

 **AUDIO**
3:20 min

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Kentucky's Schoolwide Writing Program Review

Cindy Parker
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Topic **TEACHING ELEMENTARY SCHOOL STUDENTS TO BE EFFECTIVE WRITERS**

Highlights

- » Kentucky Senate Bill 1 led to the implementation of several education initiatives, including a comprehensive program review of writing instruction.
- » This schoolwide review examines instructional practice, curriculum, students' work products, use of assessment data, professional development practices, and administrative support and monitoring.
- » Schools participate in a yearlong process that starts with a needs assessment and culminates with the program review that assesses the progress made.

About the Interviewee

Cindy Parker is the Literacy Coordinator for the Kentucky Department of Education (KDE) and 2011-2012 president of the Kentucky Reading Association. In her role for KDE, she leads the Kentucky Literacy Team work, which includes development and implementation of a comprehensive birth-through-graduation literacy plan and professional development support to districts in designing and implementing literacy plans. She oversees federal, state, and foundation-funded literacy initiatives, such as the Literacy Design Collaborative, to create and implement literacy tools aligned to the Common Core State

Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Areas. Ms. Parker also serves as the project manager for Kentucky's work on aligning the implementation of the English language arts, content area literacy, and mathematics standards with a teacher effectiveness system, part of an Integrated Strategy grant funded by the Bill and Melinda Gates Foundation.

Full Transcript




00:04 I'm Cindy Parker, and I'm the literacy coordinator for the Kentucky Department of Education.

00:11 For approximately 20 years, Kentucky, until 2009, had a statewide student-level writing portfolio assessment as a part of our state testing and accountability system. In 2009, our General Assembly passed Senate Bill 1, and Senate Bill 1 required the Kentucky Department of Education to revise its testing and accountability system. In its place, Senate Bill 1 requires program reviews at the school level for all schools in Kentucky.

00:40 So a program review, as it was envisioned, is a systematic method of analyzing the components of an instructional program that includes things like instructional practices, curriculum, student work samples, formative and summative assessments that schools have in place, professional development and support services to teachers around effective writing instruction, and then a key component is administrative support and monitoring so that support from the building-level administrators, school literacy teams, coaches, all of those to help improve writing instruction in the state.

01:15 You would ideally have an administrator, teachers from different subject areas, and other stakeholders, like a site-based decision-making council member or a school board member or parents, library media specialists, anyone who is a stakeholder in the education process. And they would conduct an initial review near the beginning of the school year that would evaluate the current status

of their program, and then from that develop their needs assessment and a plan for how they're going to monitor and track progress towards meeting the goals of the program review. And then they have all year to collect evidences of that, which is not meant to be a physical paper folder, but it might be housed online, it might be links to the school website or examples of video presentations or events that have happened at the school to showcase what the school is doing in terms of writing instruction. And then there would be a final evaluation at the end of the year on the program and the progress it's made.

 **02:16** In providing supports to all of our schools, especially our low-performing schools, I think the writing program review process has great value especially if schools are looking at it as part of their comprehensive school improvement planning process that they've already been engaged in. Because the idea is not to just impact writing instruction but to impact all instruction schoolwide so that students are given more opportunities for designing real-world projects and carrying those through and then publishing them with real audiences. So the skills and concepts that they learn through the instructional activities that are designed to go with the program review process really allow for cross-curricular connections and community engagement and real ownership of student learning. And I think that that is a really positive way that the program review is going to have an impact on improving school instruction and assessment.

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