|  |
| --- |
| KY Department of Education  KDE Program Review Guide for |
| Writing – Harlan Co. High School |
|  |

**Writing: curriculum and instruction**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 1**. **Student Access**  *All students should have equitable access to high quality curriculum and instruction.* | | | | | | | |
| **Sample evidence** School writing policy/plan\* Student journals/learning logs\* Curriculum documents with student samples of integrated literacy instruction across content areas | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) Some students do not have access to comprehensive writing instruction, or writing instruction is limited in scope and/or quality for all students.  b) Literacy learning opportunities are limited or inconsistent. | | | a) All students have access to comprehensive writing instruction.  b) Students engage in daily literacy learning opportunities across content areas. | | a) All students have access to high quality comprehensive writing instruction.  b) Students engage in daily literacy learning opportunities to explore ideas and plan for products across content areas. | | |
| **Points** | **1** |  | **2** | **11** | **0** |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | ***Demonstrator 1. Student Access- Needs Improvement based on the following reasons:***   1. *All students receive comprehensive writing instruction. (We believe this bullet is proficient but can still improve with further enhancements made to instruction.) (Evidence: school writing policies, CSIP, school’s master schedule)* 2. *Many students do engage in daily literacy learning opportunities within the school. (We found examples of daily literacy learning opportunities to be prevalent in the English Department; these classes furnished examples of student work, student writing journals, lesson plans, and individual folders with written assignments) However, these opportunities are not as easily located in the content areas since they are frequently not noted on lesson plans and samples of these opportunities are not located in a central location or maintained within the classroom.(Lack of Evidence)* | | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Create literacy across the curriculum by giving all teachers a hard copy of the CSIP (which assigns students varying authentic writing tasks within each teacher’s curriculum twice a trimester) to ensure teachers are aware of our school improvements toward writing and provide a monitoring systems to ensure all teachers are complying, have notations for classroom literacy assignments made on all lesson plans, and provide a central location for literacy samples to be kept.** | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 2. Aligned and Rigorous Curriculum**  An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards. | | | | | | | |
| **Sample evidence** Curriculum documents\* School writing policy and/or plan\* Student communication portfolio meeting characteristic\* Curriculum planning documents, with student samples, that demonstrate students critical thinking, problem-solving\* Student generated podcasts, videos, Media presentations, documentaries, oral histories | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) Curriculum is not aligned vertically and horizontally to the Kentucky Core Academic Standards.  b) Curriculum neglects the strands of literacy (reading, writing, speaking, listening, and language use) to explicitly instruct and develop communication skills.  c) Curriculum does not take into account the use of a variety of technologies.  d) Curriculum provides inconsistent opportunities for students to utilize technology to communicate with appropriate audiences.  e) Curriculum does not integrate building a communications portfolio that demonstrates student interest or the development of writing and communication skills across the content areas and over time.  f) Curriculum does not intentionally integrate student use of critical thinking or problem solving. | | | a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards.  b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills.  c) Curriculum demands competent use of a variety of technologies.  d) Curriculum provides opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences.  e) Curriculum integrates building a communications portfolio that demonstrates student interest and the development of writing and communication skills across the content areas and over time.  f) Curriculum provides opportunities for students to practice 21st century critical thinking, problem solving, and communication skills. | | a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards with an accountable monitoring system to ensure effective implementation.  b) Curriculum intentionally integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills, including direct instruction on effective student use of strategies to support learning.    c) Curriculum incorporates flexible choice of technologies teachers will use with students during instruction.  d) Curriculum provides a variety of innovative opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences.  e) Curriculum integrates cross-disciplinary and ongoing building of a communications portfolio that demonstrates student interest, and the development of writing and communication skills across the content areas and over time.  f) Curriculum provides real-world opportunities for students to practice 21st century critical thinking, problem solving and communication skills. | | |
| **Points** | **4** | **1** | **4** |  | **0** |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | ***Demonstrator 2. Aligned and Rigorous- Needs Improvement based on the following reasons:***   1. *As a faculty, we did meet and begin creating curriculum documents; however those documents are incomplete at this time.* 2. *Although there is evidence the English department does integrate the strands of literacy within the department, across the curriculum we have no evidence or monitoring system in place.* 3. *There is evidence through lesson plans of use of smart-boards, internet usage, creating video products, trips to the computer lab, and power point presentation.* 4. *There is evidence of smart-board use, computer lab, power points and process videos across the curriculum.* 5. *Technology is used to develop communication skills, but not across the curriculum.* 6. *21st Century skills are taught across the curriculum, but there is not a monitoring system in place at this time.*   *(Lack of Evidence)* | | | | | | |
| **Recommendations for improvement:** | ***Recommendations:***  ***Develop and implement aligned and rigorous curriculum and disperse policy and procedures to all staff. Develop and implement systematic monitoring system in order to document across the curriculum writing instruction.*** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 3. Instructional Strategies**  *All teachers should implement instructional strategies that provide quality, variety, and access for all students.* | | | | | | |
| **Sample evidence** Student journals/writer’s notebooks;\*Video clips of classroom practice Student products that reflect choice and appropriate use of technology for communicating ideas\* School web pages or publications where students have opportunities to publish communication products\* Student products from clubs (journalism), writing and speech contests, publications\* Master schedule of courses, events, avenues for advanced learning opportunities and interventions\*Recordings of student presentations or student-led events | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Teachers provide little direct instruction that demonstrates specific learning objectives.  b) Students research only information around a topic chosen by the teacher or research opportunities are limited.  c) Students are assigned technological tools, resources, and applications to use or use of tools is limited.  d) Students do not integrate what is learned when using technology with what they learn offline.  e) Technology is not systematically used by students to develop their reading, writing, speaking, listening and language use.  f) Students attempt to communicate using inappropriate audience, form, purpose, and/or discipline.  g) Students are not given the opportunity to engage in collaborative conversations during the writing process.  h) Students receive unstructured whole-class writing instruction, or writing instruction is limited or of poor quality.  i) The school provides only traditional means by which students can publish/share their work.  j) The school has not implemented a system of interventions to meet individual student needs in developing writing or communication skills.  k) The school does not offer advanced (or accelerated) learning or enrichment opportunities. | | | a) Teachers provide direct instruction and models that demonstrates specific learning objectives.  b) Students research information around a topic of personal interest.  c) Students identify and use the technological tools, resources, and applications necessary to attain the communication goals.  d) Students integrate what is learned when using technology with what they learn offline.  e) Students utilize technology to develop their reading, writing, speaking, listening and language use.  f) Students communicate using an appropriate audience, form, and purpose.  g) Students engage in discussion with self, teacher, and peers to inform the writing process.  h) Students receive deliberate whole-class writing instruction based on determined need.  i) The school provides access to a limited means by which students can publish/share their work.  j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills.  k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication. | | a) Teachers, students, and others provide direct instruction, models, demonstrations, and Think Alouds that demonstrate specific learning objectives and provide time for students to apply this learning.  b) Students research information to seek a new or deeper understanding around a topic of personal interest and demonstrate new understanding through products.  c) Students identify and use technological tools, resources, and applications specifically suited for targeted communication goals.  d) Students integrate what is learned when using the technology with what they learn offline, in ways that enhance their understanding and capacity to communicate effectively.  e) Students effectively seek out and use technology to develop and enhance their reading, writing, speaking, listening and language products.  f) Students’ use of communication strategies demonstrates a deep understanding of unique audiences, forms, and purposes.  g) Students engage in discussion with self/teacher/peers to share progress, ask questions, arrive at answers and refine products.  h) Students collaborate with teachers/peers in small group, needs-based writing instruction as determined by formative assessment, in addition to whole-class writing instruction.  i) The school provides access to a variety of means by which students can publish/share their work (print and virtual).  j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills, using formative and summative assessment to evaluate impact.  k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication, with access and mentoring for all students. | |
| **Points** | **7** |  | **8** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 3. Instructional Strategies- Needs Improvement based on the following reasons:**   1. Teachers provide direct instruction and models that demonstrates specific learning objectives.   Evidenced by: Teacher lesson plans, student assignment sheets, and power point presentation copies. In addition, the Core Content Standards are aligned with lesson plans. Finally, I CAN statements are displayed in all classrooms and written in student friendly language.   1. Students research only information around a topic chosen by the teacher or research opportunities is limited. 2. Students are assigned technological tools, resources, and applications to use or use of tools is limited. Although students have assignments using technology tools, resources and applications, it rarely takes place across all disciplines and 3. Students do not integrate what is learned when using technology with what they learn offline. 4. Students utilize technology to develop their reading, writing, speaking, listening and language use.   Evidenced by: Teacher lesson plans, teacher created websites, the Accelerated Reader program, and the ACT.org website.   1. Students attempt to communicate using inappropriate audience, form, purpose, and/or discipline. However, the attempt and the product are often incorrect, inconsistent, or irrelevant in other content areas. For example, in the English department, teachers often use purpose, form, and audience in writing assignments. However, in other departments consistent and correct terminology may not be actively used. 2. Students are not given the opportunity to engage in collaborative conversations during the writing process. Although the English department itself does provide feedback and peer/teacher editing during the writing process, many classes across the curriculum do not. 3. Students receive unstructured whole-class writing instruction, or writing instruction is limited or of poor quality. For instance, in many content areas teachers do not assign whole class writing assignments. 4. The school provides access to a limited means by which students can publish/share their work.   Evidence by: Student photography displays, storytelling competitions, Poetry Out Loud, the Kingdom Come Swappin’ Meetin’, 21st Century Program and our school’s announcement board.   1. The school has not implemented a system of interventions to meet individual student needs in developing writing or communication skills. 2. The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication. Evidenced by: Offering of dual credit class offerings, Honor’s classes, the HC teacher master schedule, different band/choir offerings like jazz band, the theater department and its productions. | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Harlan County High School should implement a system of checks and balances for the writing program. This should include, but not be limited to a designated person to monitor the writing program, a centralized location for writing assignments, and a general focus on providing additional writing resources and instruction for content area teachers.** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 4. Student Performance**  *When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.* | | | | | | |
| **Sample evidence** Student writing and communication products appropriate for content areas\* Student developed models\*Unit/planning documents that reflect characteristics\*Digital media that reflects collaboration of students in problem-solving and generating products\*Student products that reflect characteristics | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Student communications structures demonstrate no specific understanding of disciplines and purposes.  b) Students attempt to build on ideas but are inarticulate in their attempts.  c) Students rarely learn and work together to problem-solve and generate products.  d) Students disregard works of quality and substance as models to inform their work. | | | a) Students craft a communications structure distinctive to a specific discipline and purpose.  b) Students build on ideas and articulate their own ideas as part of the writing process.  c) Students learn and work together with teachers, peers, and others to problem-solve.  d) Students reference works of quality and substance as models. | | a) Students write as content experts and craft a communications structure distinctive to a specific discipline and purpose.  b) Students build on ideas and articulate their own ideas, with depth and complexity as part of the writing process.  c) Students learn and work together with teachers, peers, and others to problem-solve and generate products.  d) Students create works of quality and substance that are used as models to inform others’ work. | |
| **Points** | **4** |  | **0** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | ***Demonstrator 4: Student Performance- Needs Improvement based on the following reasons:***   1. *There is no evidence to support that students craft a communications structure distinctive to a specific discipline and purpose.* 2. *There is no evidence to support that students on ideas and articulate their own ideas as part of the writing process.* 3. *There is no evidence to support that students regularly work together with teachers, peers, and others to problem solve across the curriculum.* 4. *There is no evidence to support students reference works of quality and substance as models.* | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Develop creative ways for students to publish writing pieces and ensure all departments are integrating writing into all curriculum areas. Implement policy and procedure and distribute to all staff the expectations of the writing program.** | | | | | |

**Writing: formative and summative assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 1. Variety of Assessment**  *Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.* | | | | | | |
| Sample evidence Unit plans/planning documents that show alignment of assessments and instruction to standards\* Unit plans/planning documents that reflect integration of formative and summative assessment practices\*Professional learning community/meeting notes and documents developed that reflect collaborative efforts in designing assessments that meet characteristics | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Select teachers deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives.  b) Teachers do not engage in a systematic school-wide collaborative approach to develop or align writing and communication assessments across grade levels and content areas.  c) Select teachers meet to review writing and communication assessments for alignment with standards and other teachers comply with the alignment.  d) Teachers do not embed informal writing and communication skills to formatively assess content area learning across the curriculum.  e) Teachers are beginning to use writing and communication skills to formatively assess content area learning across the curriculum. | | | a) Teachers participate in deconstruction of standards to determine specific learning objectives and align both instruction and assessments with those objectives.  b) Teachers collaborate to develop and /or align writing and communication assessments across grade levels and content areas.  c) Teachers collaborate to review writing and communication assessments for alignment with standards.  d) Teachers embed informal writing and communication skills to formatively assess content area learning across the curriculum.  e) Teachers formatively assess student’s writing processes as well as products. | | a) Teachers deconstruct standards to determine specific learning objectives and align both multi-dimensional instruction and assessments with those objectives.  b) Teachers collaborate to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.  c) Teachers collaborate to review writing and communication assessments for alignment with standards and quality of task.  d) Teachers embed informal writing and communication opportunities to formatively assess content area learning and provide opportunities for student reflection on their content learning.  e) Teachers formatively assess student’s writing processes as well as products and use that information to inform coaching and instructional decisions. | |
| **Points** | **4** |  | **2** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 1: Variety of Assessment- Needs Improvement due to the following reasons:**   1. All teachers were required to participate in the deconstruction of state curriculum standards by discipline to develop a curriculum document with general and specific learning goals and objectives. (Evidence: Professional development sign-in sheets and agendas) 2. At this time, our school does not have a school-wide writing plan to address the writing policy currently in place. The completion of the contribution of writing pieces from content areas is not being monitored. (Evidence: Lack of evidence in lesson plans) 3. English/Language Arts (ELA) teachers met to review writing and communications assessments but content area teachers currently do not incorporate planning time to incorporate writing or communication assessments. (Lack of documentation) 4. All content area teachers do not embed informal writing and communications skills to formatively assess learning on a consistent basis. (Evidence: Lack of evidence in lesson plans) 5. ELA teachers use writing and communication assessments, however, there is lack of evidence for area content teachers that use writing and communication to assess student achievement. (Lack of documentation) | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Provide professional development to content area teachers on the incorporation of writing and communication assessments as part of regular instruction.**  **Begin development of common assessments in writing, listening, and speaking in content areas.** | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 2. Expectations for Student Learning**  *Teachers should have common and high standards for student learning in the content area.* | | | | | | | |
| **Sample evidence** Student assessment results that reflect students’ reflection on learning\*Students’ goal-setting samples\*Lesson plans that describe strategies for involving students in identifying learning strengths and needs and goals for learning\*Teachers’ reflections on student assessment data\*Samples of co-developed scoring guides/rubrics | | | | | | | |
| **Need Improvement**  **(X 1/bullet)** | | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Students are unaware of the expectations for the work.  b) Teachers and students collaborate to set writing and communication goals that are not standards-based or well-informed.  c) Teachers and students are beginning to engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.  d) Teachers and students use only external scoring guides and rubrics to assess writing and communication. | | | | a) Students are aware of the expectations for their work and receive and provide feedback.  b) Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments.  c) Teachers and students engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.  d) Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication. | | a) Students are aware of expectations for their work and receive/ provide feedback using language specific to stated expectations.  b) Students set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.  c) Teachers and students engage in ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communications goals.  d) Students develop models as exemplars, scoring guides and rubrics to assess writing and communication. | |
| **Points** | **3** | |  | **2** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | | **Demonstrator 2: Expectations for Student Learning- Needs Improvement for the following reasons:**   1. Students are aware of expectations for their work as evidenced by the SBDM policy on the development and distribution of a course syllabus for each class in the school. (Evidence: samples of course syllabi from each discipline)   Students consistently receive feedback from both formative and summative assessments. (Evidence: samples of student work, lesson plans)   1. This part of the demonstrator is marked needs improvement due to the fact that there is no evidence to support the **collaboration** between students and teachers to set writing and communication standard-based goals. (Evidence: lack of evidence) 2. There is no evidence that supports the engagement of teachers and students in ongoing self-assessment to be able to monitor progress toward meeting writing and communications goals. (Evidence: lack of evidence) 3. Scoring guides used by ELA and content area teachers are not co-developed by the student and teacher. Scoring guides are currently teacher generated. (Evidence: lack of evidence in lesson plans) | | | | | |
| **Recommendations for improvement:** | | **Recommendations:**  **All content areas should develop a policy for the implementation of teacher-student collaboration to set standards-based goals.**  **All teachers should develop a plan of ongoing self-assessment to monitor progress toward meeting writing and communication goals relative to the content taught as applicable to the writing tasks for that particular class or content area.**  **Each teacher should use student input to co-develop rubrics and scoring guides for writing and communication assessments.**  **Lesson plans should document embedded writing and communication assessments and goals.** | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 3. Response to Assessment**  *Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.* | | | | | | | | |
| **Sample evidence** Professional learning community/team meeting notes/documents that reflect discussions and work around formative/summative assessment, including identification of next steps in instruction\*Unit/lesson plans that reflect instructional decisions based on formative assessment results\*Student work samples that include teacher and peer feedback and reflection\*Students communications portfolio that includes process of feedback, revision before final products are produced. | | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) Teacher engagement in professional dialogue about writing and communications assessments across disciplines is in its early stages.  b) Teachers are in the developing stages of designing a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.  c) Teachers provide feedback on students’ communication products as part of an ineffective feedback process.  d) Teachers provide unsupported opportunities for students to revise summative products. | | | | a) Teachers across the curriculum engage in professional dialogue about writing and communications assessments across disciplines.  b) Teachers develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.  c) Teachers and peers provide feedback on students’ writing and communication products as part of a constructive feedback process.  d) Teachers provide opportunities for students to revise and apply new learning before summative products are assessed. | | a) Teachers plan for writing and communications assessments across disciplines, and use instructional evidence to inform ongoing professional learning efforts.  b) Teachers implement a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards, and respond to evidence through revised instruction.  c) Teachers, peers, and others provide specific feedback on students’ writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications.  d) Instruction regularly includes ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed. | | |
| **Points** | **4** | |  | **0** |  | **0** |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | | ***Demonstrator 3. Response to Assessment: Needs Improvement based on the following reasons:***   1. *There is no evidence that teachers from all content areas, excluding the English Department, routinely or systematically meet to discuss writing assessments in any form.* 2. *There is no evidence that a school-wide monitoring assessment program is in place.*   *\*There is a plan for writing assessment in the CSIP, but no evidence that it is being implemented or monitored.*   1. *There is no evidence that a school-wide monitoring assessment program is in place.*   *\*There is a plan for writing assessment in the CSIP, but no evidence that it is being implemented or monitored.*   1. *There is no evidence to support that all teachers across the curriculum teach revision techniques, as applied to writing, before summative products area assessed.* | | | | | | |
| **Recommendations for improvement:** | | **Recommendations:**  **Develop, implement and maintain a program for writing assessment.** | | | | | | |

**Writing: professional development and support services**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 1. Planning**  *Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.* | | | | | | |
| **Sample evidence** Professional development action plan aligned with school vision for literacy\*Documentation of communication of the professional development action plan (e.g., emails, staff meeting agendas, PLC notes) | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) The professional development action plan does not support the school’s writing vision for literacy (reading, writing, speaking, listening and language).  b) The professional develop action plan is not designed to meet the needs of the school and the criteria of the district, or the long-term vision for the school’s writing and communications program.  c) The professional development action plan is not communicated to all invested stakeholders. | | | a) The professional development action plan supports the school’s vision for literacy (reading, writing, speaking, listening and language).  b) The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school’s writing and communications program.  c) The professional development action plan is communicated to all invested stakeholders. | | a) The professional development action plan supports the school’s vision for literacy (reading, writing, speaking, listening and language) and is revisited throughout the year to assess implementation progress and fidelity.  b) The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school’s writing and communications program. Results of the professional development action plan are formatively assessed, examining resulting improvements in classroom practice.  c) The professional development action plan is co-constructed with all invested stakeholders. | |
| **Points** | **2** |  | **2** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 1. Planning-Needs Improvement based on the following reasons:**   1. The Writing Program Review Committee determined that Core Content Area teachers have had professional development opportunities that support the school’s vision for literacy. These meetings demonstrate a vision for literacy in 3 specific core content areas: English, Social Studies and Science with a general PD being given for reading that was available for any content area for secondary educators. Teachers determined that professional development for English was offered after school to discuss the new guidelines for content grade level learning. During the professional development teacher made units were modeled to address units for writing and research within the classroom on a school wide level. (Evidence: Summer PD schedule, CSiP, and Professional Development documentations) 2. The professional development action plan is designed to meet not only the school districts criteria but state and national guidelines as well, which provides a long term vision for the schools writing. LDC trainings were attended in Hazard which addressed new writing scoring rubrics for grading student writing, with an emphasis on student created rubrics. Also the English department created curriculum maps that were designed with writing being interwoven into the content for every grade level 9-12. However, these maps were not replicated as a finished product for teachers to follow. Other professional opportunities were given for literacy training in the areas of science and social studies only. There is lack of evidence for long term goals and objectives. 3. The professional development action plan is communicated to some stakeholders, mostly core content areas, but is not represented throughout the entire school’s curriculum. Also, the school’s and district’s professional development opportunities are the only document that represents a PD action plan. No other evidence. | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Although Harlan County High School has shown evidence of professional development that supports literacy in some content areas, a school wide program needs to be formed which addresses all content areas with specific professional development meetings for all subjects. Each subject needs to know what pieces of writing should be produced for their content areas and be given professional development training on how to develop such pieces of writing. All content areas should be held accountable for attending trainings during summer sessions and throughout the school year.** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 2. Participation**  *Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.* | | | | | | |
| **Sample evidence** Relative Professional Growth Plans\*Relative Professional Learning Community (PLC) notes/documents that demonstrate professional learning targeted to improved writing/communication instruction and/or 21st century skills\*Relative professional development agendas/notes\*School writing policy or plan that communicates participation of all teachers in the writing program\*Curriculum documents that reflect a school wide emphasis on writing/communication\*Book study notes\*Action research notes/outcomes | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient**  **(X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Teachers receive limited professional development opportunities to develop understandings of students learning in writing and communication skills.  b) Teachers are not participants in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.  c) Teachers are not participants in a systematic school-wide writing and communications initiative.  d) Teachers engage in no professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills. | | | a) Teachers engage in sufficient training and support to maintain current understandings of student learning in writing and communication skills.  b) Teachers engage in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.  c) Teachers are participants in a systematic school-wide writing and communications initiative.  d) Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills. | | a) Teachers engage in both internal and external support for job-embedded, ongoing professional learning to enhance student learning in writing and communication skills, continuously updated to address emerging knowledge and application.  b) Teachers engage in and facilitate professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.  c) Teachers are engaged in a systematic and long-term school-wide writing and communications initiative that is research-based, and apply new understandings in their ongoing instruction.  d) Teachers engage in and facilitate professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills. | |
| **Points** | **4** |  | **0** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 2. Participation- Needs Improvement based on the following reasons:**   1. Although teachers participate in professional development that is provided, the school does not have a professional development action plan. (Lack of Evidence) 2. Teachers have limited opportunities for training in their content area. (Evidence: PD sign sheets &   PD scheduled-Lack of evidence to support)   1. There is a policy and a writing component in the CSIP; however, no monitoring system is in place. (Evidence: writing policy and component in School Comprehensive plan-Lack of evidence to support) 2. Teachers engage in limited professional learning. ( Evidence: PD schedule, attended PD-Lack of evidence to support) | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Ensure that professional development is provided in all aspects of writing, speaking, and listening. Implement 21st century skills into the professional development action plan.** | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 3. Teacher Leadership**  *Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.* | | | | | | | |
| **Sample evidence** Documentation of professional learning opportunities facilitated by teacher/teacher leaders\*Professional Learning Community notes or developed documents/outcomes\*Professional development action plan with record of implementation\*Documentation of professional development opportunities that support instructional practices regarding writing and communication skills\*Teacher leader planning notes for mentoring, coaching, modeling, facilitating presentations. | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) Leadership is neither shared nor distributive, nor does it specifically address a systematic approach to supporting writing and communications development.  b) Writing and communication goals are not developed, or if developed, are non-specific, or rarely addressed.  c) Teacher leaders are not utilized within the school to support the professional development action plan or the writing program.  d) Leadership and teacher leaders do not engage in collaborative decision-making regarding the writing program or the professional develop action plan.  e) Schools rarely utilize internal or external experts and/or resources to support the professional development action plan. | | | a) Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) are selected to represent an intentional distributed leadership, representing all disciplines and support staff development in teaching writing and communication skills.  b) Teacher leaders develop school-wide writing and communication goals and annually revisit those goals.  c) Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills.  d) Teacher leaders are engaged in collaborative decision-making, and follow up on leadership decisions to support teacher writing and communications instruction.  e) Teacher leaders utilize outside experts and resources as appropriate to support the professional development action plan. | | a) Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) represent an intentional distributed leadership, representing all disciplines, and take initiative to build the skills and practice of colleagues through job-embedded peer coaching while addressing the learning needs of staff.  b) Teacher leaders work with staff to develop school-wide writing and communication goals and revisit those goals on an ongoing basis, both formally and informally.  c) Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills, as identified from formative and summative assessments.  d) Teacher leaders collectively gather data, make decisions, and follow up to support ongoing progress in goals-driven writing and communications initiatives.  e) Teacher leaders collaborate with internal and external experts to share expertise related to writing and communications. | | |
| **Points** | **5** |  | **0** |  | **0** |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 3. Teacher Leadership- Needs Improvement based on the following reasons:**   1. There is no evidence that PLC’s are functioning in the capacity to support a systematic approach to writing and communication development. 2. There is a component in the CSIP to develop writing or communication goals; however, no monitoring system. 3. There are no teacher leaders in our school. We do not have Department chairs. There is a representative from the District office, but they are not on site. 4. There are no teacher leaders in our school and there is no evidence of an action plan. 5. There is some evidence of outside experts being utilized in our school but there is no evidence that such resources are being monitored and no action plan. | | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Establish Department chairs**  **Establish and utilize teacher PLC’s**  **Plan Professional Development opportunities and require attendance for all staff in the areas of writing, listening, speaking and observing.** | | | | | | |

**Writing: administrative/leadership support and monitoring**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 1. Shared Vision**  *School Councils and administrators have developed a shared vision for insuring quality Writing instructional programs.* | | | | | | |
| **Sample evidence** Program expectations within the writing policy, writing plan, and/or professional development action plan\*School’s vision/mission regarding the writing program with record of staff involvement\*School publications, blogs, bulletin boards that include student and staff participation in communication\*Induction process and documentation of new staff acclimation to their role in the writing program\*Documentation of events, opportunities, displays that represent a culture of critical thinking, problem solving, and communicating. | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) School leadership (e.g., principal, assistant principal, curriculum coordinators) does not communicate expectations with staff for implementing the school writing and communication program, or expectations are unclear or without rigor.  b) School leadership does not support teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language), or support efforts are misaligned and/or insufficient.  c) School leadership does not promote a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.  d) School leadership does not promote a culture where staff, teachers and students alike participate in writing and communicating in the school community.  e) School leadership does not support staff new to the school in implementing the school’s writing and communication program. | | | a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program.  b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language).  c) School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.  d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community.  e) School leadership supports staff new to the school in implementing the school’s writing and communication program. | | a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program by showcasing both internal and external examples of exemplary teacher implementation.  b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language) and engaging in professional dialogue around this vision during informal and formal interactions.  c) School leadership promotes a community-wide culture (including all stakeholders) that fosters student success as critical thinkers, problem solvers and effective communicators.  d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the community, and holds all stakeholders accountable for active participation in that community.  e) School leadership utilizes teacher leaders to support staff new to the school in implementing the school’s writing and communication program, through ongoing peer mentoring for professional learning. | |
| **Points** | **4** |  | **2** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 1. Shared Vision-  *NEEDS IMPROVEMENT* based on the following reasons:**   1. School leadership (e.g., principal, assistant principals, curriculum coordinators) provide **limited** communication expectations with staff for implementing the school writing and communication program. Although some teachers are provided with common planning, staff meetings, and professional development opportunities, expectations are often unclear and without rigor. (Evidence: writing policy, CSiP, Master Schedule) 2. School leadership does not have a clear plan to aid and support staff in development, implementation, and monitoring of a long term vision for literacy. Although we have a Comprehensive School Improvement Plan which addresses the issues of reading, writing, speaking, listening and language) supportive efforts are misaligned and/or insufficient. 3. School leadership does not adequately promote a building wide culture that fosters student success as critical thinkers, problem solvers, and effective communicators. Although these issues are somewhat addressed in various classrooms and different areas such as English, Math, Gifted and Talented Leadership, Academic Team etc.., students still have limited opportunity for expression and participation in the aforesaid. 4. School leadership provides somewhat limited promotion of a culture where staff, teachers, and students alike participate in writing and communicating in the school community. Some promotion is provided through various means such as: message board, bulletin board, YSC, 21st Century Program, and the Bear Facts newspaper. 5. School leadership does not support staff new to the school in implementing the school’s writing and communication program. Although the Comprehensive School Improvement Plan addresses the school’s writing and communication program, it is not effectively monitored. In order to help new staff and provide sufficient support, school leadership should provide mentors for non-tenured teachers to provide information and help in implementing the policy. | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Administrators have regular communication and follow up with all staff.**  **Administrators and teachers work together to develop a long-term feasible writing plan**  **School administrators and YSC work closely together to promote and foster a positive school culture.  Students should be given more opportunities to show case their talents.  Our school could initiate more programs to help develop critical thinking skills and problem solving skills, such as math clubs, labs and debate teams.**  **Administrators should provide both students and teachers with the opportunity to express their thoughts and concerns.  Teachers should set aside a 5-10 writing session at the beginning of class, where teachers will also be active participants and mentors in the writing process.  Administration should encourage more presentations and displays of student writings.** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 2. Time and Resources**  *School leadership will provide adequate resources, facilities, space and instructional time to support high quality writing instructional programs.* | | | | | | |
| **Sample evidence** Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient**  **(X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) Time and resources allocated to implementation of the professional development action plan is limited or inequitable.  b) The SBDM council is made aware of the staffing allocation decisions for supporting the school’s program.  c) The SBDM council is made aware of the availability of resources for supporting the school’s program.  d) The SBDM council is made aware of the use of instructional time for supporting the school’s program. | | | a) The principal allocates equitable time and resources to implement the professional development action plan.  b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school’s program.  c) The SBDM council monitors availability of resources for supporting the school’s program.  d) The SBDM council monitors the use of instructional time for supporting the school’s program. | | a) The principal, utilizing input from teacher leaders, allocates equitable time and resources needed to implement the professional development action plan.  b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school’s program and makes informed allocation recommendations.  c) The SBDM council monitors availability of resources for supporting the school’s program and makes informed recommendations about adding to or removing from that list of resources.  d) The SBDM council monitors the use of instructional time for supporting the school’s program and offers recommendations to efficiently and resourcefully use that time. | |
| **Points** | **4** |  | **0** |  | **0** |  |
| **Rationale, including a detailed list of evidence supporting judgments** | ***Demonstrator 2. Time and Resource-Needs Improvement based on the following reasons:***   1. There is no professional development (PD) plan in place. Only have scheduled PD or emailed PD as available. (Evidence: lack of evidence.) 2. Staffing for HCHS is determined with input from the SBDM council. (Evidence: SBDM council meeting agendas and minutes.) 3. School has writing policy and CSIP; but not a monitored writing program. (Evidence: lack of evidence) 4. There is no school-wide writing program. (Evidence: lack of evidence) | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Create a professional development (PD) action plan.**  **Develop a school-wide writing program that is monitored by the SBDM council or the council’s designee.**  **SBDM council or the council’s designee will monitor the effectiveness of the school’s writing program once per trimester. Revisions to the program or policies will be made as needed.**  **The SBDM council or the council’s designee will monitor the use of instructional time pertaining to the writing program. The council will report this data once per trimester. Council agendas/minutes will reflect the reporting of this data.** | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 3. Policies and Monitoring**  *The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school’s writing instructional program.* | | | | | | | |
| **Sample evidence** Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic\*Revised writing policy | | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | | |
| a) The SBDM council collects data regarding the implementation of the school’s writing and communications program. | | | a) The SBDM council analyzes data regarding the implementation of the school’s writing and communications program and facilitates improvements to the program and/or policies based on data analysis. | | a) The SBDM council analyzes data and evaluates progress regarding the implementation of the school’s writing and communications program and facilitates improvements to the program, policies and/or instructional practice. | | |
| **Points** |  |  |  |  |  |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 3. Policies and Monitoring- Needs improvement based on the following reasons:**   1. Harlan County High School’s writing program stated in the writing policy and in the CSIP does not have an effective monitoring system. (Evidence: lack of evidence.) | | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **Develop a school-wide writing and communications program with policies for implementation. A timeline should be developed that requires the SBDM council to review the writing and communications program implementation and effectiveness and/or policies.** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrator 4. Principal Leadership**  *Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.* | | | | | | |
| **Sample evidence** Principal communications with staff\*Professional Learning Community (PLC) or staff meeting notes/minutes that document principal’s leadership regarding the writing program\* PLC/meeting notes or outcomes that demonstrate collaborative evaluation of the writing program\*Revised professional development action plan | | | | | | |
| **Needs Improvement**  **(X 1/bullet)** | | | **Proficient  (X 2/bullet)** | | **Distinguished**  **(X 3/bullet)** | |
| a) The principal individually evaluates and reflects on the impact of the writing and communication instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.  b) The principal does not initiate professional learning among staff through collaboration and self-reflection.  c) The principal does not participate fully in professional learning regarding the school’s writing and communication program. | | | a) The principal and staff collaboratively evaluate and reflect on the impact of the writing and communication instructional practices of the school to inform the professional development action plan.  b) The principal initiates professional learning among staff through collaboration and self-reflection.  c) The principal participates fully in professional learning regarding the school’s writing and communication program. | | a) The principal enlists teacher leaders to collaborate, evaluate and reflect with staff on the impact of the writing and communication instructional practices of the school to inform instructional decisions and the professional development action plan.  b) The principal models professional learning among staff through collaboration and shared self-reflection.    c) The principal participates fully in and facilitates professional learning, including professional learning community activities, regarding the school’s writing and communication program. | |
| **Points** | 2 |  | 4 |  |  |  |
| **Rationale, including a detailed list of evidence supporting judgments** | **Demonstrator 4. Principal Leadership- although indicate proficient on rubric committee decided -Needs Improvement based on the following reasons:**   1. The principal and staff do communicate during review of their professional growth plans and determine the need for professional development in specific areas; however, the need for professional development in writing and communication is not specific. (Evidence: district professional development schedule and PD sign in sheets, professional growth plans)   The principal leads professional workshops, attends leadership and professional development sessions, and works with the district to communicate with staff the Professional Development that is being offered. (Evidence: Professional Development workshops offered at Harlan County High School, Professional Development sign in sheets, emails)   1. The principal participates in professional learning opportunities as well as leads professional development activities; however, writing and communication is limited. (Lack of Evidence) 2. The principal collaborates with the central office staff to communicate the need for professional development/learning in the literacy department across the curriculum. (Evidence: emails and principal meeting agenda): The central office staff takes an initiate to provide professional development in writing and communication more with the English Department: there is limited professional learning in writing and communication across the curriculum. | | | | | |
| **Recommendations for improvement:** | **Recommendations:**  **All Principals needs to take a more active role in the professional learning regarding writing and communication. Each principal should be responsible for promoting writing and communication, gathering information, and providing opportunities for professional learning for each content area. (Be assigned)**  **Develop a process for self-reflection of writing and communication across the curriculum where all departments share (reflect) on what they are doing in their classroom that promotes writing and communication skills. Professional Development Hours can be awarded for this activity.**  **Provide training for all content teachers focusing on writing and communication skills.** | | | | | |