

**KY Department of Education**

# **KDE Program Review for Writing**

## WRITING: CURRICULUM AND INSTRUCTION

<b>Demonstrator 1. Student Access</b>			
<i>All students have equitable access to high quality curriculum and instruction. Full implementation of a writing curriculum encompasses reading, speaking and listening opportunities.</i>			
<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) Students have limited or inconsistent access to literacy learning opportunities.	a) Students have access to literacy opportunities, but connections among the literacy strands (reading, writing, speaking, listening and language use) are unclear.	a) Students participate <b>in intentionally planned</b> literacy learning opportunities <b>to explore ideas and design products across content areas.</b>	a) Students engage in literacy learning opportunities and help create customized plans and instruction to match their learning needs.
b) Students have limited access to equipment and materials.	b) Students have some access to equipment and materials.	b) Students have access and <b>use equipment and materials designed to meet their individual needs as determined by data</b> (e.g., formative assessments).	b) Students strategically plan for and use a variety of equipment/technological tools and materials designed to meet and enhance their individual needs.
c) Teachers provide limited or inconsistent differentiated strategies in literacy instruction.	c) Teachers provide some differentiated strategies in literacy instruction according to student need.	c) Teachers <b>instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students.</b>	c) Students use differentiated strategies in self-directed learning demonstrating personalized learning of complex processes, concepts and principles of literacy.
<b>Evidence:</b>			
<b>Rationale:</b>			
<b>Next Steps:</b>			

**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 standards.*

<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) Curriculum lacks vertical and horizontal alignment to the Kentucky Core Academic Standards.	a) Curriculum is partially aligned vertically and horizontally to the Kentucky Core Academic Standards	a) Curriculum <b>is aligned vertically and horizontally</b> to the Kentucky Core Academic Standards for Language Arts.	a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards and monitored to ensure effective implementation with a focus on 21st Century Skills taught in the context of core subjects and interdisciplinary themes.
b) Curriculum lacks integration of the strands of literacy (reading, writing, speaking, listening, and language use) to explicitly instruct and develop communication skills.	b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) to instruct and develop communication skills.	b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) <b>across content areas to explicitly instruct and develop communication skills.</b>	b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) to apply communication skills to meaningful work across content areas.
c) Curriculum provides limited opportunities for students to use technology.	c) Curriculum provides opportunities for students to utilize technology to communicate information.	c) Curriculum provides opportunities for students to <b>apply technology effectively as a tool to research, organize, evaluate and communicate information.</b>	c) Curriculum provides opportunities for students to use technology as a tool to access, manage, integrate and create information.
d) Communications portfolio demonstrates limited student development of writing and communication skills.	d) Communications portfolio reflects student interests and represents the development of writing and communication skills only across some content areas.	d) Communications portfolio <b>demonstrates student interests and the integration of writing and communication skills across the content areas and over time.</b>	d) Communications portfolio is used by students to demonstrate novel, new and worthwhile ideas while elaborating and refining those ideas to maximize creative efforts and effectively communicate both locally and globally.
e) Curriculum provides limited opportunities for students to practice 21 <sup>st</sup> century critical thinking, problem solving and communication skills.	e) Curriculum provides opportunities for students to practice 21 <sup>st</sup> century critical thinking, problem solving and communication skills.	e) Curriculum provides opportunities for students to practice 21 <sup>st</sup> century critical thinking, <b>collaboration, creativity</b> , problem- solving and communication skills and to <b>connect these to real world experiences.</b>	e) Curriculum provides opportunities for students to actively use knowledge as it is being learned through applying the skills of critical thinking, problem solving and creativity to content knowledge and collaborating and communicating locally and/or globally.

<b>Evidence:</b>
<b>Rationale:</b>
<b>Next Steps:</b>

**Demonstrator 3. Instructional Strategies**

*All teachers implement instructional strategies that provide quality experiences, variety of activities and access for all students.*

Limited/No Implementation	Needs Improvement	Proficient	Distinguished
a) Teachers provide instruction that has limited connection to specific learning objectives.	a) Teachers provide instruction that results in achieving specific literacy learning objectives.	a) Teachers, <b>students, and others provide literacy instructional strategies and models that assist</b> in achieving specific learning objectives.	a) Teachers, students, and others provide instruction, models and demonstrations that address specific literacy learning objectives and provide time for students to apply this learning for further inquiry, design and interactive collaborative settings.
b) Students research only information around a topic chosen by the teacher.	b) Students research information around a topic of personal interest and demonstrate understanding.	b) Students research information to <b>seek a new or deeper understanding around a topic and demonstrate new understanding through products.</b>	b) Students research information to seek a new or deeper understanding based on inquiry around a topic and demonstrate new understanding through products that may be used by others for further understanding of the topic.
c) Students rarely use technological tools, resources, and applications in reading, writing, speaking, listening and language use at school.	c) Students access and use technological tools, resources and applications in reading, writing, speaking, listening and language use to meet general communication goals.	c) Students <b>demonstrate media literacy through regular use of technological tools, resources and applications</b> in reading, writing, speaking, listening and language use to meet <b>specific</b> communication goals.	d) Students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to evaluate or communicate using critical thinking skills.
d) Students are only infrequently expected to integrate what is learned when using technology with what they learn offline.	d) Students seldom integrate what is learned when using technology with what they learn offline to develop understanding and communication.	d) Students <b>integrate</b> what is learned when using technology with what they learn offline to develop understanding and communication.	d) Students demonstrate their media literacy by integrating what is learned when using technology with what they learn offline, making global connections, creating and collaborating.
e) Students are rarely given opportunities to practice communicating using appropriate audience, form, and purpose.	e) Students sometimes are given opportunities to practice communicating using appropriate audience, form and purpose.	e) Students <b>use varying strategies and demonstrate an understanding of</b> communicating to audiences in different forms and for various purposes.	e) Students communicate with various audiences in different forms and for different purposes both locally and globally.

f) Students are rarely given the opportunity to engage in conversations with teachers or peers during the writing process.	f) Students are given opportunities to engage in conversations with the teacher during the writing process.	f) Students <b>engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish/share work.</b>	f) Students take part in sustained engagement and collaboration with teachers, peers, and outside experts to design literacy projects, ask questions and refine literacy products.
<b>Evidence:</b>			
<b>Rationale:</b>			
<b>Next Steps:</b>			

**Demonstrator 4. Student Performance**

*All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.*

<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) Students are inconsistent or limited in demonstrating understanding of differing communication structures related to disciplines and purposes.	a) Students demonstrate an understanding of communication structures for specific disciplines and purposes.	a) Students <b>craft communications distinctive</b> to specific disciplines and purposes.	a) Students go beyond mastery of skills and/or curriculum to explore and expand their own learning and opportunities to gain expertise and write as content experts applying that knowledge to the kinds of questions and problems experts in that field tackle.
b) Students rarely have opportunities to build on the ideas of others and are inarticulate in their attempts.	b) Students respect cultural differences and attempt to build on ideas of others and articulate their own ideas.	b) Students respect cultural differences and <b>work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually)</b> to build on and articulate their own ideas.	b) Students, in both face-to-face and virtual collaborations, create new ideas and increase innovation and quality of work by building on ideas of others and articulating their own ideas, with depth and complexity.
c) Students rarely or inconsistently have opportunities to learn and work together to problem-solve and generate products.	c) Students learn and work together with teachers and peers to problem-solve and generate products.	c) Students learn and work together with teachers, peers and <b>others either face-to-face or virtually</b> to problem-solve and generate products/ <b>outcomes tied to curriculum and learning goals.</b>	c) Students learn and work together with teachers, peers, and others either face-to face or through the use of a wide variety of online communication tools and environments to problem-solve and generate products, events or presentations with a local and/or global purpose.
d) Students seldom reference the work of others as models to inform their work.	d) Students are indiscriminate in their reference of others work as models to inform their work.	d) Students <b>refer to works of quality and substance as models to inform their work.</b>	d) Students create works of quality and substance that are used as models to inform others' work.

**Evidence:**

**Rationale:**

**Next Steps:**



## WRITING: FORMATIVE AND SUMMATIVE ASSESSMENT

<b>Demonstrator 1. Assessments</b>			
<i>Teachers use multiple formative and summative assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.</i>			
<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) Teachers rarely collaborate to develop or align writing and communication assessments across grade levels and content areas.	a) Teachers occasionally participate in a limited collaborative approach to develop or align writing and communication assessments across grade levels and content areas.	a) Teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas.	a) Teachers engage in a systemic school-wide collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.
b) Teachers lack a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.	b) Teachers develop a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments.	b) Teachers develop <b>and implement</b> a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments	b) Teachers consistently implement plan to monitor student progress in writing and communication skills consistent with grade-level writing standards, formative assessments, and respond to evidence through revised instruction.
c) Teachers infrequently provide feedback on student’s writing and communication products as part of a constructive feedback process.	c) Teachers provide some feedback on student’s writing and communication products as part of a constructive feedback process.	c) Teachers, <b>peers, and others provide regular feedback</b> on students’ writing and communication products as part of a constructive feedback process <b>that is subsequently applied by students to improve their communications.</b>	c) Teachers, peers, and others provide regular, specific feedback on student’s writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications and initiate student-directed learning.
d) Teachers provide few opportunities for students to revise summative products.	d) Teachers provide some opportunities for students to revise and apply new learning before summative products are assessed.	d) Teachers provide <b>regular opportunities</b> for students to revise and apply new learning before summative products are assessed.	e) Teachers provide ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.

<b>Evidence:</b>
<b>Rationale:</b>
<b>Next Steps:</b>

<b>Demonstrator 2. Expectations for Student Learning</b>			
<i>Teachers communicate consistently high expectations and use common standards for student learning in writing.</i>			
<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) Students are unaware of the expectations for their work and receive no feedback.	a) Students have some awareness of expectations for their work and/or receive minimal feedback.	a) Students <b>know and understand</b> expectations for their work and receive/provide feedback <b>using standards specific language.</b>	a) Students use expectations for their work to guide the development of their personalized learning plan and receive/ provide feedback using standard specific language.
b) Teachers and students do not set writing and communication goals.	b) Teachers set writing and communication goals for students that are standards-based.	b) Teachers <b>and students collaborate</b> to set writing and communication goals that are standards-based <b>and informed by feedback and assessments.</b>	b) Students regularly set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.
c) Teachers and students do not engage in self-assessment to monitor progress toward meeting writing and communication goals.	c) Teachers and students are beginning to engage in self-assessment to monitor progress toward meeting writing and communication goals.	c) Teachers and students <b>engage</b> in self-assessment to monitor progress toward meeting writing and communication goals.	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 communication goals.
d) Teachers and students do not use scoring guides and rubrics to assess writing and communication.	d) Teachers and students use only external scoring guides and rubrics to assess writing and communication.	d) Teachers and students <b>use models as exemplars and to co-develop</b> scoring guides and rubrics to assess writing and communication.	d) Students develop models as exemplars, scoring guides and rubrics to assess writing and communication.
<b>Evidence:</b>			

**Rationale**

**Next Steps:**

## WRITING: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES

<b>Demonstrator 1. Opportunity</b>			
<i>Professional development opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.</i>			
<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) There is no professional development action plan.	a) A professional development action plan is developed.	a) The professional development action plan links to the <b>Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing.</b>	a) The professional development action plan links to the Comprehensive School Improvement Plan (CSIP), supports quality instruction in Writing and is revisited throughout the year to assess the implementation, program fidelity and to make necessary revisions.
b) Teachers lack access to job-embedded specific writing professional development opportunities.	b) Teachers have access some job-embedded specific writing professional development opportunities.	b) Job-embedded writing professional development opportunities <b>are available to teachers to encourage continuous growth.</b>	b) A variety of job-embedded writing professional development opportunities are available to teachers to encourage continuous growth and are tailored to meet individual needs of teachers and students.
c) Teachers do not have access to or have limited writing professional development opportunities	c) Writing professional development opportunities lack a focus on research- based best practices that will support teacher Professional Growth Plans	c) Writing professional development opportunities <b>focus on research-based best practices and are planned based on school and student data and teacher Professional Growth Plans.</b>	c) Writing professional development opportunities are planned based on school and student data and teacher Professional Growth Plans focusing on research-based best practices and 21 <sup>st</sup> century skills.
d) Teachers do not have opportunities to collaborate about writing.	d) The school encourages collaboration among teachers concerning writing, but does not allocate time for collaboration to occur.	d) The school <b>schedule allows for teachers to collaborate and exchange ideas about literacy best practices.</b>	d) The school schedule allows for teachers to collaborate and exchange ideas about literacy best practices within and outside the school and district.
<b>Evidence:</b>			

**Rationale:**

**Next Steps:**

**Demonstrator 2. Participation**

*Teachers participate in writing specific professional development designed to meet their needs. All teachers participate in professional development focused on 21<sup>st</sup> century skills.*

<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) Teachers rarely or never participate in writing content-specific professional development.	a) Teachers participate in writing content-specific professional development, but no evidence of implementation.	a) Teachers participate in writing content-specific professional development <b>selected based on school, student and teacher data analysis.</b>	a) Teachers participate in writing content-specific professional development that is selected based on school, student and teacher data analysis and impact is evident.
b) Teachers do not participate in writing professional learning communities.	b) Teachers are members of writing professional learning communities.	b) Teachers <b>actively participate</b> in writing professional learning communities and <b>address issues related to instructional practices, data analysis and improving student achievement.</b>	b) Teachers lead writing professional learning communities and address issues related to instructional practices, data analysis and improving student achievement and share this information school wide.
c) Teachers are not members of writing professional organizations.	c) Teachers are members of writing professional organizations.	c) Teachers are <b>writing leaders and communicators in the school</b> and professional organizations.	c) Teachers are writing leaders and communicators in regional/state and/or national professional organizations.
d) Collaboration with external partners specifically related to writing is limited or infrequent.	d) Some collaboration with external partners specifically related to writing occurs.	d) Teachers <b>regularly collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and community groups with a focus on writing.</b>	d) Teachers are provided with time in the school schedule, a stipend and/or professional development credit for collaboration with community, business and postsecondary partners through advisory committees, work exchange programs and community groups with a focus on writing.
e) Only English/language arts teachers receive professional development related to the integration of writing/literacy concepts (reading, writing, speaking, listening and language use).	e) Some teachers outside of English/language arts in the school receive professional development related to the integration of writing/literacy concepts (reading, writing, speaking, listening and language use).	e) <b>Most teachers in the school</b> receive and implement professional development related to the integration of literacy concepts (reading, writing, speaking, listening and language).	e) All teachers in the school receive and implement professional development related to the integration of writing/literacy concepts (reading, writing, speaking, listening and language use).

**Evidence:**

**Rationale:**

**Next Steps:**

## WRITING: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

<b>Demonstrator 1. Policies and Monitoring</b>			
<i>School leadership provides adequate resources, facilities, space and instructional time to support high quality writing instructional programs.</i>			
<b>No implementation</b>	<b>Needs Improvement</b>	<b>Proficient/Meets Expectations</b>	<b>Distinguished</b>
a) School council/leadership does not have policies in place to ensure that writing concepts are taught throughout the school and across the curriculum.	a) School council/leadership establishes policies to ensure that writing concepts are taught throughout the school and across the curriculum.	a) School council/leadership <b>ensures</b> that writing concepts are taught throughout the school and across the curriculum <b>as established in policy</b> .	a) School council/leadership monitors and evaluates the teaching of writing concepts throughout the school and across the curriculum as established in policy.
b) School council/leadership plans the annual school budget with little consideration for allocation of writing resources.	b) School council/leadership and select teachers are included in the planning of the annual school budget with some consideration of allocation of resources for writing.	b) School council/leadership <b>and teachers</b> participate in the planning of the annual school budget with <b>clear</b> consideration of allocation of resources for writing.	b) School council/leadership and teachers across contents actively participate in the planning of the annual school budget to ensure adequate and quality materials, equipment, space and technology are available to implement school wide writing program.
c) School council/leadership never or rarely allocates time and resources to implement the writing program.	c) School council/leadership allocates time and resources to implement the writing program, but these are not equitable to other content areas	c) School council/leadership allocates <b>equitable</b> time and resources to implement the writing program.	c) The school council/leadership meets with teacher leaders when planning for the allocation of time and resources to implement the writing program.
d) There are no policies in place to assess assignment of staff to meet literacy needs.	d) School councils establish policies for the assignment of staff.	d) <b>Decisions related</b> to staff assignment are based on the established policies that <b>include student literacy needs and teacher certification</b> .	d) Decisions related to assignment of staff are made based on needs of students, teacher certification and other data (e.g., ILP) and teacher professional development experience (e.g., participation in National Writing Project ).



<b>Evidence:</b>
<b>Rationale:</b>
<b>Next Steps:</b>

**Demonstrator 2. Principal Leadership***Principals are the primary leaders of all program efforts and support teacher leadership through shared and distributed leadership strategies and actions.*

<b>Limited/No Implementation</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
a) The principal does not evaluate nor reflect on the impact of writing instructional practices.	a) The principal individually evaluates and reflects on the impact of writing instructional practices on overall student achievement in the school.	a) The principal <b>enlists teacher leaders to collaborate, evaluate and reflect</b> on the impact of the writing instructional practices on overall student achievement in the school.	a) The principal and staff collaboratively evaluate and reflect on the impact of the writing instructional practices on overall student achievement
b) The principal does not participate in professional learning regarding the school's writing program.	b) The principal initiates professional learning regarding the school's writing program.	b) The principal initiates <b>and participates</b> in professional learning related to the school's writing program.	b) The principal participates in, models and leads professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection.
c) The principal does not communicate with parents about the writing program.	c) The principal communicates with parents about the writing program.	c) The principal communicates with parents and the <b>community frequently</b> about the writing program.	c) A variety of sources, including technology and media resources, are regularly used to communicate current information about writing programs with parents and community.

**Evidence:****Rationale:****Next Steps:**