entire learning module is devoted to this topic specifically, which will direct participants to collecting, analyzing, and evaluating a range of effectiveness data aligned with Profile of a Graduate criteria, as well as more traditional data sources connected to school and district accountability metrics. The action research requirement of the program also supports participants in learning the process of conducting research in the field for the purpose of planning and evaluation. Additionally, Next Gen will collect program-level data to evaluate effectiveness, as outlined below in Section C.

e) Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

The Next Gen team has a wealth of expertise in designing learning that is both deeply rooted in academic theory and research, as well as translated into actionable, job-embedded experiences intended to focus on improved student learning and outcomes. Every module requires students to deepen their foundational understanding of the topic, and apply an intervention to the learning experience, reflect on the impact of the intervention and reflect on implications of the learning.

f) Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Every module of the learning progression requires candidates to apply what they are learning, based on research and theory. For example, every candidate will design a unit on inquiry-based learning, then implement the unit, collect data, and reflect on the impact of the experience. In addition to the professional learning structure and culture the CEO program provides, district mentors and peers further support the research-implementation-data reflection cycle locally through the publication process, and the participation of candidates in leading professional learning in their local context.

g) Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

One of the primary measures of educator effectiveness is efficacy as the most strongly correlated influencer of student achievement (Hattie 2016). This CEO experience is designed to address (and measure) educator efficacy as well as overall educator performance through short cycles of self-assessment, learning, application, feedback from peers and program leads, and reflection. Successful completers of the CEO program will positively impact student learning and be more reflective, efficacious practitioners and leaders, as indicated by the evaluation metrics identified below.

C. Describe how the provider will evaluate the:

a) quality of the program, including performance of completers,

Program quality will be evaluated based upon a wide range of metrics and evidence, including but not limited to: market demand, demographic diversity of participants, program completion rate, successful/unsuccessful portfolio defenses, completion of student-identified professional development goals, and district and participant feedback. Performance of completers will be evaluated based upon summative assessment of portfolios, juried by a panel of program leads, UK faculty, district-selected educators, and peers. Action research will be evaluated by UK faculty who are proficient at scoring and providing feedback on action research.

At the level of program evaluation, Next Gen intends to conduct research on the impact this CEO experience will have on educator efficacy upon successful completion. As a result, Next Gen will conduct pre- and post-assessment on the level of educator efficacy, using instruments created in collaboration with Dr. Ellen Usher of the University of Kentucky.

b) quality of resources,

Quality of resources will be determined by Next Gen CEO program leads for program standards alignment, prioritizing peer-reviewed, and empirical works, as resources from reputable publishing houses and organizations. We will also rely heavily on our network of highly qualified national experts and organizations to facilitate study of selected resources. Resources will be further evaluated based on creativity and range of appropriate technology and heutagogical strategies.

c) performance of program staff, to continuously improve program design; and

The program staff consists primarily of three role groups: content developers, CEO Advisors (lead instructors), and Mentors (assigned to lead smaller groups). Each of these three role groups will be evaluated separately, but on a single summative participant-evaluation administered twice, at mid-program and near the end of the year-long experience to all students in the CEO program. The items on the summative participant-evaluation survey will reflect many items presently used at the University of Kentucky on end-of-course instructor evaluations. The items, which have been deemed reliable and valid based on UK use over time, will include:

- Content Developers
 - 5-Point Likert Scale Items

- I consider the content in the CEO course to be a quality course.
- The content was well organized.
- The asynchronous content contributed to my learning.
- Assessments reflected course material.
- I understand how the assessments contribute to the overall assessment of mastery.
- Open Response Items
 - Which aspects of the CEO content were most helpful? Why?
 - Which aspects of the course would you change? How and Why?
- CEO Advisors (lead instructors)
 - 5-Point Likert Scale Items
 - The CEO Advisor provided quality teaching.
 - The CEO Advisor presented material clearly.
 - The CEO Advisor responded to questions in a manner that aided my understanding of the material.
 - The CEO Advisor provided material at an appropriate pace.
 - The CEO Advisor treated students with respect.
 - The CEO Advisor asked questions that stimulated deep consideration of the course content.
 - Open Response Items
 - Which aspects of the CEO Advisor were most helpful? Why?
 - Which aspects of the CEO Advisor would you change? How and Why?
- Mentors
 - 5-Point Likert Scale Items
 - The Mentor provided quality advising and mentoring throughout the program.
 - The Mentor met regularly at well-understood times with mentees.
 - The Mentor responded to questions in a manner that aided my understanding of the material.
 - The Mentor provided appropriate feedback.
 - The Mentor provided support in portfolio development.
 - The Mentor treated students with respect.
 - The Mentor asked questions that stimulated deep consideration of the course content.
 - Open Response Items
 - Which aspects of the Mentor were most helpful? Why?
 - Which aspects of the Mentor would you change? How and Why?

These questions will be administered to all participants at two assessment points, mid-point and end-of-program, using the Qualtrics survey software at the University of Kentucky. In the spirit of continuous improvement, results will be regularly analyzed by the UK Next Gen leadership team to make modifications to program content and staff. In addition, program staff will review their evaluation feedback to determine their own strengths and growth areas for a cycle of continuous improvement

d) cycle for program review.

The Next Gen CEO program leadership team will engage in a three-year cycle of program evaluation. Beyond the annual continuous improvement cycles described above, every third year beginning in 2023 the Center for Next Generation Leadership will lead an internal program review process, in consultation with the UK College of Education Evaluation Center, to determine an overall assessment of program effectiveness and inform program improvement moving forward. The quantitative data that will inform this review include:

- Participant analytic data on asynchronous content completion from the Canvas Learning Management System,

- Participant assessment data on results on performance tasks from within the Canvas Learning Management System,
- Participant portfolio data, including competency rubric scores, from their final defenses mined from the TOTE online portfolio tool.
- 3-year trend data from the mid-program and annual summative participant evaluation of the Content Provider, CEO Advisor, and Mentor data mined from Qualtrics.
- A program effectiveness survey at least every 3 years to gauge:
 - CEO Advisor Feedback
 - Mentor feedback
 - School District Lead Partners
 -

The full 3-year program review process will include:

- Quantitative data mining from Canvas, Tote & Qualtrics as described above.
- Additional qualitative data collection using
 - informal interviews with randomly selected participants, CEO Advisors, Mentors, and School District Lead Partners.
 - Focus groups with program staff to reflect on the data analysis and consider program improvements.
 - Focus groups with District Lead Partners to reflect on the data analysis and strengthening the continued partnership.
- A Comprehensive Quantitative & Qualitative Summative Program Review Report, utilizing the data streams mentioned above to identify strengths, weaknesses, opportunities, and threats (SWOT), will be published at the end of the review process and disseminated on the Center website. The UK Next Gen team will leverage the results from the Comprehensive Analysis to make informed decisions about the next 3-year program cycle, but it is important to note that the team is committed to making mid-course adjustments based on any concerns gleaned from data as it is collected along the way. Again, we intend for this to be a timely and iterative continuous improvement cycle.

D. Describe how the provider will examine quantity and quality for:

participant mastery of:

a) new knowledge and

Participant mastery of new knowledge will be examined for quality via informal and formative feedback from peers and facilitators, and formal evaluation through reflections, discussions, and artifacts produced through the course of module completion. Overall, the Next Gen CEO team will track and evaluate the number of successful candidates with the expectation that all participants will succeed, but, in keeping with the tenets of competency education, time, learning supports and learning pathways may vary, while learning expectations remain consistently high. Through flexible timelines, supportive mentors, multiple rounds of feedback and re-submission of evidence of mastery, this CEO program will aim to adequately support all participants to successful completion of the program.

b) skill development

This CEO program prioritizes application of learned content and skills through job-embedded experiences, as evidenced by classroom artifacts, student work product, lesson/unit plans, videos of classroom experiences. Participant mastery of

skill development will be examined for quality via formal evaluation through peer review of portfolio artifacts and UK faculty- and district-led evaluation of action research in an exhibition/defense process.

The pre- and post-student beliefs about self-efficacy measures within the action research projects in particular provide insight into participant skill-development in the understanding of efficacy development over time. Student self-efficacy beliefs will be measured utilizing a pre-test early in the year-long program cycle to establish baseline measures and then a post-test late measure to see if changes in teaching practices engaged in during the year impacted student beliefs about their own self-efficacy within the classroom. The UK Next Gen team will work with Dr. Ellen Usher and her students in the Motivation Lab at the UK College of Education to develop and validate a student self-efficacy scale for use across the CEO program. For instance, items from a recent publication from the P-20 Motivation and Learning Lab included questions like the following (Butz and Usher 2015):

- How confident are you in your abilities in [insert subject]:
- How confident are you that you will do well in [insert subject]:
- How confident are you that you can learn to [insert task, ex: learn to be a good reader]:
- How confident are you that you can do a good job on important [insert subject] tests:

perception of:

a. program experience,

Participant perception related to program experience will be evaluated through surveys given at the midpoint and end of the CEO experience. Criteria for evaluation will include: the conditions for deep learning and application of learned skills, facilitation of robust discussions, quality of feedback, and support toward completion of personal professional goals as established at the outset of the program.

b. organizational support, and

Participant perception related to organizational support of the program staff will be evaluated through surveys given at the midpoint and end of the CEO experience. Relevant criteria will include: depth of content expertise, enthusiasm for the profession and content, responsiveness to participant needs.

c. student learning

Participant perception of student learning will be evaluated through surveys and reflections throughout the CEO experience. Relevant criteria will include student and educator efficacy data collected as predictors of student learning (Usher, 2018).

VI. Additional Required Information

1. *Letter of support from one of the following;*

- a) district superintendent*
- b) cooperative director*
- c) university dean*

2. *All supporting documentation.*

- a. [CCSSO/KY Standards Cross-Reference Chart](#) (click hyperlink to access spreadsheet. Be advised that there are multiple tabs at the bottom of the page)

References

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares, & T. Urdan (Eds.). *Self-efficacy beliefs of adolescents* (pp. 307–337). Greenwich, CT: Information Age Publishing.
- Bitter, C., Taylor, J., Zeiser, K. L., & Rickles, J. (2014, September). *Providing opportunities for deeper learning. Findings from the study of deeper learning opportunities and outcomes* [Report 2]. Washington, DC: American Institutes for Research.
- Butz, A. R., & Usher, E. L. (2015). [Salient sources of self-efficacy in reading and mathematics](#). *Contemporary Educational Psychology*, 42, 49-61. doi:10.1016/j.cedpsych.2015.04.001
- Darling-Hammond, L. & Oakes, J. (2019). *Preparing Teachers for Deeper Learning*. Harvard University Press.
- Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell A. (2019). *Preparing Teachers for Deeper Learning* (research brief). Palo Alto, CA: Learning Policy Institute.
- Guskey, Thomas R., "Lessons of Mastery Learning" (2010). Educational, School, and Counseling Psychology Faculty Publications. 14. https://uknowledge.uky.edu/edp_facpub/14
- Halvorsen, A, et al (2012) *Narrowing the Achievement Gap in Second-Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach*, *Theory & Research in Social Education*, 40:3, 198-229, DOI: [10](#).
- Huberman, M., Duffy, H., Mason, J., Zeiser, K., & O'Day, J. (2016, October). *School features and student opportunities for deeper learning: What makes a difference?* [Report 5]. Washington, DC: American Institutes for Research.
- Huberman, M., Bitter, C., Anthony, J., & O'Day, J. (2014, September). *The shape of deeper learning: Strategies, structures, and cultures in deeper learning network high schools. Findings from the study of deeper learning opportunities and outcomes* [Report 1]. Washington DC: American Institutes for Research.
- Jobs for the Future & the Council of Chief State School Officers. 2017. *Leadership Competencies for Learner-Centered, Personalized Education*. Boston, MA: Jobs for the Future.
- Nakkula, M.J. & Toshalis, E. 2006. *Understanding Youth: Adolescent Development for Educators*. Cambridge, MA: Harvard Education Press.
- Rickles, J., Zeiser, K. L., Mason, J., Garet, M. S., & Wulach, S. (2016, August). *Deeper learning and graduation: Is there a relationship?* [Report 4]. Washington, DC: American Institutes for Research.

- Sagor & Williams (2016). *The action research guidebook: A process for pursuing equity and excellence in education*. Thousand Oaks, CA: Corwin.
- Silva, E.M. 2003. "Struggling for Inclusion: A Case Study of Students as Reform Partners." In B. Rubin & E.M. Silva, eds. *Critical Voices in School Reform: Students Living through Change*, 1st ed. London, UK: Routledge.
- Stiggins, R., Arter, J., Chappuis, & Chappuis, S. (2004) *Classroom assessment for student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.
- Toshalis, E. & Nakkula, M. (2012). *Motivation, Engagement and Student Voice*. Students at the Center.
- Usher, E. L. (2015). Personal capability beliefs. In L. Corno, & E. H. Anderman (Eds.). *Handbook of educational psychology* (pp. 146–159). (3rd ed.). New York, NY: Taylor & Francis.
- Zeiser, K. L., Taylor, J., Rickles, J., Garet, M. S., & Segeritz, M., (2014). *Evidence of deeper learning outcomes. Findings from the study of deeper learning opportunities and outcomes* [Report 3]. Washington, DC: American Institutes for Research.

Please submit electronically to Sharon Salsman at Sharon.salsman@education.ky.gov