

Knowledge Delivery Systems

Professional Learning Concentration - College and Career Readiness

With the growing complexity of the world and the increasing demands of the 21st-century workforce, there is little question that all students must graduate from high school fully prepared for college and careers. In order to support every student in meeting the college and career ready standards, school systems must create and execute strategic professional development plans that build teachers' and school leaders' effectiveness in understanding and meeting the needs of all students, whatever their race, ethnicity, economic level, background or learning needs.

The KDS College and Career Readiness Concentration provides a comprehensive professional learning and support solution that addresses the key domains of practice that teachers, school leaders and coaches need to master in order to meet all students' needs and ensure that every students graduates ready for success in college and career.

Taking on the challenge of long-standing opportunity and achievement gaps

Data from the ACT college readiness assessment, a college admissions and placement test taken by millions of high school students every year, starkly illustrates the challenge we face as a nation to prepare every student for college and career. Key results from the 2014 ACT assessment:

- Across all student groups who took the ACT, only 26% met the college-ready benchmark in all four subjects (English, reading, math, science)
- **Percentages of students in different racial/ethnic groups who met the ACT college-ready benchmark: Asian: 57%; White: 49%; Pacific Islander: 24%; Hispanic: 23%; American Indian: 18%; African American: 11%**

The PARCC and Smarter Balanced consortia assessments, and comparable new state tests, will address much deeper levels of knowledge, application, communication, and problem solving than current state assessments. Two recent studies of Common Core assessment items and traditional state achievement test items clearly show the challenge posed by the more rigorous generation of assessments that all U.S. students soon will be taking.

- UCLA's National Center for Research on Evaluation, Standards, and Student Testing (CRESST) evaluated PARCC and Smarter Balanced assessment items using a common classification method, Norman Webb's Depth of Knowledge (DOK) taxonomy. It rates assessment items on a DOK scale of 1-4. Levels 1 and 2 focus on "recall of facts and basic comprehension", while levels 3 and 4 "reflect essential capabilities for 21st century competence." According to the Center's analysis of **PARCC and Smarter Balanced assessment items:**
 - **70% of math assessment items are at DOK levels 3 & 4**
 - **68% of ELA assessments items are at DOK levels 3 & 4**
- The RAND Corporation recently examined the percentage of U.S. elementary and secondary students being assessed on deeper learning skills. Researchers used the Depth of Knowledge (DOK) taxonomy and other frameworks that measure deeper learning skills. Their study of **17 current state achievement tests** found:
 - **3-10 % of math and ELA assessment items are at DOK levels 3 & 4**

1. On the Road to Assessing Deeper Learning: The Status of Smarter Balanced and PARCC Assessment Consortia, January, 2013, Joan Herman & Robert Linn, CRESST/University of California, Los Angeles
2. Estimating the Number of Students Who Were Tested on Cognitively Demanding Items Through State Achievement Tests, November, 2012, Yuan, K., & Le, V., RAND, Santa Monica, CA

Core Components of the KDS Concentration in College and Career Readiness

- **Guiding Competency Frameworks.** The KDS Concentration in College and Career Readiness aligns to leading frameworks that identify the key characteristics related to effective or exemplary teacher performance, including motives, self-concepts, values, knowledge, and skills that can be assessed in observable, evidence-based ways.
- **Core and Elective Online Courses.** Each KDS course provides 50 hours of research-based instruction, one-on-one online coaching, and application toolkits that provide actionable resources and curriculum tools for teachers to use in their reflections, planning, and instruction.
- **Leading Experts.** KDS courses are developed by the best-known researchers, authors and experts, whose work leads the way in improving teacher and school leader effectiveness
- **Accreditation and Credentialing.** KDS online courses can be taken for graduate professional development credit and continuing education units.

Scaling Transformative Professional Development at a System Level

Designing, developing, implementing and evaluating systemic PD programs requires commitment, focus, planning, an integrated technology infrastructure and the right partner.

- **Professional Learning Platform (PLP).** PLP is a socially collaborative, integrated learning platform. PLP fosters informal learning with curated and community resources, virtual groups, real-time collaboration, instructional coaching tools and social, collegial learning. All KDS College and Career Readiness Concentration courses are delivered on PLP.
- **Program Implementation Solutions.** KDS understands the importance of change, embedded culture and policy considerations in supporting successful PD program implementation. The KDS Implementation Team provides the experience, talent, processes and tools needed to make these programs successful for all of our district and state partners.

KDS College and Career Readiness Professional Development Partners:

Insight Education Group. Insight Education Group (IEG) is an educational consulting firm that supports the growth of teachers and school leaders. IEG is focused on helping states and districts make advances in better school leader and teacher evaluation tools.

University of Southern California, Rossier School of Education. The mission of Rossier is to improve learning in urban education locally, nationally and globally. Rossier's work is field-based and reflects a diversity of perspectives and experiences.

Research for Better Teaching. Research for Better Teaching (RBT) is a professional development and consulting group founded by Jon Saphier and dedicated to improving teaching and learning. Saphier is the author of the widely used book *The Skillful Teacher*.

Marzano Research. Robert J. Marzano, PhD, is cofounder and CEO of Marzano Research in Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 30 books and 150 articles.

America Achieves. America Achieves is a national non-profit that helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship.

GUIDING COMPETENCY FRAMEWORKS: Adapted from the Common Core State Standards; the Insight Education Core Framework; ACT College and Career Readiness Standards; *Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support*, Council of Great City Schools

COMPETENCIES & CORE COURSES:

Competency 1: Robust and Valid Instruction Delivered to All Students in ELA

Common Core State Standards in ELA: Instructional Shifts for Effective Implementation
Grade-specific courses for grades K-2, K-5; 6-8; 9-12

Addresses the six major shifts in instruction called for in the CCSS for ELA, how these shifts impact classroom practice and how to address the needs of diverse student populations. Develops a shared understanding and language around the shifts and supports teachers in integrating text-based prompts, academic vocabulary, and evidence based writing

America Achieves and Meesha Brown

Building Academic Language

Provides teachers with the linguistic background and practical strategies needed to develop students' academic language across content areas

Jeff Zwiers, Stanford University Graduate School of Education

Facilitating Learning for Speakers of Non-Standardized English

Instructs on the skills necessary to build students' academic vocabulary providing them with the context and language to access all core content

Dr. Uju Anya, University of Southern California, Rossier School of Education

Common Core: Implementing the Writing Standards

Grade-specific courses for grades K-5, 6-8, 9-12

Guides educators through the standards to understand how the demand for more sophisticated writing increases over time, and explore in detail the 10 anchor standards. Educators gain a deep understanding of the writing standards, what they mean, see exemplars of student work and classroom instruction and tools to support planning and instruction.

America Achieves and Meesha Brown

Competency 2: Robust and Valid Instruction Delivered to All Students in Math

Grade-specific courses for grades K-2, K-5; 6-8; 9-12

Addresses how to plan and instruct using the CCSS and the instructional shifts of focus, rigor, and coherence. Develops a shared understanding and language around the key instructional shifts with the Common Core Math standards and supports teachers in integrating performance-based tasks and conceptual principles needed to build mathematical coherence

America Achieves and Meesha Brown

Computational Fluency to Meet Rigorous Math Standards, K-5

Builds teachers' skills in developing students' computational fluency. Supports teachers' mathematical learning and focuses on their roles in the classroom: listener, learner, mathematical leader, decision maker, researcher and facilitator of learning. Supports teachers implementing the Common Core and other college and career ready standards.

TERC, Technical Education Research Centers

Ensuring Success in Algebra for EVERY Student, K-5, 6-8

Provide teachers with curricular guidance, instructional resources, and assessment for preparing students for success in the study of algebra.

TERC, Technical Education Research Centers

Competency 3: Promote Intellectual Risk Taking and Persistence

Shifting Instruction with the Five Core Practices

Empowers educators to deeply understand and implement the Five Key Core Practices that have the potential to yield dynamic results for students as they prepare for success in college and career

Dr. Michael Moody and Dr. Richard Nyankori

Insight Education Group

Making Student Thinking Visible

Guides educators in learning the operating principles to support active student engagement and learning autonomy

Jon Saphier and Lucy West

Research for Better Teaching

Motivating and Engaging Students

Learn to plan for and create classroom environments with meaningful engagement for students that facilitates active learning

Robert J. Marzano and Debra Pickering

Marzano Research

Competency 4: Meet the Diverse Needs of All Students to Achieve College and Career Readiness

Relationally Responsive Classroom Management

Grade-specific courses for grades K-5; 6-8; 9-12

Develop educators' ability to plan and implement techniques for connecting with all of their students ultimately improving academic achievement

Dr. Alan Green & Dr. Xiomara Mateo-Gaxiola, University of Southern California, Rossier School of Education

Supporting Struggling Students with Rigorous Instruction

Develops knowledge and skills for supporting students through four stages of rigorous learning experiences: acquisition, application, assimilation and adaptation

Robyn R. Jackson

Pyramid Response to Intervention: How to Respond When Kids Don't Learn

Supports teachers in systematically identifying students' needs, providing targeted interventions, monitoring students' progress, and modifying interventions. Builds teachers' skill in using universal screening tools to ascertain students learning needs, and devising interventions for students at three tiers.

Austin Buffum, Mike Mattos, and Chris Weber

Competency 5: Assess Progress towards Mastery & College and Career Readiness Standards

Using Data and Getting Results

Provides teachers and coaches the knowledge and skills needed to lead a process of collaborative inquiry to influence the culture of schools so that data are used continuously, collaboratively, and effectively to improve teaching and learning

Diana Nunnaley, Director and Senior Facilitator for Using Data, TERC

Assessment and the Common Core State Standards

Supports teachers in how to make use of formative, interim and summative assessments that align to the demands of the Common Core State Standards. Provides assessment literacy on the ways in which teachers can assess for learning, as learning, and of learning

Kay Burke

The Common Core State Standards for School Leaders

Supports principals in how to lead instructional planning and assessment and school culture change to meet the rigorous demands of CCSS. Provides instructional leaders knowledge and skills to build educator capacity to implement the Common Core and ways to engage students and the community to support of reaching the standards

America Achieves and Meesha Brown

ELECTIVE COURSES:

- *Assessment and Grading for Student Achievement* (Damian Cooper and Ken O'Connor)
- *Teaching Reading and Comprehension to English Learners, K-5* (Margarita Calderón)
- *Discovery-Based Mathematics, Part I: Real, Whole, and Negative Numbers* (Paul Lawrence)
- *Discovery-Based Mathematics, Part II: Multiplication, Division, Fractions, and Decimals* (Paul Lawrence)
- *Elementary Reading Intervention Strategies* (Elaine McEwan-Adkins)
- *Formative Assessment and Standards-Based Grading* (Robert J. Marzano, PhD and Tammy Heflebower)
- *Character Education, Part I: Community and Cultural Change* (Clifton Taulbert)
- *Character Education, Part II: Positive Role Models and Proactive Educators* (Clifton Taulbert)
- *Character Education: A Foundational Classroom Asset* (Clifton Taulbert)

KDS Is Your Partner in Scaling Systemic PD

KDS Implementation Ensures School District Success in Transforming Professional Development

KDS works with districts that are ready to make real teacher development a priority and have a commitment to follow-through on significant organizational change. Shifting from a culture of “sit-and-get”, disconnected workshops to a scalable, research-based, technology-rich professional development approach requires the right partner. From our 15 years of experience, KDS has established essential criteria to ensure systemic PD program success:

1. Address all of the conditions for success

- Get the commitment of the School Board and Superintendent to fundamentally change the approach to Professional Development.
- Name a respected District Champion with decision-making authority and deep belief in the power of transformational professional development who can promote the program with visibility across the district and drive buy-in and engagement across multiple departments within the district.
- Establish a meaningful scope that addresses a major district challenge at scale over three years
- Promote aligned policies and incentives to support district goals and ensure effective engagement
- Create a Guiding Coalition of district-based staff members who will be responsible for planning and executing implementation including representatives from Central Administration, Principals, Teachers and other key staff members.
- Engage Principals by gaining their buy-in, developing their skills and supporting their ability to drive the change in teacher practice.
- Deliver and execute a comprehensive communication plan and be willing to explore new tools as well as resources to maximize effective communication in the district including
- Maintain a keen focus on driving strong results including change in teacher practice as well as impact to improved student achievement.

2. Put in place the required technology infrastructure to support system-wide, ongoing professional development

KDS has created the Professional Learning Platform (PLP) to provide a comprehensive technology solution for delivering and supporting personalized professional learning to all educators. PLP is the first and only product developed to provide the full-range of learning tools and functionality in a platform designed expressly for the needs of K12 districts and educators:

- Knowledge Management
- Synchronous & Asynchronous Collaboration
- Virtual Learning Communities
- Coaching Tools
- Full integration with district systems
- Curated professional learning resources aligned to frameworks and standards
- Tools to support professional learning plans
- Badging and credentialing

- 3. Adhere to a professional learning design that has been proven to increase teacher knowledge and impact the effective implementation of new practices. (Learning Design PDF)**

KDS Mission

KDS provides staff development tools and resources for teachers, principals, districts, states and ministries that are serious about shifting the paradigm from accountability to support, with a specific end in mind: building a coherent infrastructure for preparing ALL students for the rigors of college and beyond. We partner with the world's leading experts and organizations in content and pedagogy to develop world-class teaching curriculum and provide the technology and infrastructure to support in-depth development and ongoing, socially collaborative learning at scale.

Contact us

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