Kansas City Public Schools and Department of Elementary and Secondary Education

April 11, 2017

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Teacher of the Year

Ms. Natalie Allen, Chief Communications Officer

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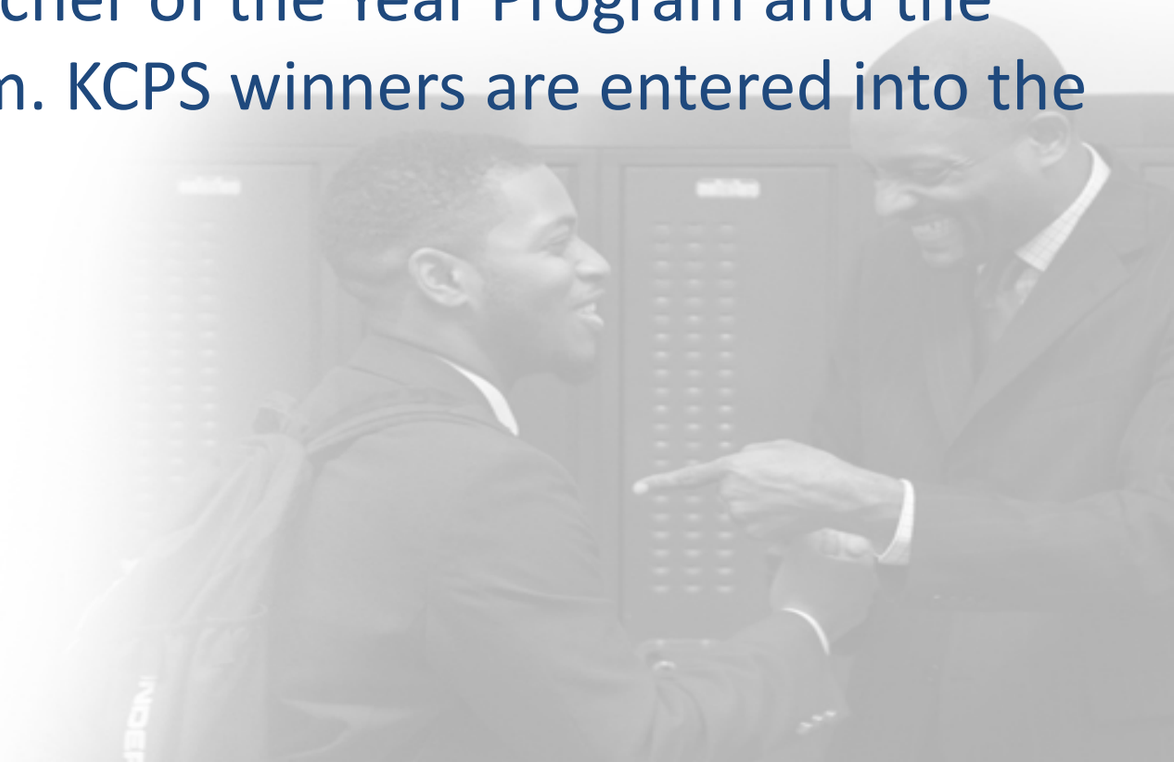
What is Teacher of the Year?

- The KCPS Teacher of the Year (TOY) Program is conducted annually to focus attention on excellence in teaching. The TOY program is conducted in conjunction with the Missouri Teacher of the Year Program and the National Teacher of the Year Program. KCPS winners are entered into the Missouri TOY Program.



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Nominating Procedures

- Principals have autonomy in the logistics of this process.
- Staff members nominate co-workers in their buildings.
- Staff members in each building vote on nominees and the principal submits the winning finalist's name to BOE.
- Only one name per school is permitted.
- School building nominees then fill out TOY application.
- The Teacher of the Year Selection Committee reviews nominees and picks finalists.
- Finalists interview with the selection committee and a winner is chosen.

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The Teacher of the Year Gala

- We have worked with partners to make this an event to remember.
- All finalists along with a guest are invited to this dinner program at the Kauffman Center.
- There will be music, good food and an awards program.
- Our teacher of the year winner will receive $5000, a ring, a free professional development conference and a gorgeous trophy.
- It's important to us that we honor our educators and show them that they are the most integral part of this organization.

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Questions?

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Curriculum Alignment to Missouri Learning Standards and State Assessments

Dr. Trinity Davis
Assistant Supt. Curriculum, Instruction and Professional Development

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Missouri Learning Standards Implementation Schedule

Implementation Schedule

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English Language Arts & Mathematics		English Language Arts & Mathematics		
Science			Science	
Social Studies				Social Studies
Assessments Aligned to the Previous Expectations		Assessments Aligned to the New Expectations		

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Curriculum Alignment to MLS

- Curriculum Coordinators have worked with DESE for two years to develop test items aligned to the standards
- Content Leaders were tasked to communicate the changing standards in buildings
- Principals and teachers have received the scope and sequences to provide feedback to coordinators
- Teachers identified the importance of components to include in the curriculum map
- Teachers are working with Curriculum Coordinators to develop the scope and sequence and units of study

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Components of New Curriculum

- Essential Questions
- Enduring Understandings
- DOK Level
- Strategies
- Skills
- Enrichment
- Evaluation of the Standards
- Assessments
- Scaffolding
- Activities
- Exemplars
- ELL Strategies
- Mnemonic Devices

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KCPS Strategic Planning Goals

- Success in the Early Years
- Whole Child: Social and Emotional Supports
- Mastery in ALL Subjects
- 21st Century Critical Thinkers and Problem Solvers
- Ready for Graduation, Career, and Life

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Title:	Navigating Narr
Description:	In this unit, third graders will begin establishin readers, writers, and thinkers as they explore the individualism and community exploring the simult individual pride and collective pride in one's comm will consider the advantag sacrifices innate common good. The be on deve classroom cul The le

KCPS Strategic Plan

Whole Child: Social and Emotional Wellbeing

"…exploring the simultaneous principles of individual pride and collective pride in ones community."

"The learners will question and investigate whether it is possible to be successful as an individual and be a contributive member of a collective community at the same time."

Hyperlinks		Standards Key		
Road Map	Scope & Sequence	Ⓘ Expectation Introduced	Ⓜ Mastery Expected	Ⓡ Expectation Reviewed

Updated 04/07/2017

Third Grade
ELA & Social Studies
Unit Map

Unit # 1
08/14/17-10/13/17

Title:	**Navigating Narratives**	**Expected Benchmarks**	
		Beginning of Unit	**End of Unit**
Description:	In this unit, third graders will begin establishing their community as readers, writers, and thinkers as they explore the concepts of individualism and community exploring the simultaneous princip[illegible] of individual pride and collective pride in one's community [illegible] arners will consider the advantages and sacrifices in[illegible] g toward a comr[illegible] class[illegible] on and i[illegible] al and b[illegible] e time. [illegible] rade ideas [illegible] D[illegible] ve texts [illegible] id pictu[illegible] the conc[illegible] hey will a[illegible] e narra[illegible] gs, plot [illegible] Stude[illegible] g work[illegible] s reade[illegible] building their reading stamina. As writers, [illegible] begin collecting seed entries in a writer's notebook and fo[illegible] riting process to publish a realistic fiction narrative. By the [illegible] the unit, students will be able to use narrative literary elements t[illegible] deepen their understanding of narrative text.	• QRI Reading Inventory • Phonics Assessment Section 3 • Writing Baseline	• Third Grade Quarter 1 Summative • Fluency Assessment • Writer's Notebook Project • Personal Narrative Writing Project

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Mastery in all Subjects

Hyperlinks		**Standards Key**		
Road Map	Scope & Sequence	Ⓘ Expectation Introduced	Ⓜ Mastery Expected	®Expectation Reviewed

Updated 04/07/2017

Pacing	Standards & Skills	Vocab	Formative Assessments	Strategies	Activities & Resources	Student Exemplars & Scoring Guides
Aug. 14th – Sept. 8th **Unit 1A:** Launching a Literate Communi **Guiding Q** •	**Establishing Class Expectations** 3.1.C Explain how individual rights are ected in our community and in our sta R.3.3.A.d Follow and explain a set multi-step directions.	• Community • Cooperate • Respec • Citi • ion Good	Poster Illustrating a Class Expectation will be li the a an	Collaborative Grouping Carousel Brainstorming	Ten Activities for Establishing Classroom Rules Post areas of needed routines on chart paper around the room.	This column will be COMING SOON as teams
• How can I contribute to and continue conversations?	**Productive Class Discussions** Ⓜ SL.3.3.A.b Respond appropriately to discussion in a variety of settings. Ⓘ SL.3.3.A.c Express opinions of read alouds and independent reading topics.	• Respect • Contributive • Discussion • Opinion • Conversation	Accountable Talk Rubric (Assess 1 student each day during a class discussion) – this		Use the Accountable Talk Toolkit to guide students in developing an Anchor Chart and question stem for each	

KCPS Strategic Plan

Mastery in all Subjects

Hyperlinks		Standards Key		
Road Map	Scope & Sequence	Ⓘ Expectation Introduced	Ⓜ Mastery Expected	Ⓡ Expectation Reviewed

Updated 04/07/2017

KCPS Strategic Plan
Culturally Responsive Guiding Questions

Guid

- What make
- What does
  and a comm
- How does my behavior affect my community?
- What do I need to do to be a member of our community of readers, writers, and thinkers?
- What stories can be told about our community?

Pacing	St	
Aug. 14th – Sept. 8th **Unit 1A:** Launching a Literate Community **Guiding Questions** • What are the ways we communicate and collaborate in our community? • How will we share our thinking in helpful and respectful ways? • What decisions should we make about daily routines? • How can I contribute to and continue conversations?	Estab Ⓜ SS.3.1.C protecte Ⓜ SL.3.1.A Ⓜ SL.3.3.A.a C read or stud drawing on tha known about discussion. Proc Ⓜ SL.3.3.A.b R in a variety of s Ⓘ SL.3.3.A.c E independent re	of teachers are working on developing exemplars and scoring guides

Hyperlinks

Road Map	Scope & Sequence	Ⓘ Expectation Introduced	Ⓜ Mastery Expected	Ⓡ Expectation Reviewed

KCPS Strategic Plan

- 21st Century Critical Thinkers and Problem Solvers
- Ready for Graduation, Career, and Life

DS

DefinedSTEM

BRINGING RELEVANCE TO LEARNING

K-2 Academic Achievement

- Teachers will be required to do benchmark assessments in K-2.
- Assessment data will be entered on Tyler for accountability and support.
- Phonics program for K-2 students.
- Benchmark assessments in literacy: Letter ID, Dolch words, Phonological Skills, Fluency, and Reading Inventories.
- Benchmark assessments for math and science will be provided after each unit. These benchmarks will be given at the end of the unit.

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Preparing the Instructional Staff

- Providing professional development to secondary teachers in May
- Providing voluntary professional development to teachers on May 30th to prepare for the new phonics program and the science standards
- Offering sessions for principals to explain the shift in standards and develop an understanding of the new curriculum
- Targeting science professional development to the three dimensions of the new grade level expectations
- Preparing videos for instructional strategies, data analysis, and best practices for SY18

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Preparing for the State Assessments

Elementary

- Providing targeted PD to buildings
- Using Daily Do-Nows aligned to highly tested standards
- Conducting model lessons
- Using consultants to plan and provide side-by-side coaching
- Analyzed MAP reports with Content Leaders

Secondary

- Provided EOC prep packets in January
- Using the iTester for practice assessments
- Analyzing benchmark data to show progress on highly tested standards
- Created study guides and assessments for seniors taking EOCs

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Questions?

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Professional Development and Use of Technology in the Classroom

Instructional Technology Integration

Ms. Becky Nace
Coordinator of Professional Development

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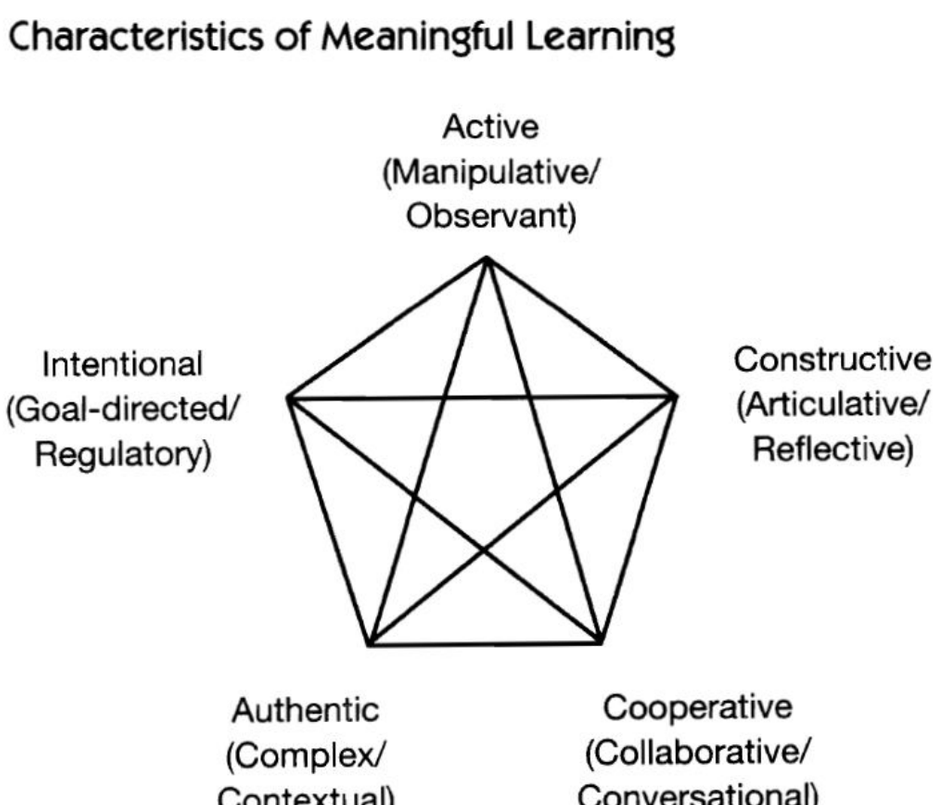
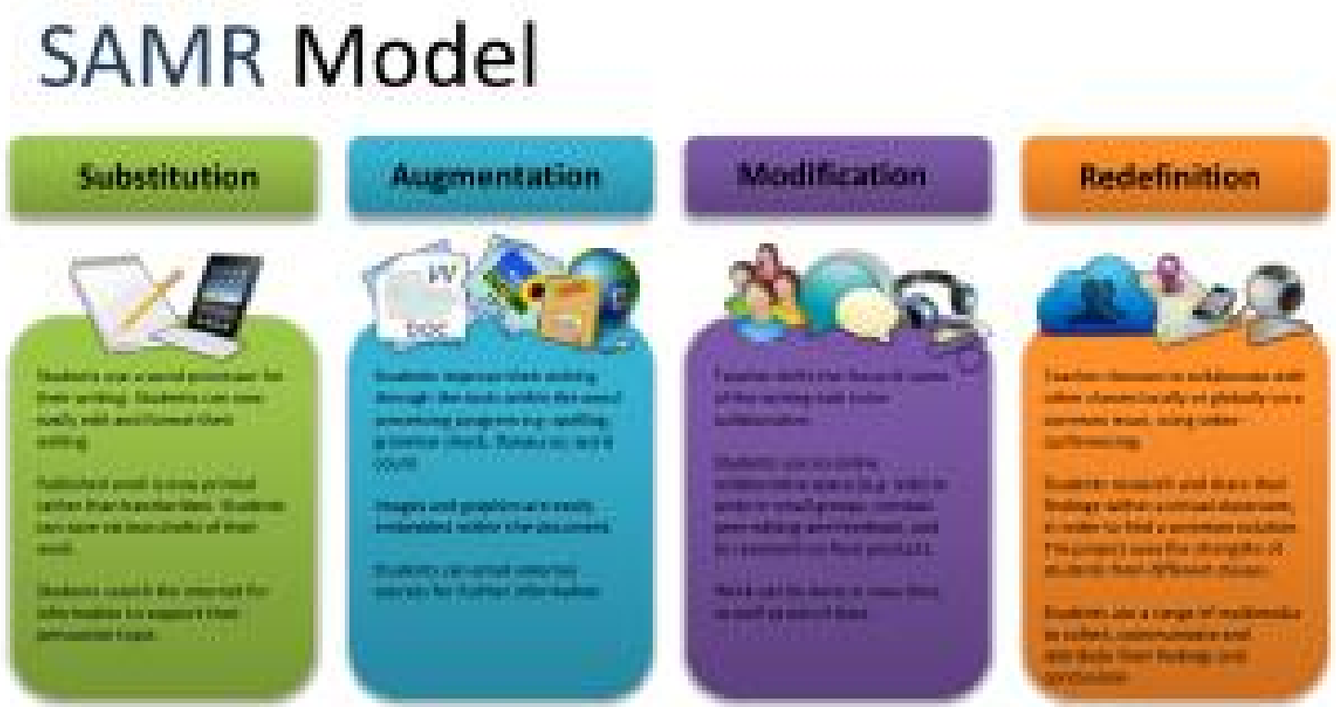
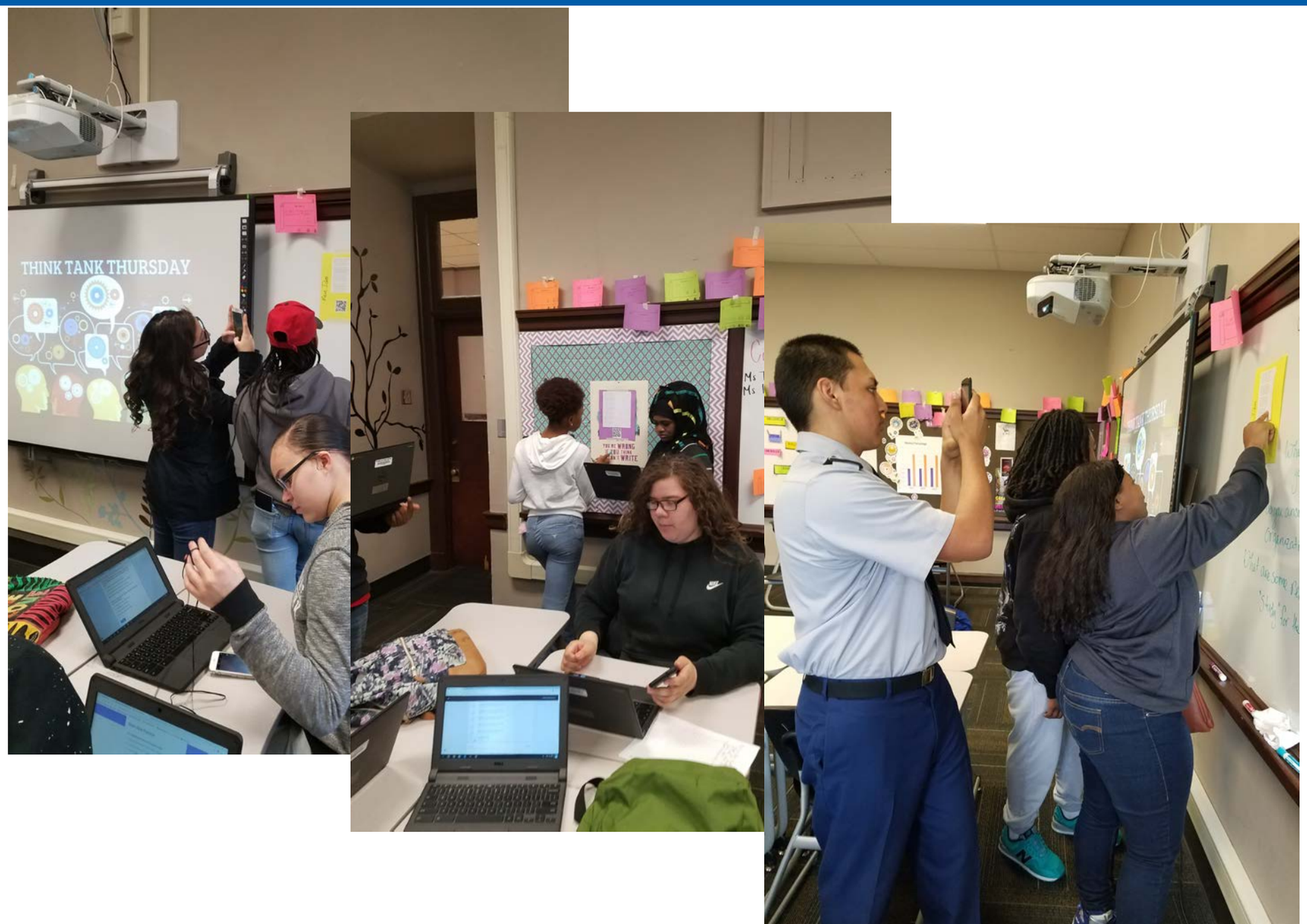
Instructional Technology Integration





Instructional Technology Integration

Tech Gallery Walk



Technology Integration-Digital Notecards

digital_notecards_blank - Tam Bui

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Digital Note Cards

Sample Note Card:

Outline position (Roman Numeral and title): ***THIS WILL BE COMPLETED WHEN YOU OUTLINE*** III. A. How capitalism affects the poor.
Source Citation: Steinbeck, John. *The Grapes of Wrath*. New York: Penguin Books, 1976. Print.
Evidence (quotation, summary, fact): "But—you see, a bank or a company can't do that, because those creatures don't breathe air, don't eat side-meat. They breathe profits; they eat the interest on money. If they don't get it, they die the way you die without air, without side-meat. It is a sad thing, but it is so. It is just so." (p. 41)
How this supports my thesis: This quote supports my thesis because it shows how cold and calculating big businesses were to poor people during the depression. For large corporations it was just a matter of profit margins, but for the poor the hunger was real.

Outline position (Roman numeral and title):
Source Citation: http://www.startschoollater.net/why-change.html
Evidence (quotation, summary, fact): Sleep experts have determined a shift in sleep cycles (circadian rhythms) beginning in adolescence that makes it more difficult for most adolescents to fall asleep as early as younger children or older adults.
How this supports my thesis: sleep cycle change

Outline position (Roman numeral and title):
Source Citation: http://www.startschoollater.net/why-change.html
Evidence (quotation, summary, fact): According to most sleep experts, most adolescents need about 9 hours of sleep per night. Today nearly

Technology Integration-Annotating

Indicator 5: Teachers Threatened With Injury or Physically Attacked by Students - Kwar Bah

File Edit View Insert Format Tools Table Add-ons Help Last edit was made on January 25 by Kwar Bah

Draftback (9 revs) Comments Editing

With Injury or Physically Attacked by Students

(Last Updated: June 2014)

During the 2011–12 school year, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student from their school.

Students are not the only victims of intimidation or violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. The Schools and Staffing Survey (SASS) asks school teachers whether they were threatened with injury or physically attacked by a student from their school in the previous 12 months. During the 2011–12 school year, 9 percent of school teachers reported being threatened with injury by a student from their school (table 5.1). This percentage was lower than the 12 percent of teachers who reported being threatened with injury in 1993–94, but higher than the percentages of teachers who reported being threatened with injury in 2003–04 and 2007–08 (7 percent each; figure 5.1). The percentage of teachers reporting that they had been physically attacked by a student from their school in 2011–12 (5 percent) was higher than in any previous survey year (ranging from 3 to 4 percent).

Figure 5.1. Percentage of public and private school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Selected

Kwar Bah
7:36 AM Jan 25
Resolve
why was this included?

Kwar Bah
7:41 AM Jan 25
Resolve
lower than 1993, but higher than 2007

Technology Integration-PearDeck

Youth Incarceration - hour 3 1/16 - Ana Ranteria-Madrid

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Slide 2 - Multiple Choice	Your Response
	You Chose: • **declining** Other Choice: • inclining

Use this space for notes:

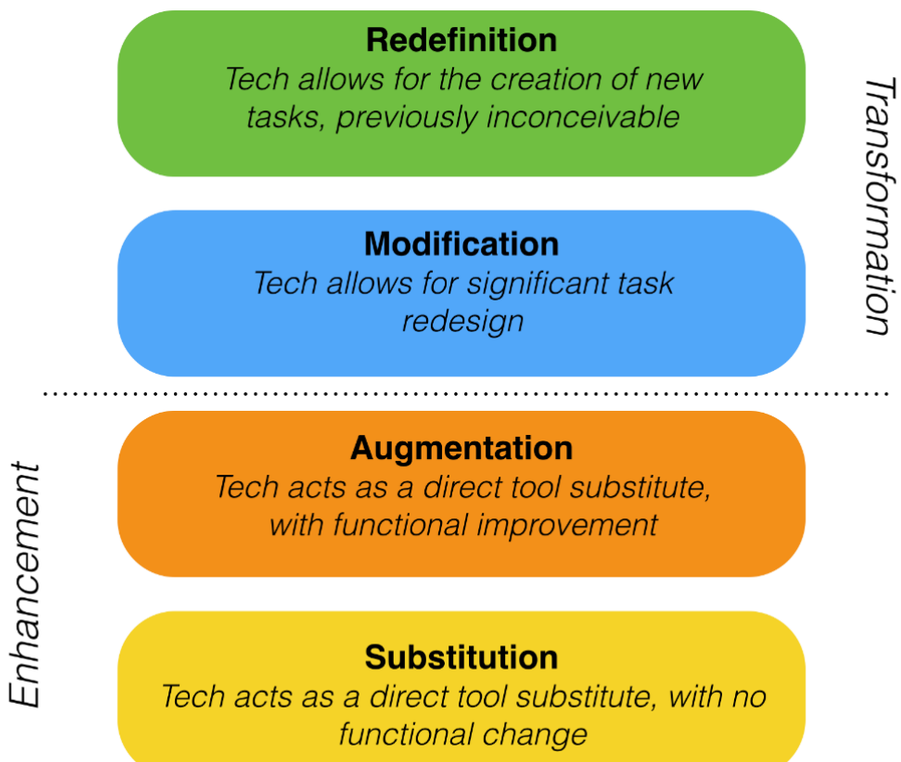
Slide 3 - Multiple Choice	Your Response
	You Chose: • **African Americans** Other Choices: • Latinos • Native Americans • Whites • Asians and Pacific Islanders

Use this space for notes:

Slide 4 - Drawing	Your Response

Technology Professional Development

- **SAMR Training (Ongoing)**
  - Attended by 196 teachers
  - Tech integration model
  - Supports and enables the infusion of technology with instruction
  - Guides teachers in determining the level of tech integration
  - Separate training provided
  - Elements are embedded into all technology integration professional development
  - Differentiated based on teacher need



Technology Professional Development

- Google Educator Certification Training (Spring and Summer 2017)
  - Integrating the G-Suite for Education Apps
  - Creating digital formative assessments
  - Using Google Classroom to deliver content (resources/assignments/assessments)
  - Provides a cadre of certified trainers for KCPS
- G-Suite for Education Training
  - G-Suite Apps (Docs, Sheets, Forms, Slides, Classroom)
  - Digital formative assessments (Forms and Classroom)
  - Collaboration opportunities
  - Differentiation

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Technology Professional Development

- PearDeck (Ongoing)
  - Interactive presentation tool
  - Allows for real-time student response and teacher feedback
  - Teacher controls the pace or allows students to view at their pace
- Teacher Created and Led Sessions (School Year 17-18)
  - Content specific technology integration sessions
  - Best practices

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Results of "Round Table Discussions" with 1st and 2nd Year Teachers

Ms. Jennifer Collier, Chief Human Capital Management Officer

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New Teacher Check-In Purpose

- To maintain an on-going connection with teachers who are new to KCPS to monitor the transition into our system.
- To hear the concerns/victories of teachers who are new to KCPS.
- To provide a safe place for our new teachers to share their experiences so that we can improve our supports and the overall experience of educators in KCPS.
- To ensure greater success for new teachers and improve the retention rate of new teachers to KCPS.

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New Teacher Check-In

Check-In Events will occur quarterly

- Future events will be held in conjunction with CIPD's New Teacher Check-In, during the school day

Two Events this Spring

- March 30th: 1st year teachers only (6 teachers attended)
- April 10th: 1st and 2nd year teachers (5 Teachers attended)

Survey distributed along with the invitation to the event

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New Teacher Check-In Survey Results

Total Survey Respondents (103)	# of teachers	% of teachers
Elementary teachers	54	52.4%
Middle School teachers	22	21.4%
High School teachers	27	26.2%

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New Teacher Check-In Survey Results

Total Survey Respondents (103)	# of teachers	% of teachers
General Education Teachers	72	70%
Exceptional Education Teachers	21	20.3%
ELL Teachers	10	9.7%

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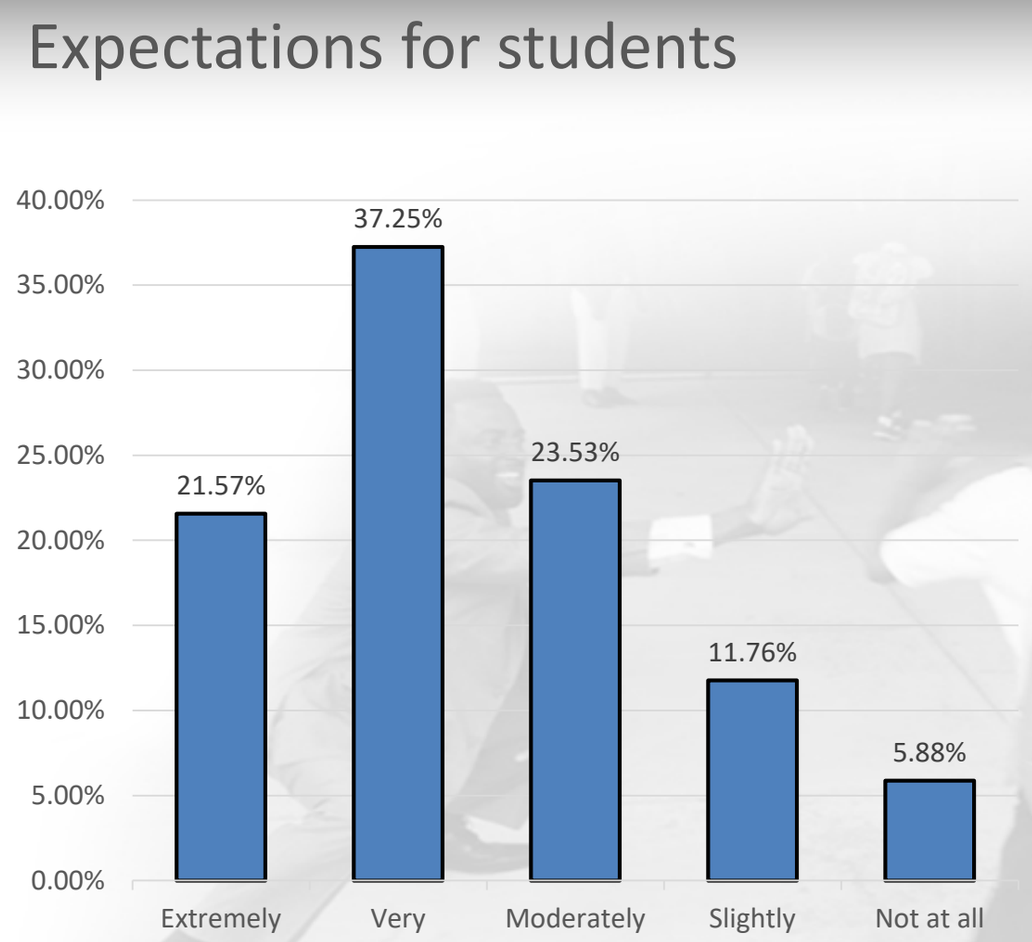
New Teacher Check-In Survey results

Question #1

How high are the expectations for students at your school?



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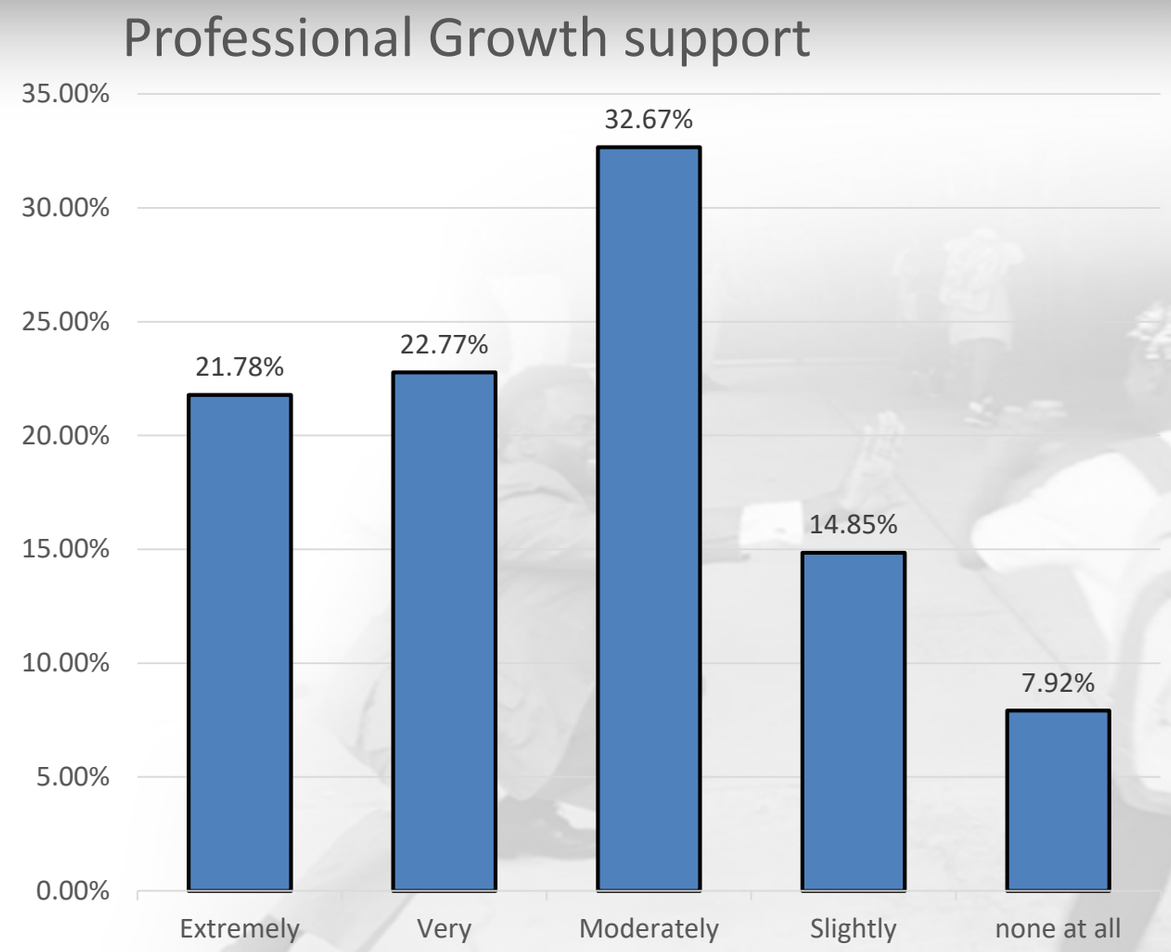
New Teacher Check-In Survey results

Question #2

How attentive is your school to your professional growth?



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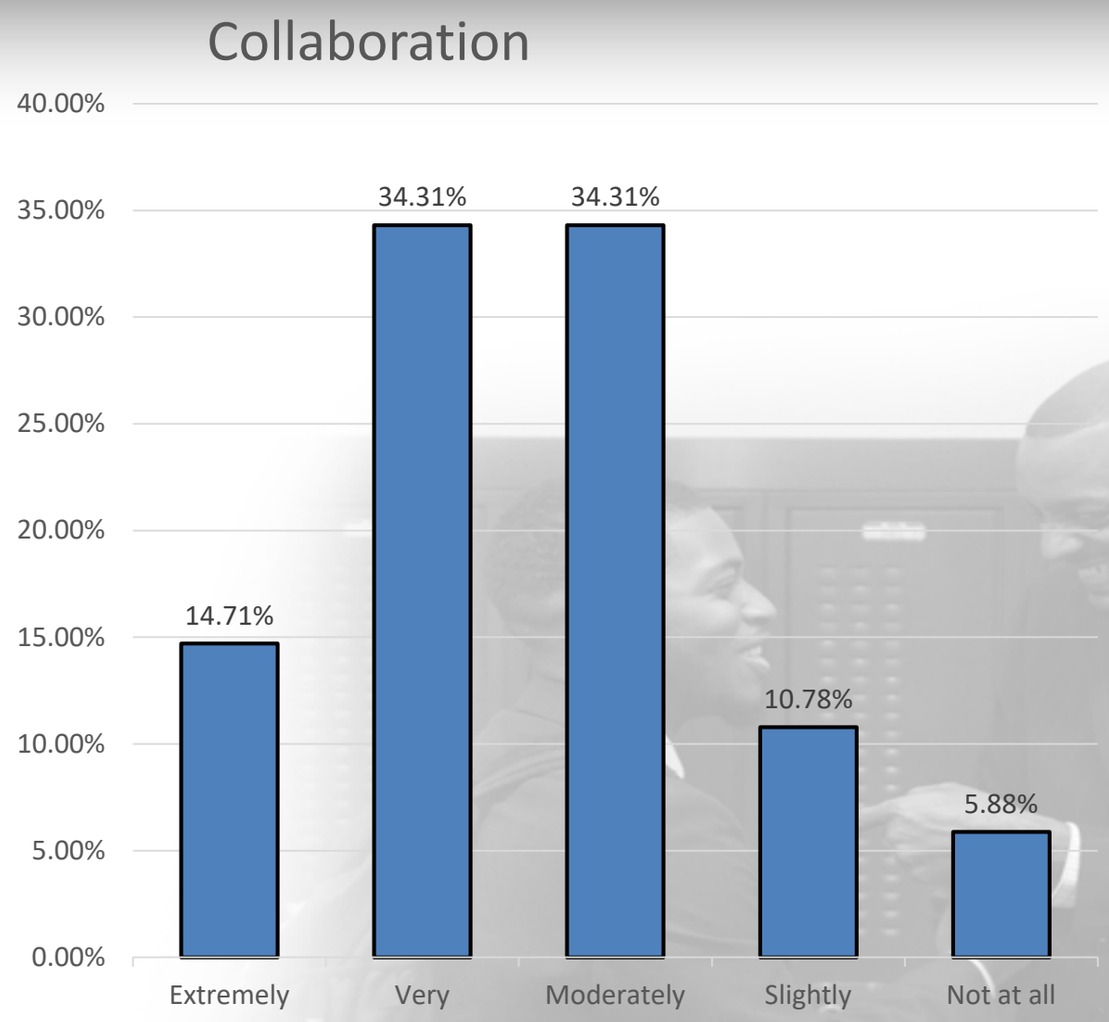
New Teacher Check-In Survey Results

Question #3

How well do teachers at your school collaborate?



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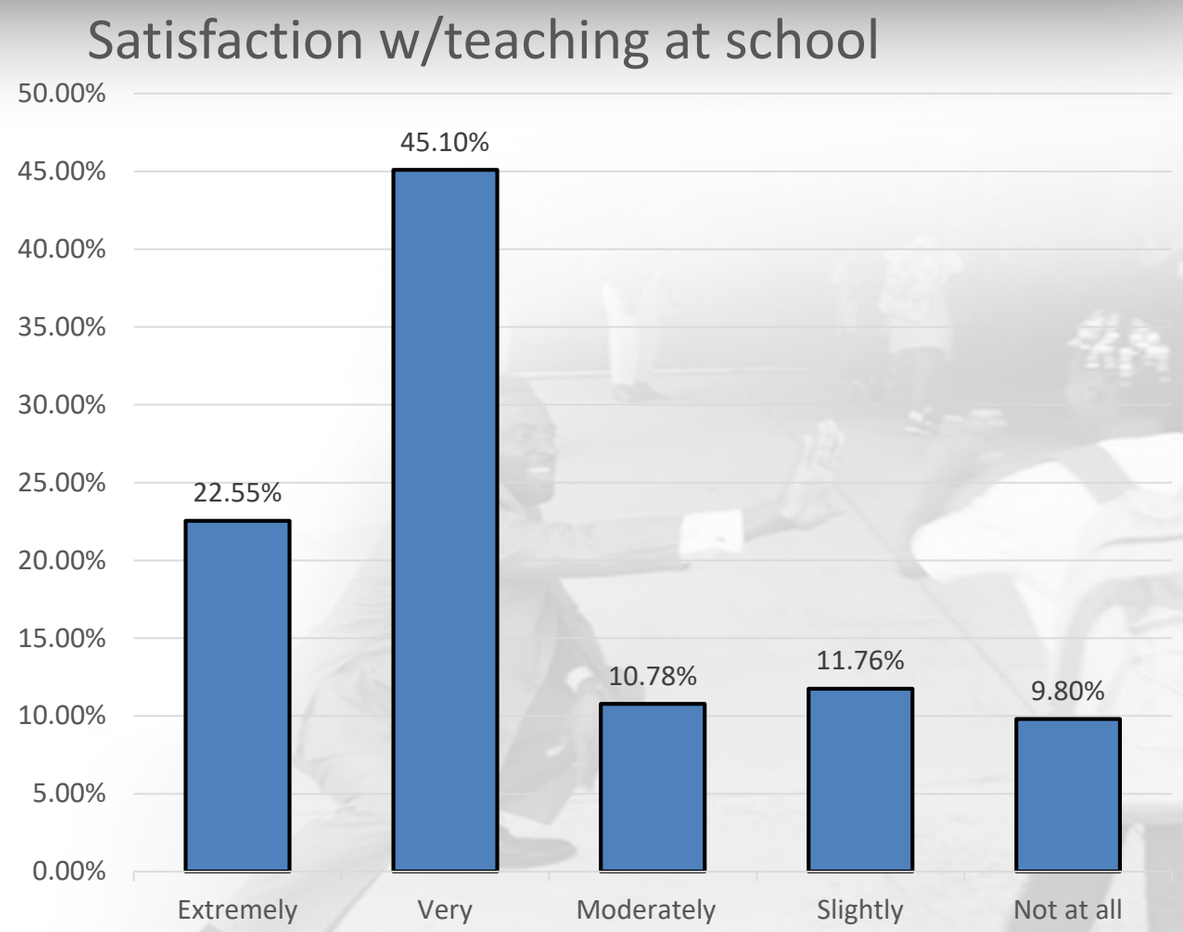
New Teacher Check-In Survey results

Question #4

Overall how satisfied are you with the teaching experience at your school?



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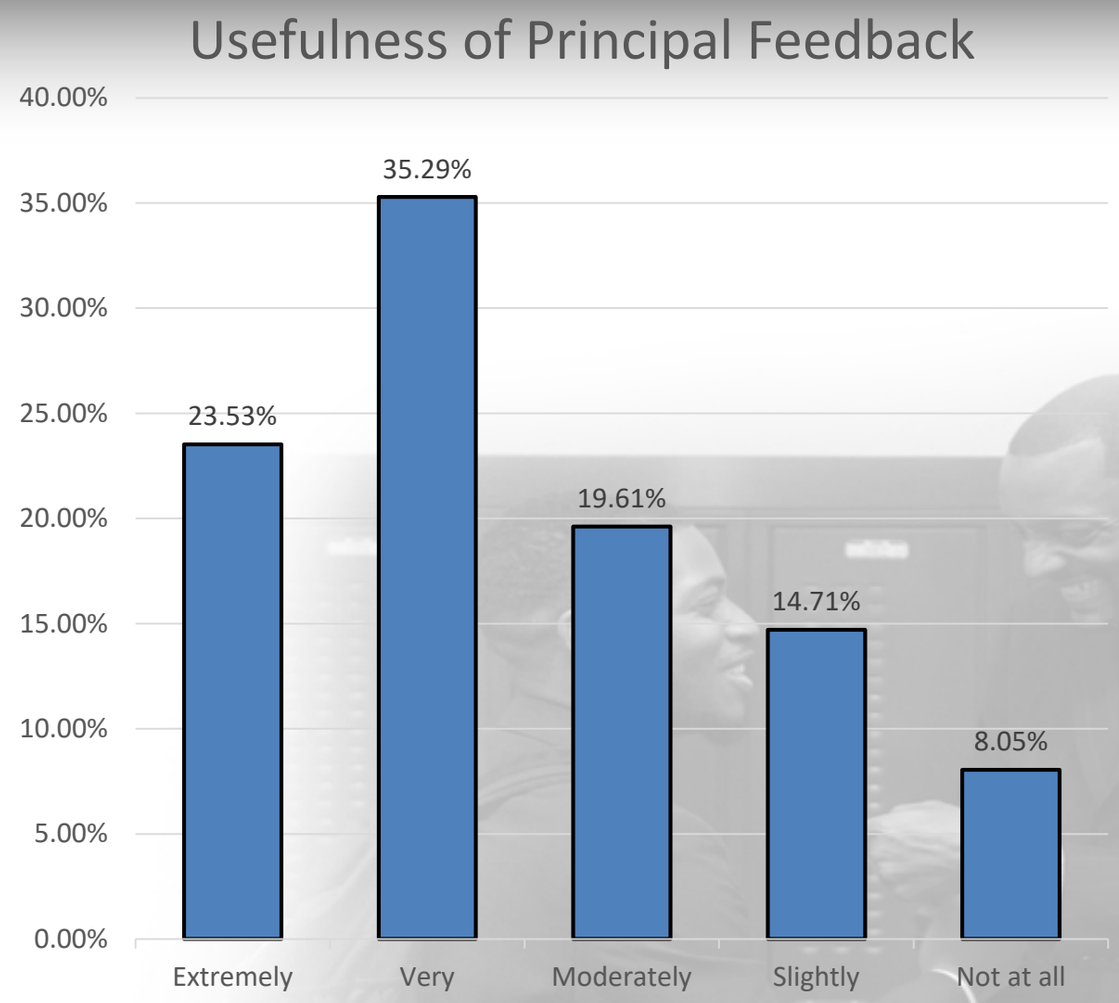
New Teacher Check-In Survey Results

Question #5

How useful is the feedback that you receive from your school principal?



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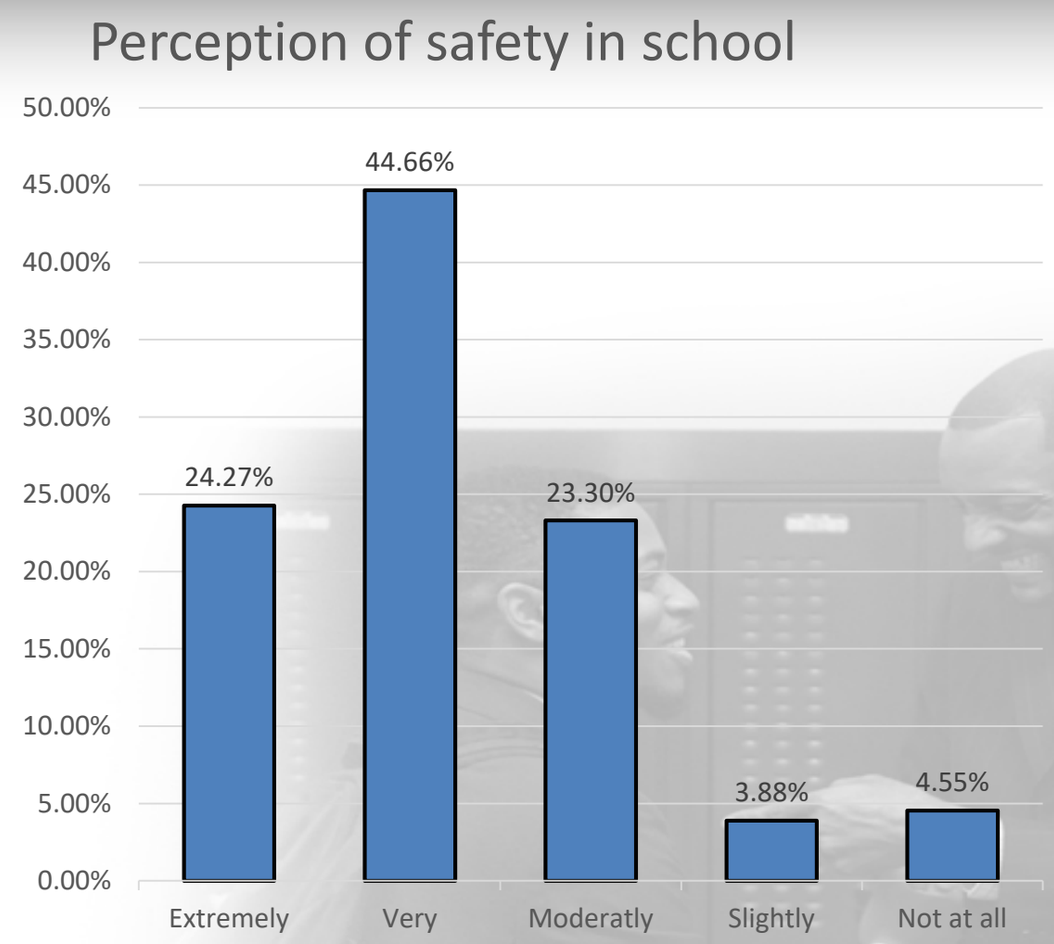
New Teacher Check-In Survey Results

Question #6

How safe do you feel teaching at your school?



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New Teacher Check-In
Survey Comments (52 total)

My concern was that when I was hired in November, I was not adequately trained on the grading system. It is not user friendly. The training needs to be hands on for us and not just a PowerPoint that we watch.

My biggest concerns are related to my Principal's lack of culturally responsive training and efforts. Because my Principal is an authoritarian, I am scared I will lose my job over something he does not like about me.

I feel like the school district in general would benefit from curriculum writing. Teaching in exceptional Education, I have the opportunity to see that we are not coherent in our expectations. RTI cannot be successful without the gain of a unified curriculum.

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New Teacher Check-In
Survey Comments, Cont'd

My choice to put I feel "somewhat safe" teaching at my school is only due to the need to leave before dark, or feeling slightly nervous exiting/entering when little to no other staff is here. During the school day, I feel our school is well prepared and monitored.

I am concerned that I have not had a good mentor this year and I have had to tell her what I would like to be mentored on.

Everyone I have met on the KCPS board and administration has been wonderful. However, at my school, there is no support at all. No one to help with extreme behaviors, no one to mentor me, no one to help when help is needed. I have been expected to figure it out on my own which has made my first year difficult.

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New Teacher Check-In
Survey Comments, Cont'd

I have enjoyed getting the extra support with the follow-ups you have provided for us. I would like to recommend more training before school starts, particularly on the Achievement Series tests and Tyler usage.

Thanks for doing the new teacher stuff. It was good PD and I think it positively impacts student performance.

I have been so excited to be a first time teacher at one of KCPS' signature schools. I love being a teacher and look forward to coming to work. Thank you for this opportunity.

Thank you for your desire to invest in my success and the success of my students!

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So What's Next?

- Share summary of all data with leadership team, so that leaders are aware of the general experience of our new teachers.
- Share the specific concerns/issues with appropriate departments/leaders, so that the department can follow up and address the issue.
- Continue to check-in with teachers to assess perceptions around areas of needed improvement, to ensure that their experience is improving.
- Join in on CIPD's New Teacher PD days, which are held during the school day. This will enable us to meet with the majority of our new teaching staff. Also, this will help us to streamline our new teacher efforts and ensure that there is alignment of support.

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Update on MAP/EOC Testing

Dr. Vickie Murillo

Chief Academic and Accountability Officer

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Update on MAP/EOC 2017 Assessments

- School Information Technology Coordinator (SITC) Meeting – March 3rd
- Special Education Department (SPED) MAP Training – March 10th
- JVS Translator Training - Tuesday March 21ST
- District Missouri Assessment Program (MAP) Meeting – March 24th
- District End of Course (EOC) Meeting - March 28th
- District English Language Learner (ELL) Translator Training – April 5th

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RSIT Breakout Discussion

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Feedback/Requests

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Monthly Meeting Date

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