

Kentucky Department of Education

# KDE Program Review Guide for Writing

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**[THIS IS THE RUBRIC PUBLISHED BY THE KDE. I HAVE ADDED SOME EXAMPLES OF EVIDENCE.]**

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(Note: The **green areas** show where a speech program can assist with documentation for the Program Reviews. The **yellow highlighting** shows what could be relevant pieces of evidence.)



## WRITING: CURRICULUM AND INSTRUCTION

### Demonstrator 1. Student Access

*All students should have equitable access to high quality curriculum and instruction.*

#### Sample evidence

KDE:  School writing policy/plan\*  Student journals/learning logs\*  Curriculum documents with student samples of integrated literacy instruction across content areas

Additional Examples of Evidence (not required):

- School professional development plan indicating emphasis on “best” practices for instruction and assessment and plans to strengthen instruction
- Teacher (E/LA and content area) lesson plans and unit/curriculum maps (digital or print) for writing/communication
- Documentation of teacher curriculum meetings focusing on writing/literacy
- Report of the Writing Program Review Committee with relevant recommendations to strengthen instruction in writing
- Administrative feedback form or note on instruction
- Agenda for professional learning community session
- Teacher’s instructional materials (digital or print)
- Teacher’s reflective notes on instruction
- Student products with teacher (E/LA and content-area teachers) feedback/assessment
- Rubrics and other assessment tools emphasizing high quality
- Documentation of professional development on writing instruction/curriculum
- School writing/communication plan showing plans for literacy learning across content areas
- Documentation of faculty analysis of assessment data and students’ communications (to promote high quality instruction)
- Video clip of teacher-student conference or peer-response session showing effective teaching practices
- School plan/policy for monitoring student progress
- Student reflections on learning, including problem-solving and goal-setting plans

<b>Needs Improvement (X 1/bullet)</b>	<b>Proficient (X 2/bullet)</b>	<b>Distinguished (X 3/bullet)</b>
<p>a) Some students do not have access to comprehensive writing instruction, or writing instruction is limited in scope and/or quality for all students.</p> <p>b) Literacy learning opportunities are limited or inconsistent.</p>	<p>a) All students have access to comprehensive writing instruction.</p> <p>b) Students engage in daily literacy learning opportunities across content areas.</p>	<p>a) All students have access to high quality comprehensive writing instruction.</p> <p>b) Students engage in daily literacy learning opportunities to explore ideas and plan for products across content areas.</p>

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<b>Points</b>							
<b>Rationale, including a detailed list of evidence supporting judgments</b>							
<b>Recommendations for improvement:</b>							

<p><b>Demonstrator 2. Aligned and Rigorous Curriculum</b>  <i>An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.</i></p>		
<p><b>KDE Sample evidence:</b>                  __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</p> <p>Additional examples of evidence (not required):                  __Teacher lesson plans and unit/curriculum maps (digital or print) indicating alignment with standards and direct instruction of writing/communication                  __Curriculum documents indicating integration of literacy strands, uses of technology, research                  __Teacher resource list of options for use of technology to communicate authentically with appropriate audiences                  __Rubrics, checklists, and feedback forms aligned with standards                  __Minutes or agendas for curriculum meetings focusing on aligning curriculum with standards                  __Minutes, notes, agendas for professional learning community meetings focusing on standards relevant to the writing program                  __Assignments and prompts for students’ work relevant to literacy standards                  __Student products and performances (print or digital) indicating communications relevant to literacy and content standards                  __Samples of students’ work collected in the school writing/communication portfolio revealing students’ interests, writing over time, communications in content areas, critical thinking, and communication for authentic purposes and audiences                  __Instructional materials (digital or print) focusing on literacy standards and integrating literacy in content-area instruction                  __Examples of writing to learn relevant to standards                  __Professional development plans aimed at helping teachers and administrators align curriculum with standards                  __School web site indicating students’ innovative use of technology to develop communication skills</p>		
<p><b>Needs Improvement (X 1/bullet)</b></p>	<p><b>Proficient (X 2/bullet)</b></p>	<p><b>Distinguished (X 3/bullet)</b></p>
<p>a) Curriculum is not aligned vertically and horizontally to the Kentucky Core Academic</p>	<p>a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards.</p>	<p>a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards with an</p>

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<p>Standards.</p> <p>b) Curriculum neglects the strands of literacy (reading, writing, speaking, listening, and language use) to explicitly instruct and develop communication skills.</p> <p>c) Curriculum does not take into account the use of a variety of technologies.</p> <p>d) Curriculum provides inconsistent opportunities for students to utilize technology to communicate with appropriate audiences.</p> <p>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.</p> <p>f) Curriculum does not intentionally integrate student use of critical thinking or problem solving.</p>	<p>b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills.</p> <p>c) Curriculum demands competent use of a variety of technologies.</p> <p>d) Curriculum provides opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences.</p> <p>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.</p> <p>f) Curriculum provides opportunities for students to practice 21<sup>st</sup> century critical thinking, problem solving, and communication skills.</p>	<p>accountable monitoring system to ensure effective implementation.</p> <p>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.</p> <p>c) Curriculum incorporates flexible choice of technologies teachers will use with students during instruction.</p> <p>d) Curriculum provides a variety of innovative opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences.</p> <p>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.</p> <p>f) Curriculum provides real-world opportunities for students to practice 21<sup>st</sup> century critical thinking, problem solving and communication skills.</p>				
<p><b>Points</b></p>						
<p><b>Rationale, including a detailed list of evidence supporting judgments</b></p>						
<p><b>Recommendations for improvement:</b></p>						

**Demonstrator 3. Instructional Strategies**

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

**KDE 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

Additional examples of evidence (not required):

- \_\_ Teacher lesson plans and unit/curriculum maps indicating opportunities for all students to develop a variety of communications and uses of technology
- \_\_ School writing/communication plan indicating required research and use of technology at all grades
- \_\_ Documentation of intervention or advanced/enrichment practices and plans
- \_\_ Minutes, agendas, notes for professional learning community activities
- \_\_ Assignments and prompts for communication tasks based on research and use of technology
- \_\_ Anecdotal records of conferences with students
- \_\_ Video clips of student-teacher conferences and of direct instruction, use of models, demonstrations
- \_\_ Documentation of student presentations to school and community groups
- \_\_ Agenda for professional development sessions focusing on effective instructional strategies
- \_\_ Student products and performances for different purposes and audience, including samples indicating integration of learning through research, revision, and growth
- \_\_ Administrative feedback to teachers on instruction
- \_\_ Teacher’s reflections on instruction, including problem solving and planning for students’ growth in literacy skills
- \_\_ Professional development action plan indicating need for work relevant to research and use of technology to develop students’ communication skills
- \_\_ Rubrics with criteria for research and use of technology to develop communication skills

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	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	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

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<p>when using technology with what they learn offline.</p> <p>e) Technology is not systematically used by students to develop their reading, writing, speaking, listening and language use.</p> <p>f) Students attempt to communicate using inappropriate audience, form, purpose, and/or discipline.</p> <p>g) Students are not given the opportunity to engage in collaborative conversations during the writing process.</p> <p>h) Students receive unstructured whole-class writing instruction, or writing instruction is limited or of poor quality.</p> <p>i) The school provides only traditional means by which students can publish/share their work.</p> <p>j) The school has not implemented a system of interventions to meet individual student needs in developing writing or communication skills.</p> <p>k) The school does not offer advanced (or accelerated) learning or enrichment opportunities.</p>	<p>with what they learn offline.</p> <p>e) Students utilize technology to develop their reading, writing, speaking, listening and language use.</p> <p>f) Students communicate using an appropriate audience, form, and purpose.</p> <p>g) Students engage in discussion with self, teacher, and peers to inform the writing process.</p> <p>h) Students receive deliberate whole-class writing instruction based on determined need</p> <p>i) The school provides access to a limited means by which students can publish/share their work.</p> <p>j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills.</p> <p>k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication.</p>	<p>technology with what they learn offline, in ways that enhance their understanding and capacity to communicate effectively.</p> <p>e) Students effectively seek out and use technology to develop and enhance their reading, writing, speaking, listening and language products.</p> <p>f) Students' use of communication strategies demonstrate a deep understanding of unique audiences, forms, and purposes.</p> <p>g) Students engage in discussion with self/teacher/peers to share progress, ask questions, arrive at answers and refine products.</p> <p>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.</p> <p>i) The school provides access to a variety of means by which students can publish/share their work (print and virtual).</p> <p>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.</p> <p>k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication, with access and mentoring for all students. .</p>				
<p><b>Points</b></p>						
<p><b>Rationale, including a detailed list of evidence supporting</b></p>						

<b>judgments</b>	
<b>Recommendations for improvement:</b>	

**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.*

**KDE 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

Additional examples of evidence (not required):

- Teacher or school assessment data relevant to students’ growth in writing in content areas
- Lesson plans indicating use of student models
- Lesson plans aligned with standards
- Lesson plans and student products demonstrating emphasis on students’ idea development
- Notes and agendas for professional learning groups indicating teacher focus on high quality (“best”) instructional strategies
- Instructional materials (digital or print) emphasizing criteria for high quality performance relevant to communication in a discipline
- Student reflective writing and peer assessments, indicating problem solving and use of peer/teacher feedback
- Revision and editing materials aimed at promoting high quality performance; student revisions attached to some portfolio samples
- Examples of student revisions; instructional video clips of students engaged in using feedback to revise work
- Classroom and web site postings of students’ high quality products and performances which are used as models
- Documentation of classroom and school recognitions/displays of high quality student work (e.g., photos, certificates, etc.), including work in content areas
- Program Review Committee’s professional development action plan indicating goals relevant to characteristics for Demonstrator 4
- Video clip of students and teachers working together to problem solve and generate communications

<b>Needs Improvement (X 1/bullet)</b>	<b>Proficient (X 2/bullet)</b>	<b>Distinguished (X 3/bullet)</b>
a) Student communications structures demonstrate no specific understanding of disciplines and purposes.	a) Students craft a communications structure distinctive to a specific discipline and purpose.	a) Students write as content experts and craft a communications structure distinctive to a specific discipline and purpose.
b) Students attempt to build on ideas but are inarticulate in their attempts.	b) Students build on ideas and articulate their own ideas as part of the writing process.	b) Students build on ideas and articulate their own ideas, with depth and complexity as part of the writing process.
c) Students rarely learn and work together	c) Students learn and work together with teachers, peers,	c) Students learn and work together with teachers, peers,

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to problem-solve and generate products. d) Students disregard works of quality and substance as models to inform their work.	and others to problem-solve. d) Students reference works of quality and substance as models.	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.
<b>Points</b>		
<b>Rationale, including a detailed list of evidence supporting judgments</b>		
<b>Recommendations for improvement:</b>		

**WRITING: FORMATIVE AND SUMMATIVE ASSESSMENT**

<p><b>Demonstrator 1. Variety of Assessment</b>  <i>Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.</i></p>
<p><b>KDE Sample evidence:</b>          __ 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</p> <p>Additional examples of evidence (not required):          __ School writing policy and plan specifying need for formative and summative assessments relevant to students' progress toward standards          __ Minutes, agendas of teachers' meetings devoted to deconstruction of standards to determine learning objects and align instruction/assessment with objectives          __ Minutes, agendas, assignments indicating teacher collaboration in reviewing writing assessments for alignment with standards and quality of tasks          __ Teachers' rubrics, scoring tools, checklists relevant to writing and writing processes          __ Lesson plans, instructional materials, and assignments indicating informal use of writing to learn and to develop communication skills across the curriculum          __ Examples of students' reflection indicating self-assessment, problem solving, and plans for growth/revision          __ Student self-assessment forms and peer-evaluation forms, checklists, responses relevant to writing          __ Video clip of student-teacher conference or of student-student conference indicating formative or summative assessment aligned with standards          __ Teachers' observational notes, reflections, and checklists indicating plans to use information from formative assessments to provide relevant instruction          __ Examples of teachers' written feedback to students' work          __ Teachers' collaboratively-developed assessments and scoring tools used across grade-levels and content areas</p>

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__Feedback and assessment tools used in content-area classes __Notes, agendas of professional development relevant to formative and summative assessment practices __School professional development plan for teachers to collaborate in monitoring students' growth over time and forming plans for instruction and assessment __Relevant assessment data of students' performances						
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.		
<b>Points</b>						
<b>Rationale, including a detailed list of evidence supporting judgments</b>						
<b>Recommendations for improvement:</b>						

**Demonstrator 2. Expectations for Student Learning**  
*Teachers should have common and high standards for student learning in the content area.*

**KDE 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

Additional Examples of Evidence (not required):  
 \_\_\_ School writing policy and school writing plan indicating requirement of writing across the curriculum  
 \_\_\_ Minutes, agendas for meetings in which teachers monitor students’ progress toward communication goals  
 \_\_\_ Content-area assignments and feedback/assessment tools for students’ communication and learning  
 \_\_\_ Rubrics, checklists, feedback forms, and other scoring tools used to help students understand criteria/expectations and to assess their work  
 \_\_\_ Video clip of teacher-student conference relevant to writing/learning in content area and feedback on students’ communication  
 \_\_\_ Examples of content-area teachers’ feedback to students on their writing/learning  
 \_\_\_ Students’ products and performances indicating high quality work relevant to content-area learning  
 \_\_\_ Teachers’ posting on web sites promoting high standards for student learning and communication skills  
 \_\_\_ Photo of displays of content-area writing showing high quality student work and awareness of expectations/criteria for their communications/learning  
 \_\_\_ Documentation of content-area teachers’ participation in relevant professional development  
 \_\_\_ Student- and student-teacher-developed models, exemplars, assessment tools, feedback forms used to help students develop communication skills  
 \_\_\_ Examples of student self-assessment and peer-feedback  
 \_\_\_ Professional development action plan indicating goals for strengthening student learning and literacy across the curriculum

<p><b>Need Improvement (X 1/bullet)</b></p>	<p><b>Proficient (X 2/bullet)</b></p>	<p><b>Distinguished (X 3/bullet)</b></p>
<p>a) Students are unaware of the expectations for the work.</p> <p>b) Teachers and students collaborate to set writing and communication goals that are not standards-based or well-informed.</p> <p>c) Teachers and students are beginning to engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.</p> <p>d) Teachers and students use only external scoring guides and rubrics to assess writing</p>	<p>a) Students are aware of the expectations for their work and receive and provide feedback.</p> <p>b) Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments.</p> <p>c) Teachers and students engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.</p> <p>d) Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and</p>	<p>a) Students are aware of expectations for their work and receive/ provide feedback using language specific to stated expectations.</p> <p>b) Students set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.</p> <p>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.</p> <p>d) Students develop models as exemplars, scoring guides and rubrics to assess writing and communication.</p>

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and communication.		communication.			
<b>Points</b>					
<b>Rationale, including a detailed list of evidence supporting judgments</b>					
<b>Recommendations for improvement:</b>					

**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.*

**KDE 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\* \_\_ Student’s communications portfolio that includes process of feedback, revision before final products are produced.

Additional Examples of Evidence (not required):

- \_\_ A variety of samples of scoring and feedback tools used in the school
- \_\_ School writing policy and plan for grade-level writing to address standards
- \_\_ Lesson plans indicating that students will use feedback to revise their work before it is summatively assessed
- \_\_ Lesson plans describing work to help students understand certain criteria and apply lessons to strengthen their work and skills
- \_\_ Agendas, minutes of meetings in which teachers plan for writing/communication assessment across disciplines and use instructional evidence to inform ongoing professional learning
- \_\_ Professional development action plan aimed at strengthening instruction, curriculum, assessment in the writing program
- \_\_ School professional development plan indicating emphasis on practices to assess students’ writing/learning
- \_\_ Documentation of faculty analysis of assessment data
- \_\_ Video clip of teacher-student conference or peer-response session providing feedback to students on their communications
- \_\_ Content-area and cross-disciplinary assessment tools
- \_\_ Feedback forms and other evidence indicating that teachers and peers provide constructive feedback to students which student use to improve communication skills
- \_\_ School plan/policy for monitoring student progress in developing communication skills
- \_\_ Student reflections on learning, including problem-solving and goal-setting plans

<b>Needs Improvement (X 1/bullet)</b>	<b>Proficient (X 2/bullet)</b>	<b>Distinguished (X 3/bullet)</b>
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<p>a) Teacher engagement in professional dialogue about writing and communications assessments across disciplines is in its early stages.</p> <p>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.</p> <p>c) Teachers provide feedback on students' communication products as part of an ineffective feedback process.</p> <p>d) Teachers provide unsupported opportunities for students to revise summative products.</p>	<p>a) Teachers across the curriculum engage in professional dialogue about writing and communications assessments across disciplines.</p> <p>b) Teachers develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.</p> <p>c) Teachers and peers provide feedback on students' writing and communication products as part of a constructive feedback process.</p> <p>d) Teachers provide opportunities for students to revise and apply new learning before summative products are assessed.</p>	<p>a) Teachers plan for writing and communications assessments across disciplines, and use instructional evidence to inform ongoing professional learning efforts.</p> <p>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.</p> <p>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.</p> <p>d) Instruction regularly includes ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.</p>					
<p><b>Points</b></p>							
<p><b>Rationale, including a detailed list of evidence supporting judgments</b></p>							
<p><b>Recommendations for improvement:</b></p>							

**WRITING: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES**

<p><b>Demonstrator 1. Planning</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></p>
<p><b>KDE Sample Evidence:</b>          ___Professional development action plan aligned with school vision for literacy* ___Documentation of communication of the professional development action plan (e.g., emails, staff</p>

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meeting agendas, PLC notes)							
Additional examples of evidence (not required):							
__The school’s writing policy and communication plan describing a vision for literacy							
__Agendas, minutes of faculty meetings focusing on the professional development plan to strengthen the school’s program							
__Agendas, minutes of Program Review Committee indicating on-going sessions in which members focus on the program and plan for professional development based on review of the program							
__Program Review Committee report to principal and SBDM Council concerning implementation of recommendations from the program review							
__Survey form and results concerning teachers’ needs for professional development to support the writing program							
__Survey results concerning the impact of professional development							
__Sign-in sheets for Program Review meetings indicating participation of invested stakeholders in preparing recommendations for professional development							
__Program review report, including recommendations for professional development relevant to the writing program							
__SBDM Council minutes, agendas, and policies relevant to professional development for the writing program							
__Writing assessment data and portfolio analysis results indicating needs for professional development							
<b>Needs Improvement (X 1/bullet)</b>		<b>Proficient (X 2/bullet)</b>			<b>Distinguished (X 3/bullet)</b>		
a) The professional development action plan does not support the school’s writing vision for literacy (reading, writing, speaking, listening and language).		a) The professional development action plan supports the school’s vision for literacy (reading, writing, speaking, listening and language).			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 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.		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.			b) The professional development 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 not communicated to all invested stakeholders.		c) The professional development action plan is communicated to all invested stakeholders.			c) The professional development action plan is co-constructed with all invested stakeholders.		
<b>Points</b>							
<b>Rationale, including a detailed list of evidence supporting</b>							

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<b>judgments</b>	
<b>Recommendations for improvement:</b>	

<p><b>Demonstrator 2. Participation</b>  <i>Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21<sup>st</sup> century skills.</i></p>		
<p><b>KDE Sample Evidence:</b>                  __Relative [relevant] Professional Growth Plans*__Relative Professional Learning Community (PLC) notes/documents that demonstrate professional learning targeted to improve writing/communication instruction and/or 21<sup>st</sup> 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</p> <p>Additional examples of evidence (not required):</p> <ul style="list-style-type: none"> <li>__ Annual writing program review report and professional development action plan indicating goals for professional development</li> <li>__ Sign-in sheets, certified by the provider or school administrator, indicating participation in professional development relevant to the communication program</li> <li>__ Teacher reflection describing use of professional development to enhance students’ skills through instruction and assessment</li> <li>__ Teachers’ articles and postings on web sites to help other educators with ideas and information relevant to writing programs</li> <li>__ Copy of post-secondary transcript/certificate indicating professional learning relevant to the writing program (e.g., credit for completion of a Writing Project Summer Institute)</li> <li>__ Documentation of service in a workshop or course aimed at enhancing teachers’ learning relevant to writing instruction and assessment</li> <li>__ Lesson plans indicating research-based instructional practices</li> <li>__ Agendas, minutes, Power Points, etc., of teacher presentations on instructional practices and formative and summative assessments for students’ communication skills</li> <li>__ Classroom presentations and modeling to help colleagues with instructional and assessment practices to enhance students’ communication skills</li> <li>__ Postings on appropriate web sites on professionally relevant topics to enhance teachers’ ability to provide writing instruction and assessment</li> <li>__ Documentation for service as a presenter for professional development workshop or for a post-secondary course of study</li> <li>__ Faculty survey results for the Program Review Committee/SBDM Council indicating teachers’ views of professional development needs</li> </ul>		
<p><b>Needs Improvement</b> (X 1/bullet)</p>	<p><b>Proficient</b> (X 2/bullet)</p>	<p><b>Distinguished</b> (X 3/bullet)</p>
<p>a) Teachers receive limited professional development opportunities to develop understandings of students learning in writing and communication skills.</p> <p>b) Teachers are not participants in targeted professional learning opportunities that</p>	<p>a) Teachers engage in sufficient training and support to maintain current understandings of student learning in writing and communication skills.</p> <p>b) Teachers engage in targeted professional learning opportunities that enhance their ability to deliver</p>	<p>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.</p> <p>b) Teachers engage in and facilitate professional learning opportunities that enhance their ability to deliver</p>

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<p>enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.</p> <p>c) Teachers are not participants in a systematic school-wide writing and communications initiative.</p> <p>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.</p>	<p><b>effective, appropriate instruction that improves student communication skills for a 21st century global society</b></p> <p>c) Teachers are participants in a systematic school-wide writing and communications initiative.</p> <p>d) Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student’s writing and communication skills.</p>	<p>effective, appropriate instruction that improves student communication skills for a 21st century global society.</p> <p>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.</p> <p>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.</p>
<b>Points</b>		
<b>Rationale, including a detailed list of evidence supporting judgments</b>		
<b>Recommendations for improvement:</b>		

**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.*

**KDE 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.

Additional Examples of Evidence (not required):  
 \_\_\_Membership list of Program Review Committee indicating a distributed leadership for the writing program  
 \_\_\_Agendas, Power Points, instructional materials developed by teachers to address learning needs of staff  
 \_\_\_School writing policies supporting teachers in providing professional development relevant to students’ communication skills  
 \_\_\_School writing plan developed by collaborating teachers to determine goals for the writing program

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<p>__Program Review report prepared by teachers serving on the Program Review Committee with recommendations for strengthening the program</p> <p>__Power points, web postings, and instructional materials prepared by teachers to support ongoing progress of the communication program</p> <p>__Minutes of annual meetings (faculty and Program Review Committee) concerning goals for the writing program and professional development relevant to that program</p> <p>__Documentation of collaboration with external experts to share ideas and information related to the writing program and students' communication skills</p> <p>__Minutes, sign-in sheets, and agendas for school and departmental meetings in which teachers gather data concerning students' communication skills and develop plans to support students' progress</p>						
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)		Distinguished (X 3/bullet)		
<p>a) Leadership is neither shared nor distributive, nor does it specifically address a systematic approach to supporting writing and communications development.</p> <p>b) Writing and communication goals are not developed, or if developed, are non-specific, or rarely addressed.</p> <p>c) Teacher leaders are not utilized within the school to support the professional development action plan or the writing program.</p> <p>d) Leadership and teacher leaders do not engage in collaborative decision-making regarding the writing program or the professional develop action plan.</p> <p>e) Schools rarely utilize internal or external experts and/or resources to support the professional development action plan.</p>		<p>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.</p> <p>b) Teacher leaders develop school-wide writing and communication goals and annually revisit those goals.</p> <p>c) Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills.</p> <p>d) Teacher leaders are engaged in collaborative decision-making, and follow up on leadership decisions to support teacher writing and communications instruction.</p> <p>e) Teacher leaders utilize outside experts and resources as appropriate to support the professional development action plan.</p>		<p>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.</p> <p>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.</p> <p>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.</p> <p>d) Teacher leaders collectively gather data, make decisions, and follow up to support ongoing progress in goals-driven writing and communications initiatives.</p> <p>e) Teacher leaders collaborate with internal and external experts to share expertise related to writing and communications.</p>		
Points						
Rationale, including a detailed						

<b>list of evidence supporting judgments</b>	
<b>Recommendations for improvement:</b>	

### WRITING: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

<b>Demonstrator 1. Shared Vision</b> <i>School Councils and administrators have developed a shared vision for insuring quality Writing instructional programs.</i>		
<b>KDE Sample Evidence:</b> __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  Additional Examples of Evidence (not required): __Minutes, agenda, sign-in sheet for professional development for new staff __Minutes, agendas, sign-in sheets indicating school leadership participation in professional learning groups __Documentation of administrative/leadership participation on Program Review Committee __Documentation of presentations to SBDM Councils and district leadership providing information and recommendations for the writing program __Posting on the school’s web page supporting the communications program __Public announcements and commendations concerning students’ communication products and performances __Agenda, minutes of meetings in which school leaders provide information and recommendations for the school’s writing/communication program __Notes/reports to teachers based on classroom observations in which school leaders support effective instructional/assessment practices for students’ literacy skills __Copies of email and letters to community groups supporting the school’s writing program __Power points and other documentation of presentations to parents and community groups supporting the school’s writing program __School writing policy and plan in which school leaders communicate a long-term vision for literacy __Endorsement/approval of plans to strengthen the school’s writing program and documentation of advocacy/mentoring of implementation of plans		
<b>Needs Improvement</b> <b>(X 1/bullet)</b>	<b>Proficient</b> <b>(X 2/bullet)</b>	<b>Distinguished</b> <b>(X 3/bullet)</b>
a) School leadership (e.g., principal, assistant principal, curriculum coordinators) does not communicate expectations with staff for implementing the school writing and	a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school 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

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<p>communication program, or expectations are unclear or without rigor.</p> <p>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.</p> <p>c) School leadership does not promote a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.</p> <p>d) School leadership does not promote a culture where staff, teachers and students alike participate in writing and communicating in the school community.</p> <p>e) School leadership does not support staff new to the school in implementing the school’s writing and communication program.</p>	<p>b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language).</p> <p>c) School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators.</p> <p>d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community.</p> <p>e) School leadership supports staff new to the school in implementing the school’s writing and communication program.</p>	<p>and external examples of exemplary teacher implementation.</p> <p>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.</p> <p>c) School leadership promotes a community-wide culture (including all stakeholders) that fosters student success as critical thinkers, problem solvers and effective communicators.</p> <p>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.</p> <p>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.</p>				
<p><b>Points</b></p>						
<p><b>Rationale, including a detailed list of evidence supporting judgments</b></p>						
<p><b>Recommendations for improvement:</b></p>						

<p><b>Demonstrator 2. Time and Resources</b>  <i>School leadership will provide adequate resources, facilities, space and instructional time to support high quality writing instructional programs.</i></p>
<p><b>KDE Sample Evidence:</b>          ___Relative [relevant] SBDM minutes and/or supporting documents descriptive enough to support the characteristic</p>

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<p>Additional Examples of Evidence (not required):</p> <p>__ Report of the Program Review Committee indicating school leadership support for appropriate plans to strengthen the program, including efficient use of resources and staff</p> <p>__ School policies and plans relevant to administrative support for resources and staffing for the writing program</p> <p>__ Documentation of leadership’s recommendations to district for appropriate staffing and allocation of resources to support the writing program</p> <p>__ Curriculum and scheduling documents indicating administrative support for courses and staff to support the writing program</p> <p>__ Email from principal/SBDM Council to faculty requesting input on needs for the writing program</p> <p>__ Agendas, minutes of Board meetings relevant to resources, facilities and staffing to support the writing program</p>							
Needs Improvement (X 1/bullet)		Proficient (X 2/bullet)			Distinguished (X 3/bullet)		
<p>a) Time and resources allocated to implementation of the professional development action plan is limited or inequitable.</p> <p>b) The SBDM council is made aware of the staffing allocation decisions for supporting the school’s program.</p> <p>c) The SBDM council is made aware of the availability of resources for supporting the school’s program.</p> <p>d) The SBDM council is made aware of the use of instructional time for supporting the school’s program.</p>		<p>a) The principal allocates equitable time and resources to implement the professional development action plan.</p> <p>b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school’s program.</p> <p>c) The SBDM council monitors availability of resources for supporting the school’s program.</p> <p>d) The SBDM council monitors the use of instructional time for supporting the school’s program.</p>			<p>a) The principal, utilizing input from teacher leaders, allocates equitable time and resources needed to implement the professional development action plan.</p> <p>b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school’s program and makes informed allocation recommendations.</p> <p>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.</p> <p>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.</p>		
<b>Points</b>							
<b>Rationale, including a detailed list of evidence supporting judgments</b>							
<b>Recommendations for improvement:</b>							

<p><b>Demonstrator 3. Policies and Monitoring</b>  <i>The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school’s writing instructional program.</i></p>							
<p><b>KDE Sample Evidence:</b>                  __Relative [relevant] SBDM minutes and/or supporting documents descriptive enough to support the characteristic*__Revised writing policy</p> <p>Additional Examples of Evidence (not required):                  __School writing assessment data submitted to SBDM Council                  __Program Review report provided to SBDM Council with recommendations to strengthen the program                  __Program Review Committee report(s) to principal and SBDM Council regarding implementation of recommendations to strengthen the program                  __Copy of revision of school writing plan provided to SBDM Council</p>							
<b>Needs Improvement (X 1/bullet)</b>		<b>Proficient (X 2/bullet)</b>			<b>Distinguished (X 3/bullet)</b>		
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 .		
<b>Points</b>							
<b>Rationale, including a detailed list of evidence supporting judgments</b>							
<b>Recommendations for improvement:</b>							
<p><b>Demonstrator 4. Principal Leadership</b>  <i>Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.</i></p>							

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<p><b>KDE Sample Evidence:</b>                  __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</p> <p>Additional Examples of Evidence (not required):                  __Membership list, sign-in sheets for Program Review Committee meetings indicating collaboration of principal with faculty to support the program                  __Annual report with recommendations of Program Review Committee (including principal and teachers)                  __Posting by principal on school’s web site supporting the school’s writing program                  __Documentation of principal’s participation in professional learning relevant to the writing program                  __Minutes of SBDDM Council or Board meetings in which the principal and staff present information/recommendations regarding the writing program                  __Sign-in sheet or other documentation of principal’s participation with teachers in state Network workshops relevant to the writing program                  __Documentation indicating principal’s proposal/support for needed revisions to the school’s writing plan                  __Feedback forms or notes to teachers from the principal supporting strong instruction for the writing program</p>						
<b>Needs Improvement (X 1/bullet)</b>		<b>Proficient (X 2/bullet)</b>		<b>Distinguished (X 3/bullet)</b>		
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.		
<b>Points</b>						
<b>Rationale, including a detailed list of evidence supporting judgments</b>						

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<b>Recommendations for improvement:</b>	
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