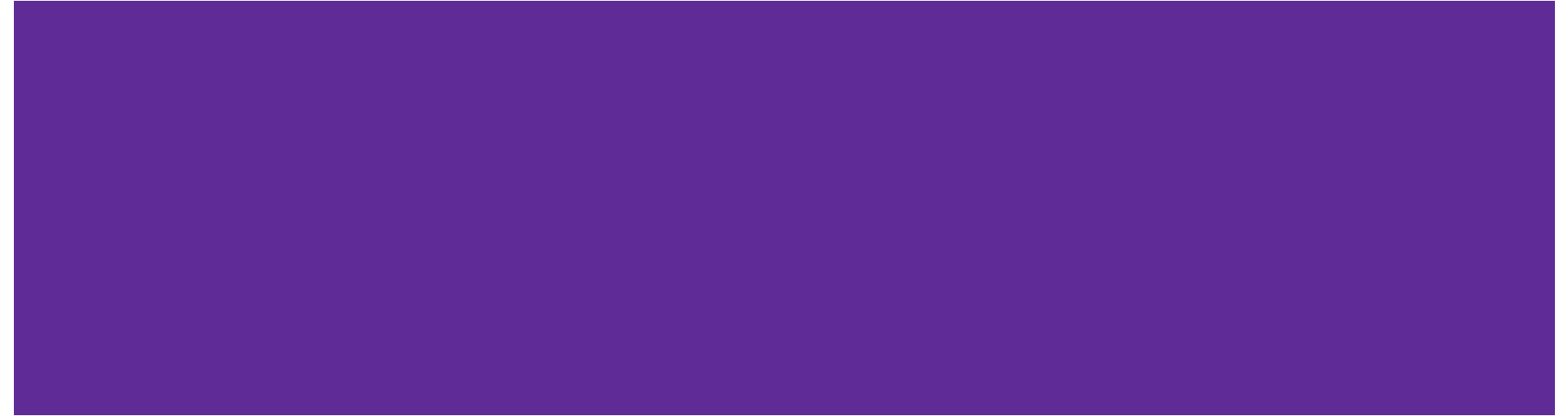


Carter County Schools

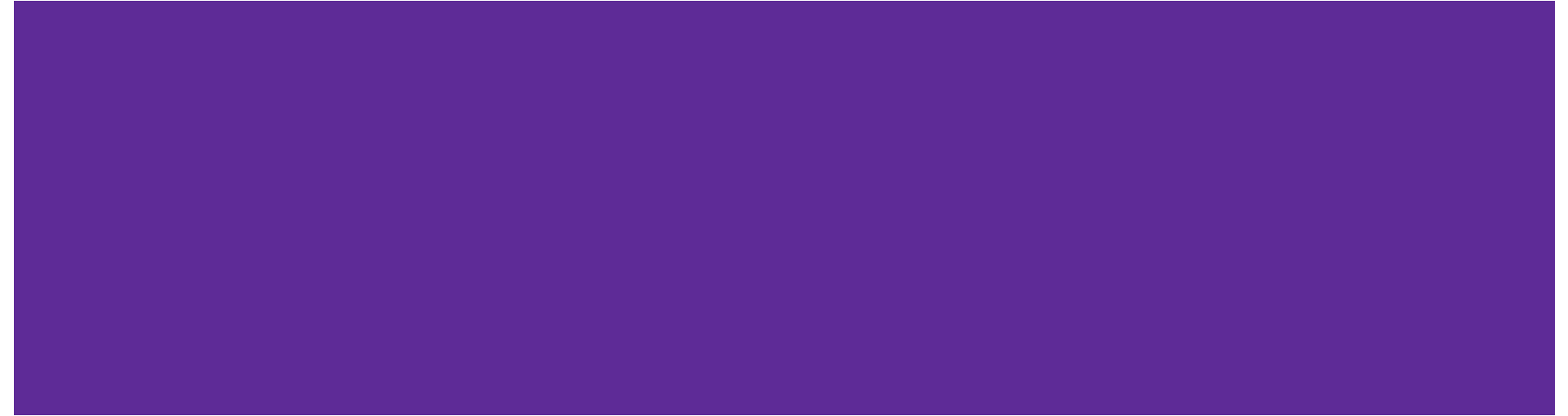
Top Down Engagement



Line Up

How many first days of school do you have left?

Rate the impact of the last Professional Development you attended.



Frayer Model Live

Use one word to
describe effective
professional learning.

A “Top Down” Systems Approach to Engagement

Determine What Needs to Happen - Common Language Focused on Vision

- What best practice strategies should students be engaged in?

Determine What is Happening - Classroom Walk-Throughs

- What strategies are students engaged in?

Engage Teachers and Administrators in the Learning - Professional Learning (Academies)

- What text will we read? What will be our Purpose for Reading PforR?
- What strategies will we share?

Determine Strategy Effectiveness (Slide Deck)

- What strategy from the book study did teachers implement? How effective was the strategy?

Monitor and Follow Up - 3 Cs, PLCs, and 30 Day Planning

- What new strategy will teachers implement?
- How will connections be made to school planning?

Determine What Needs to Happen Establishing a Common Language

Carter County Schools
Professional Learning



Teacher Guide

Determine What is Happening

Walk-Through Snapshot

Location of Teacher *

- Behind the Desk (1 point)
- Behind the Desk Working with a Student (3 points)
- Behind the Desk Manipulating Technology for the Class Lesson (3 points)
- Working with Individual, Small Groups, or Whole Groups (3 points)

Teacher Engagement *

- Not Engaged with Students (1 point)
- Engaged with Students (3 points)

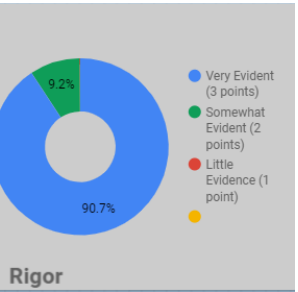
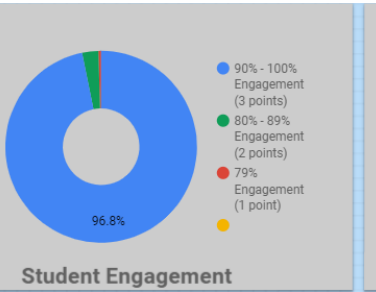
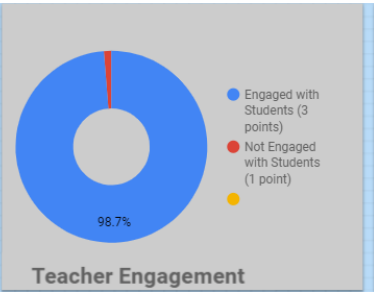
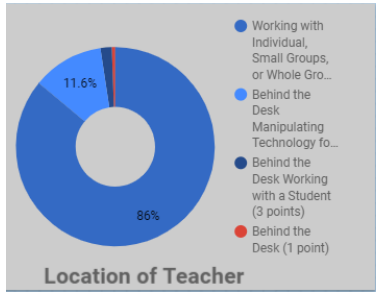
Student Engagement *

- 79% Engagement (1 point)
- 80% - 89% Engagement (2 points)
- 90% - 100% Engagement (3 points)

Rigor *

- Little Evidence (1 point)
- Somewhat Evident (2 points)
- Very Evident (3 points)

Select date range	Email Address	School	Location of Teacher	Teacher Engagement	Student Engagement	Rigor	
	No data	No data	No data	No data	No data	No data	
	saundra.yoak@carter.kyschools.us	HES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
Email Address	lisa.james@carter.kyschools.us	OHES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
	carol.barker@carter.kyschools.us	OHES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
School	bettylynn.easterling@carter.kyschools.us	OHES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
Observer	shannon.williams@carter.kyschools.us	OHES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
	sarah.willoughby@carter.kyschools.us	OHES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
Total	kitty.sloas@carter.kyschools.us	CCES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
	jl.hylton@carter.kyschools.us	WCHS	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)	
Total Walk Throughs		lora.phillips@carter.kyschools.us	WCHS	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)
873		blake.clark@carter.kyschools.us	WCHS	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)
Average Score		christine.coburn@carter.kyschools.us	HES	Working with Individual, Small Groups, or Whole Groups (3 points)	Engaged with Students (3 points)	90% - 100% Engagement (3 points)	Very Evident (3 points)
11.83							



Engage in the Learning

Professional Learning Academies

- Teachers debrief on their monthly purpose for reading a professional text.
- Teachers spend time visiting colleagues' classrooms.
- Teachers engage in discussion focused on the best practices observed.
- Teachers participate in learning strategies that support the District's Instructional Framework.
- Teachers practice refining strategies included in the Teacher Guide.
- Teachers plan lessons, review student work, and share lesson plans.
- Teachers revisit the Curriculum Maps and jury Common Assessments.
- Teachers review and analyze assessment results.
- Teachers participate in Team Building activities.

Engage in the Learning

Professional Learning Academies

Elementary Academies							
	August/ September	October	November	December	January	February	March
Instructional Assistants	August 21 st Olive Hill K-1 Only					February 26 th Prichard	
K	August 23 rd Tygart Creek		November 7 th Prichard			February 5 th Olive Hill	
1	August 29 th Heritage		November 8 th Tygart Creek			February 6 th Prichard	
2	September 5 th Prichard		November 1 st Olive Hill			February 12 th Heritage	
3 Literacy	September 6 th Olive Hill	October 16 th West Middle		December 5 th Heritage	January 22 nd Prichard		
4-5 Literacy	September 13 th Heritage	October 8 th East High		December 10 th Olive Hill	January 14 th Tygart Creek		
3-5 Math ONLY	September 11 th Heritage	October 9 th West High		December 11 th Tygart Creek	January 15 th Prichard		
Art ½ Days	August 22 nd September 26 th	October 24 th West High ½ Day					
Preschool	September 18 th Prichard		November 12 th Tygart Creek			February 20 th Heritage	
Middle and High Academies							
	September	October	December	January			
6-12 Math	12 th @ Prichard	10 th @ WCHS	12 th WCMS	16 th ECHS			
6-12 ELA	24 th @ Tygart Creek	22 nd @ ECMS	17 th WCHS	28 th WCMS			
6-12 Science	25 th @ Prichard	23 rd ECHS	18 th ECMS	29 th WCHS			
6-12 Social Studies	26 th Tygart Creek	24 th WCMS	19 th ECHS	30 th ECMS			
	September	October		February	March		
LMS Afterschool Academies	16 th	14 th		10 th	16 th		
Counselor Afterschool	17 th	15 th		11 th	17 th		
Academy 101	19 th (East)		16 th (West)	14 th (East)		19 th (West)	
Excellence in Leadership	September 9 th	October 14 th	November 13 th For December Content	December Lunch TBA	January 13 th	February 10 th	

Determine Strategy Effectiveness

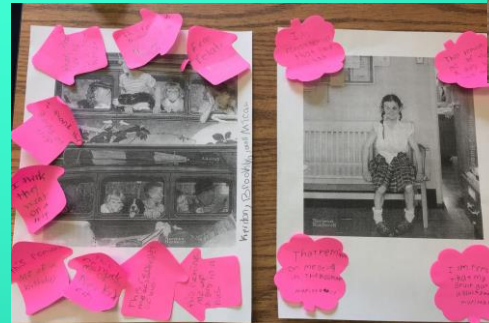
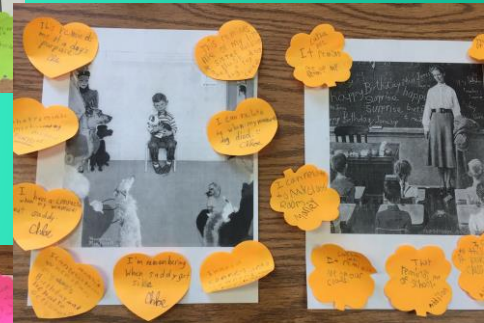
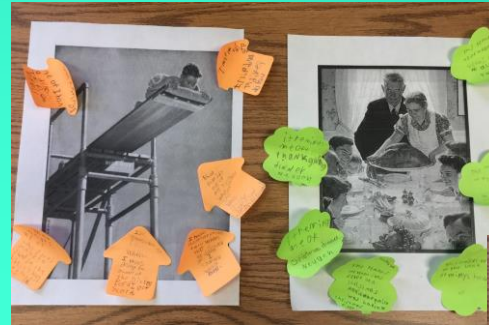
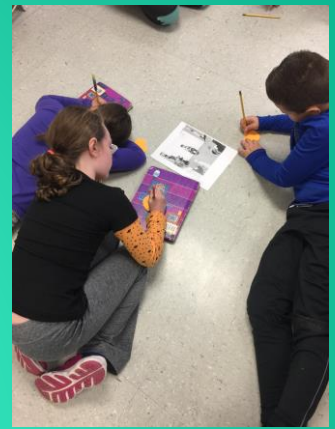
Slide Deck

Strategy: Norman Rockwell: Enduring Connections

I noticed... my students love making connections because it relates to them. I also noticed if they couldn't make a connection, they shut down and seemed disinterested.

I realized... some of my students struggled making connections to some of the paintings that I thought would be the most relatable. A few of my students could not relate to the "Thanksgiving Dinner." One of my students said it was because her family moved around a lot. Another said her parents always worked and they never had dinner together.

I wonder... if I could pick an illustration from the text and have the students do this before we read the text for the first time.



Rachel Harper

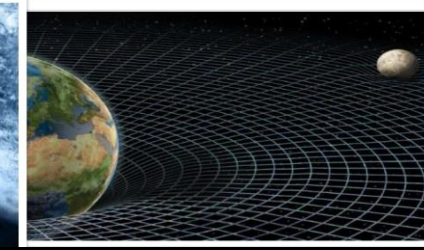
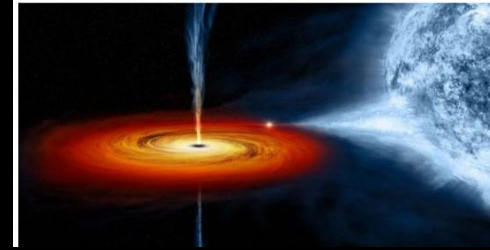
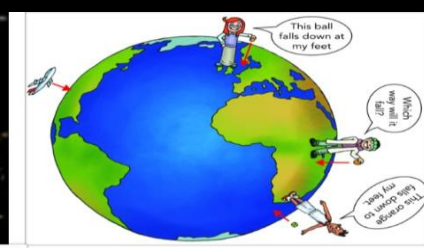
Strategy:

Sketching My Way Through The Text

Text:

PHET Lab: Gravity and Orbits

Gary Coffman



Gravity and Orbits

Learning Objectives: Students will be able to:

- Describe motion of objects, relative and absolute.
- Draw diagrams to show how gravity in the force that controls the motion of our solar system.
- Identify the variables that affect the strength of the gravity.
- Predict how motion would change if gravity was stronger or weaker.

Part 1: Understanding motion

1) Open the Gravity and Orbits simulation by following the link: <https://phet.colorado.edu/en/simulation/gravity-and-orbits>

2) Select the "Model" activity.

3) Take 5 minutes to explore how the Earth, Moon, and the Space Station move. Talk about what you find with your partner.

What controls how you found?

Mass and forces

4) Compare the motion of the Earth moving around the Sun with the Moon moving around the Earth. If you and your partner each have a computer, try viewing a different view on each computer for this simulation.

Earth moves around the Sun	Moon moves around the Earth
Your description: The earth orbits the sun propelled by velocity and kept in place by gravity.	Your description: The moon orbits the earth propelled by velocity and kept in place by gravity.
What are some things you find that are the same about these motions? They were both kept in orbit by gravity and propelled by their own velocities.	
What are some things you find that are different about these motions? The sun stays in place and the earth takes 365 days to complete an orbit. The earth moves slightly and the moon takes about 28 days to complete an orbit.	

Part 2: Gravity and Motion

1) Use the simulation to explore what happens when you change the mass of the Earth, the Sun, or the Moon.

How can you...?	Explain when you changed...	Sketch the motion...	What other things do you notice?
...make the Moon go around the Earth in a bigger circle?	Lower the mass of the earth		The orbit becomes egg-shaped in nature.
...make the Earth take more time to go around the Sun?	Decrease the mass of the sun		The orbit is more egg shaped.
...make the Earth take less time to go around the Sun?	Increase the mass of the sun		The orbit is egg shaped and the force of gravity fluctuates.

What impact did the strategy have on student engagement with the text? Having students sketch their understanding increased engagement as well as critical thinking. Students really had to question their understanding in order to draw what they understood. How was this strategy different from others you have used in the past? This was more powerful than just "writing words." It forced students to visualize and model complex concepts instead of just rewriting known laws or definitions.

What are your next steps with the strategy you chose? I used this for Pre-Lab, During Lab, and Post-Lab assessment. This was a great way to see evolution of student understanding. I will most definitely use this strategy more often.

Strategy: Sketching through the Text

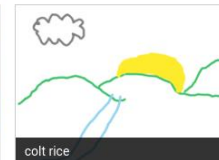
Text: "Stopping by Woods on a Snowy Evening"

- 1. What impact did the strategy have on student engagement with the text?** I tried this strategy two different ways. One using Google Slides and the other using Nearpod. For the Google Slides, students used the poem "Stopping by Woods on a Snowy Evening" by Robert Frost. They found images to "show" what was happening in the poem. We called them imagery slides. Students found it exciting to try to find the image needed to fit exactly what was in the text. Through Nearpod, I had students draw, using "Draw It Slides", what was happening in poems like "After Apple Picking" and "Sonnet 33" in place of paraphrasing. Students were able to show me that they understood the literal text before moving on to analysis.
- 2. How was this strategy different from others you have used in the past?** In the past, I would rely more heavily on text based responses. Text based responses are very rudimentary when compared to seeing a student draw the response. It is a new challenge and students benefit from being challenged.
- 3. What are your next steps with the strategy you chose?** I plan to use this strategy for our next unit (Drama). I want students to draw to show how a stage might look at a particular moment in a play.

"Between the woods and frozen lake"



1 Full many a glorious morning have I seen...



Text: "Sonnet 33"

Jessie Marshall

Monitor and Follow Up

3 Cs, PLCs, and 30 Day Planning

10/25/2018 14:38:18	Lori Copley	lori.copley@carter.kyscho RIVET	Shrinking Summary	I've used a carousel activity similar to On The Go Written Discussion. In both strategies, students interact with one another through writing and m
10/25/2018 14:39:17	Karen Hall	karen.hall@carter.kyscho All Write Round Robin	Vocabulary Frayer Model	Tweet the Text: I've tried this strategy on paper, but never on the google classroom.
10/25/2018 14:40:16	Whitney Salley	whitney.salley@carter.kys Updating how to impleme	All Write Round Robin	One strategy that I have tried is RIVET. My interpretation from the flip chart was different than actually seeing it used in stations and in the lesson.
10/25/2018 14:41:03	Teena Liles	teena.liles@carter.kyscho Taboo	Password	Password reminds me of Hot Seat Vocabulary . The strategy I tried with mapping was similar to mind mapping but different with the use on nonfic
10/25/2018 14:41:14	Candy Burnett	candy.burnett@carter.kys Tweet the Text	Rivet	Post it note strategy. I used it but I modified it for my students. I'm going to scaffold it to get using the strategy the way it was introduced to us.
10/25/2018 14:41:15	Melanie Scott	melanie.scott@carter.kys Make My Day	Round Written Discussion	Written discussion is a lot like jigsaw
10/25/2018 14:41:16	Kayla Logan	kayla.logan@carter.kysch On the go written discussi	Password	Find someone who. Instead of team building did it with content material.
10/25/2018 14:41:37	Heather Wells	heather.wells@carter.kys Find Someone Who	Taboo	Password
10/25/2018 14:42:20	Patty Floyd	patty.floyd@carter.kyscho Password	Taboo	Semantic mapping is closely related to mind mapping.
10/25/2018 14:42:38	kris becker	kris.becker@carter.kysch on the go written discussi	shrinking summary	list group label
10/25/2018 14:43:10	Chris Neff	chris.neff@carter.kyschoc on the go written discussi	All write round robin	sketch through the text
10/25/2018 14:43:26	Rhonda Rudd	rhonda.rudd@carter.kyscl Rivet will be a strategy th	Shrinking summary. I thin	I tried the List-Group-Label strategy and when reviewing the slide deck station, gained insight from another colleague that possibly using a place
11/1/2018 14:34:03	Christa Wooten	christa.wooten@carter.ky Text Structure Sort	Shrinking Summary	The text structure sort will be a great addition to my review.
11/1/2018 14:35:27	Kim Rayburn	kimberly.rayburn@carter.f Frayer Model	slide deck	Shrinking summary- students right now are working on objective summaries and struggle to be able to effectively summarize
11/1/2018 14:36:43	Keith Bays	keith.bays@carter.kyscho Rivet	7-UP Sentences	Frayer Model, I really like the changes made in the template.
11/1/2018 14:36:45	Aaron Baldwin	aaron.baldwin@carter.kys QFT	RIVET	Frayer Model Defintions
11/1/2018 14:36:59	Breianna SHaffer	breianna.shaffer@carter.k I will commit to using rivet	I would like to use on the	I have used Frayer model in class before, but I can wait to try it in slide docs!
11/1/2018 14:37:22	Nate Shelton	christopher.shelton@carte Password	Find Someone Who	Password - Hot seat - Singular vs. Pairs
11/1/2018 14:37:35	Leslie Kee	leslie.snyder@carter.kysc Rivet	Slide Deck	7 up sentences. Using it to find the theme.
11/1/2018 14:37:43	Sheehan	tim.sheehan@carter.kyscl Incredible Shrinking Sumr	7 up sentences	Frayer model slide deck-I have used frayer models and think that this can be modified to be useful and to eliminate the probable management iss
11/1/2018 14:37:52	Cheryl Gifford	cheryl.gifford@carter.kysc Shrinking Summary	Written Discussion	Text Structures - We just used 2 to introduced
11/1/2018 14:38:02	Toni Gorrell	toni.hart@carter.kyschool Use the 7-Up sentence or	I tried slide deck but I'm g	Shrinking summary. I've used this prior but I wasn't strict in the amount of words. For example: If I said 20 words and they did less that was okay
11/1/2018 14:38:36	Joanne Kidwell	joanne.kidwell@carter.kys I plan on using the shrinki	I would like to use Frayer	I like mind-mapping. I forgot what I connected it with, but we did it today, and I had connected it to something else. I'll get it.
11/1/2018 14:39:30	Michelle Jarvis	michelle.jarvis@carter.kys 7 Up Sentences	On the Go Written Discus	7 Up Sentences- Reminds me of Vocabulary In Context, 7 Up Sentences is a little easier to use because it is less structured
11/2/2018 14:43:49	Shaun Whitt	WCMS Frayer	Shrinking summary	Find Someone Who
11/2/2018 14:44:06	Tara Beth Goble	East Carter Middle Password	Would You Rather	7-up Sentence with vocabulary reminded me of the Frayer Models that I have done previously.

PLC Sample

PDSA

Grade: 5	Subject: Reading/Math/Writing/Social Studies	Date: 11.09.2018	
<p>PLAN (Next 5 days):</p> <p>Skills/Standards:</p> <p>Reading: Author's Perspective Writing: Reference Skills/Research Social Studies: European Exploration Math: Unit 3- Multiplying and Dividing multi-digit numbers</p> <p>Assessments: Reading: Formative-Venn Diagram Author's Perspective</p> <p>Writing: Student Work Samples/Research Papers (cross curricular w/ SS)</p> <p>Math: Exit Tickets</p> <p>Social Studies: Station Accountability</p>	<p>DO (Next 5 Days)</p> <p>Engagement Strategies/Activities:</p> <p>Numbered Heads Together AB Partner Guides Vocabulary Context Dice Interactive Notebooks Rally Coach Talking Chips</p>	<p>STUDY (Previous 5 days)</p> <p>Assessment Scores:</p> <p>Reading: Tacket: 75%/Barker 80%/Lewis 85%</p> <p>Social Studies: 87% Chapter 4 Assessment</p> <p>Writing: Finishing Exit Tickets</p> <p>Math: 75% Division</p>	<p>ACT (Reflections)</p> <ul style="list-style-type: none"> Assessment scores indicated successful instructional practice. <p><u>Goals for 2018-2019</u></p> <p>Reading: P/D-65% (44) A-25% (17) N-10% (7)</p> <p>Math: P/D-60% (41) A- 26% (20) N-13% (7)</p> <p>Social Studies: P/D- 66% (44) A-29% (20) N-1% (4)</p> <p>Writing: P/D- 63% (43) A- 26%(18) N-10% (5)</p>
Additional Notes:	<p>Present Members:</p> <p>C. Tackett J. Barker M. Lewis J. Mabry</p>		

West Carter Middle School

Focus Board

2019-20

Discuss and revisit weekly

All teachers participate in district academies, book studies, and purpose for reading.



All teachers will implement goal setting activities.

All teachers will adhere to the district assessment map.

All teachers will use the PDSA process during PLCs.

Foundational Strategies

These strategies are common practice and are implemented continually.

All administrators will conduct a minimum of two walkthroughs per teacher per week.

All teachers will implement PACE to establish, maintain and debrief the learning intentions.



Achievement Goal



By May 2020, West Carter Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas on the KPREP assessment.

30 Day August 12-September 25	Accountability/ Follow Up <i>How will this strategy/activity be monitored?</i>	I/NI <i>Implemented/Not</i>
Flashback Review for all staff	Agenda Item/Sign In	
Establish effective and rigorous stations	Walk-throughs and PLC discussion	
Revisit RTI Process	PLC PDSA	
Trauma Sensitive Book Study Pfor - ERT	Agenda and 1 hour PD Scan for Purpose for Reading	
Academy Strategies Focus: <ul style="list-style-type: none">• ERT with Metacognition• Anchor Charts• Gist Strategy• Magnet Word Summaries	Work samples brought to PLC - Walk-throughs	

Continued on the next slide



Achievement Goal



By May 2020, West Carter Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas on the KPREP assessment.

30 Day August 12-September 25	Accountability/ Follow Up <i>How will this strategy/activity be monitored?</i>	I/NI <i>Implemented/Not</i>
Social Studies teachers will use previously developed questions for Flashbacks in all three grade levels.	Evidenced by walkthroughs and lesson plans	IP
Social Studies teachers will use the following strategies at least once during the first 30 days of school: Kagan Placemat Consensus, QFT	Evidenced by lesson plans, walkthroughs and evidence presented in PLCs.	IP
6th and 7th grade social studies will develop vocabulary walls for unit one and 8th grade social studies teacher will develop interactive notebooks containing vocabulary for unit 1.	Evidence to PLCs, vocabulary inclusion on lesson plans.	IP
-ALL ELA will use the Kagan Strategy – Rally Coach (A/B Partner) PVR Strategy introduction and review -All ELA teachers will work on narrative writing exploding a moment. Focusing on one key detail and elaborating. -Writing – Development of dialogue inducing techniques: Flashback, Flashforward, Suspense, Foreshadowing -Writing – capitalization rules	Lesson plans, walkthrough data, and PLC reporting	IP

Continued on the next slide



Achievement Goal



By May 2020, West Carter Middle School will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas on the KPREP assessment.

30 Day August 12-September 25	Accountability/ Follow Up <i>How will this strategy/activity be monitored?</i>	I/NI <i>Implemented/Not</i>
All Science teachers will work with students to use science and engineering practices to review the scientific method.	Evidenced through lesson plans, PLC student work share, and walkthrough data	
All Science teachers will implement claim, evidence, and reasoning as a means to explain their findings through an experiment during the unit on scientific method	Evidenced through lesson plans and PLC student work share	
All Science teachers will use pretest data to categorize students needing targeted practice.	Evidenced through lesson plans and PLC share	
All Science teachers will use the BDA strategies of Rivet, 7-Up sentences, and vocabulary in context to gauge and enhance student understanding of vocabulary.	Evidenced through lesson plans and PLC student work share	
All science teachers will conduct one inquiry based lesson.	Evidenced through lesson plans and PLC share	

Continued on the next slide

Tygart Creek Elementary

Focus Board

2019-20

Discuss and revisit weekly

Foundational Strategies

These strategies are common practice and are implemented continually.

All teachers participate in district academies, book studies, and purpose for reading.

All administrators will conduct a minimum of two walk-throughs per teacher per week.

All teachers will adhere to the district assessment map.



All teachers will implement goal setting activities.

All teachers will use the PDSA process during PLCs.

All teachers will implement PACE to establish, maintain and debrief the learning intentions.



Achievement Goal



By May 2020, Tygart Creek Elementary will increase the percentage of students scoring at or above proficiency by at least 10% in all content areas on the KPREP assessment.

30 Day August 12-September 25	Accountability/ Follow Up <i>How will this strategy/activity be monitored?</i>	I/NI <i>Implemented/Not</i>
Flashback Review for all staff	Agenda Item/Sign In	
Establish effective and rigorous stations	Walk-throughs and PLC discussion	
Fountas and Pinnell Assessment Update	DLT Schedule	
Trauma Sensitive Book Study PfR - ERT	Agenda and 1 hour PD Scan for Purpose for Reading	
Academy Strategies Focus: <ul style="list-style-type: none">● ERT with Metacognition● Anchor Charts● Gist Strategy● Magnet Word Summaries	Work samples brought to PLC - Walk-throughs	

