



“... Teaching and Learning Together ...”

From the Executive Director

Dear Colleagues,

If you've visited Ghreens in the past several weeks, you've probably seen "WRITTEN, TAUGHT, TESTED: Alignment Begins With YOU!" posted throughout the building. These signs provide a constant reminder of our top priority: to provide teachers with a curriculum that is aligned to state standards and assessments.

While Ghreens has always been focused on supporting student achievement, the implementation and rollout of Kentucky's new standards have necessitated that we step back and reflect deeply on our past work. We realized that the curriculum alignment process had to become much more intentional and focused if all our students – Preschool through grade 12 - are to be prepared for college, career and life. As a result, we have designed a GPS—a literal *curriculum roadmap* for effective learning and teaching—to get teachers to their destination: high levels of student learning demonstrated by success on state assessments. The new curriculum maps are designed to answer three critical questions: What should students learn? How do we know they have learned it? What do we do if they have or haven't learned it? The maps **ARE** our written curriculum, to be taught and to be tested.

Let's use a current event in Louisville as an analogy to help explain our efforts. Recently, our highly traveled Sherman Minton Bridge connecting Louisville to Southern Indiana abruptly closed. Just imagine: for years, you have relied on this bridge to get yourself back and forth to work, and that is the only route you know. Since that route is no longer relevant, you go to MapQuest and locate step-by-step directions to ensure you won't get lost or be late to work. You print them out and read them carefully, and then put them in the front seat next to you so you can refer to them as you drive to work. You wish you could take the Sherman Minton, and you miss it, but you can no longer rely on it. It cannot get you to work. Your MapQuest directions take you on a route that may or may not use some familiar streets, but it is deliberately designed to take you from your point of origin

directly to your desired endpoint.

Similarly, with the Kentucky Core Academic Standards (KCAS) as our points of origin, you cannot rely on any closed bridges! Ghreens has completed the classroom MapQuest for you and has curriculum maps posted on the Ghreens website to be easily downloaded by any JCPS employee. In all the curriculum maps, the standards are our points of origin, for every content area and grade level, with core programs and resources aligned to the standards. Benchmark assessments such as diagnostics and proficiencies have been designed and aligned in order to answer the question, "How do we know they have learned it?" Additionally, each map provides detailed information and links, addressing critical elements of successful learning and teaching, including reteaching strategies, enrichment and interventions. Using these maps ensures you AND our students won't get lost!

Let's return to our bridge scenario for one last thought. You can't use the Sherman Minton Bridge to get to work, no matter what kind of car you drive. You have to take a new route, but you can get to work by any kind of car you choose. Likewise, every teacher has his or her own way of designing and planning lessons to meet the needs of their students. This is the art and professionalism of teaching. The [JCPS Curriculum Maps](#) provide the direction and alignment necessary to successfully reach our destination of improving student achievement for every child, but the teacher is still the driver and gets to choose the vehicle!

The old bridges to student learning are closed! Choose your vehicle, then use the new [JCPS Curriculum Maps](#), located on the Ghreens website, for your most direct route to student success!

Sincerely,

Lynne

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Student Development Services

Student Development Services, under the direction of David Armour, is working diligently to help schools in their efforts to establish effective, CHETL-based learning climates. "Our mission is to provide district-wide support for the design and delivery of instruction that results in classrooms where learning experiences are meaningful, active learning is encouraged, and positive relationships are the norm" stated Mr. Armour.

The district places great emphasis in meeting the academic, social, emotional and ethical needs of our students. As a result, the work of this department evolved over the years, originating with the Child Development Project (CDP). CDP emerged to help schools in their efforts to establish effective learning climates "where students can perform their best, academically and socially." These efforts expanded over time, and now the focal point is the JCPS primary tier one behavior program for student success, known as CARE for KIDS. The CARE for KIDS approach helps students develop social responsibility and build positive relationships with adults and other classmates while creating a caring learning community. Proactive social and emotional learning strategies are embedded throughout the school day in all academic classes in order to create an environment that is focused on student academic achievement. Ultimately, CARE

works toward producing students who become responsible, productive adults in a democratic society. To support teachers in this effort, over the past several months, Student Development Services has provided school-based and district wide professional development to over 1,000 certified and classified employees.

Currently, Student Development Services is assisting in the Program Review effort. The six CARE for KIDS principles are identified throughout the program reviews and provide useful documentation when looking for evidence around the key demonstrators. Please go to the Gheens website. Click on "Communities of Practice" and then [Program Reviews](#). Find "Care for Kids" as it relates to in Practical Living/Vocational Studies, Arts/Humanities and Writing.

Additionally, we continue to collaborate with Gheens Content Departments, embedding our work into to KCAS and [curriculum maps](#), working with Exceptional Child Education and effective implementation of RtI, sharing professional development delivery around bullying with Safe and Drug Free Schools, and collaborating with Guidance Services around individual school needs. CARE for KIDS staff will ensure resources are readily available as we prepare students in developing into responsible citizens.

As we continue to set the stage for a culture of high

expectations and model best practice around the Characteristics of Highly Effective Teaching and Learning, we are pleased to announce Student Development Services was invited to and will present during Character Education Partnership (CEP) National Forum in San Francisco on October 21st. The session's focus is CARE program evaluation, including and understanding the connection between a healthy school climate, student behaviors, and academic achievement. Best of luck to Glenna Hess and Florence Chang during the national conference presentation. Your work will continue to demonstrate that excellence is the expectation in Jefferson County Public Schools!

As a partner with parents, students, schools and the greater community, we look forward to assisting and providing professional development and best practice around student developmental needs.

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2011-2012 PD DATES

Kentucky law requires all teachers to participate in professional development each year. If you missed last summer's PD opportunities, Gheens will offer additional sessions on the following dates:

March 2, 2012
May 4, 2012

Call the Gheens PD office at
485-3415
for more information.

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“The month of October begins the audition process for the JCPS All County middle school and high school band, orchestra, chorus and percussion ensemble events. Over 1000 students are preparing music for the auditions taking place in October. The middle school and high school bands and orchestras and the high school choruses will perform in November. The middle school choruses and percussion ensembles will perform in January.”

JCPS Cultural Studies

The Cultural Studies department at Gheens Academy is comprised of four content specific disciplines: Arts & Humanities, Practical Living, World Languages, and Social Studies. This department, along with all others at Gheens, has been focused on making sure that the curriculum maps posted on the Gheens website are tightly aligned to standards and provide the high quality information teachers need to implement their curriculum responsibilities well. Additionally, they continue to provide on-going, high quality professional development to teachers, which is necessary for all our teachers, and particularly critical for our many new teachers.

The Arts and Humanities and Practical Living Specialists are also working to help schools prepare for the Program Reviews which are required to be completed by all schools this year. While the scores will not count as part of the accountability system until 2013, they will be publically reported this spring.

Focusing on student outcomes, the Arts & Humanities Specialist continues to facilitate visual arts, dance and drama events and competitions for students, many in partnership with arts organizations at the local, state, and national level. The prestigious Scholastic Art Awards for grades 7-12

art students is already open for registration. Mentoring programs for 1st, 2nd, and 3rd year K-12 visual arts teachers are underway and professional development sessions continue in K-12 dance, drama, and visual arts. The month of October begins the audition process for the JCPS All County middle school and high school band, orchestra, chorus and percussion ensemble events. Over 1000 students are preparing music for the auditions taking place in October. The middle school and high school bands and orchestras and the high school choruses will perform in November. The middle school choruses and percussion ensembles will perform in January.

In addition to our work on the Program Reviews, Practical Living has been working with JCPS Nutrition Services and the City of Louisville to implement a multi-million dollar obesity prevention grant, “Putting Prevention to Work”. This grant’s focus is the promotion of habits that will benefit their overall physical and mental health; which we know are critically important keys to enhancing intellectual growth.

The district focus for world languages has been on effective strategies that teachers can implement in their classes in order for students to meet the new

learning targets outlined on the JCPS World Language curriculum maps. To support this effort, the district has worked in collaboration with world language district coordinators from Arlington Independent School District (TX) and Memphis City Schools (TN) to develop the *Teacher Effectiveness for Language Learning (TELL)*. The Framework consists of 7 domains organized around the three competency standards of the National Board for Professional Teaching Standards (NBPTS). Work has begun on the implementation of the TELL Project through a series of Teaching and Learning Cohorts (TLC) for middle and high school world language teachers. The World Language Specialist has also been working with the Kentucky Department of Education as part of the World Language Program Review Committee.

In Social Studies, at the elementary level, we are continuing the One Community, One Nation (OCON) pilot program and have completed its curriculum components for grades 2 and 5, which will now be field tested in three schools. We introduced History Alive materials into the middle school Social Studies program, providing each

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JCPS Undergoes Phi Delta Kappa Curriculum Audit

In cooperation with Phi Delta Kappa International, Jefferson County Public Schools commissioned a team of 25 licensed auditors from around the United States to perform a Curriculum Management Audit™ - a uniquely designed and proprietary review process to assess how our district develops, teaches, and evaluates its academic programs. This process specifically investigated what the district is currently doing to ensure the alignment and coordination of curriculum across the district's schools to prepare students to reach state and district standards.

The Curriculum Management Audit™ compared JCPS' performance

against five standards. These standards represent working characteristics that Phi Delta Kappa describes as ones that "any complex organization must have in order to be responsive and responsible to its clients." These standards pertain to the school system's ability to demonstrate the following:

- control of resources, programs, and personnel,
- establishment of clear and valid objectives for students,
- internal consistency and rational equity in program development and implementation,
- use of the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices of programs,

- and
- improved productivity.

During the week of October 17-21, the team conducted interviews, reviewed documents, and participated in site visits in every school to collect evidence. This evidence will be used to write a public report consisting of findings and recommendations that will be published on January 19, 2012. The auditors' report will assist the district in making specific improvements to ensure quality in curriculum, practices, and operations.

For more information on the audit, click [here](#).

Schools Prepare for Program Reviews

Get ready for Program Reviews! Program Reviews will be conducted by every school in the district this year and will become part of the state's new accountability and assessment model in 2013. Why? In addition to the adoption of our Core Academic Standards (KCAS) and the Characteristics of Highly Effective Teaching and Learning (CHETL), Senate Bill 1 has established the implementation of Program Reviews in the areas of Writing, Arts and Humanities, and Practical Living and Career Studies. The purposes of these

reviews are to: improve the quality of teaching and learning for all students; allow access for all students to the skills that will help them be productive citizens; allow students to demonstrate their understanding in ways other than paper-and-pencils tests; and ensure a natural school-wide integration of the program skills across all content areas. Each Program Review rubric addresses four critical standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, and

Administrative/Leadership Support and Monitoring. Schools will conduct each program review three times and, using a rubric, will score themselves based on evidence collected. Additionally, a district level review will occur at the end of the year. Support from Gheens Academy is offered in a variety of ways, including continued professional development and suggestions/sample types of evidence that might be used for scoring. Check out the Gheens website under "[Program Reviews](#)" for more information.

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- *improved productivity."*

News from Analytical and Applied Science

The Analytical and Applied Sciences Department (AAS) has been busy in preparation and implementation of the Kentucky Core Academic Standards. In addition to creating unit plans, curriculum maps and assessments, AAS is partnering with teachers and principals to provide them with an in-depth dive into the K-12 standards and mathematical practices. Elementary science

RTs are collaborating with Lori Norton-Meier to intentionally connect literacy and science standards, while Middle School Science RTs are working with classroom teachers to establish the unit storyline ensuring connections between “big ideas” and core content. Through Scientific Instructional Learning Teams (SILT), High School science is building on student development of scien-

tific explanation through both writing and student discourse. Additionally, resource teachers, school-based staff developers, in-house coaches and specialists are also collaborating with Math Solutions, BSCS and Maggie McGatha, Cognitive Coaching, to strengthen and sustain their content and leadership capacity.



Counselors Corner

Counselor Mentor Mentee Program: As an effort to support new counselors at the elementary, middle, and high schools, Guidance Services, with the support of the assistant superintendents and building principals, created a Mentor and Mentee Program over six years ago. Each new counselor is assigned a mentor who is a point of contact throughout the year for questions, concerns, and general support. Mentors are encouraged to maintain contact with their mentees on a weekly and monthly basis depending on need and availability. A training workshop is held two to three times a year to help both parties learn about their responsibilities as mentors or mentees. The trainings also provide an opportunity for counselors to get to know one another outside of the traditional school settings.

The success of the Mentor and Mentee Program is evident through the counseling ranks. Bonds are formed and friendships are made through these relationships. For example, Ms. Bridgette Woolfolk at Carter Traditional Elementary School has mentored mentees who have gone on to be mentors to mentees who have gone on to be mentors to mentees and so on. Counselors are proud to share their lineage of who mentored them and to pass those skills and strategies of working with students and hints for organization of their work on to others.

During our first Mentor and Mentee Training for the year, mentors were trained on the fundamentals of being a good mentor. The focus of the training included the following key topics: Sharing, Modeling, Guiding, Advising, Supporting, and Networking. Mentees were also given helpful tips on navigating the many resources that are available for their use. Future Mentor and Mentee trainings will allow counselors to go in depth with learning how to best benefit and utilize these valuable relationships.

Gheens Welcomes Eckerle

This month we welcome Margie Eckerle back to Gheens Academy as our Director of Effectiveness. Ms. Eckerle served as principal of Dunn Elementary School for nine years before rejoining the Gheens staff. Prior to her tenure at Dunn, Ms. Eckerle was an elementary resource teacher at Gheens Academy on the School Support team. Ms. Eckerle will also provide leadership to the Cultural Studies unit at Gheens as their Interim Director.

Cultural Studies*(Continued from page 3)*

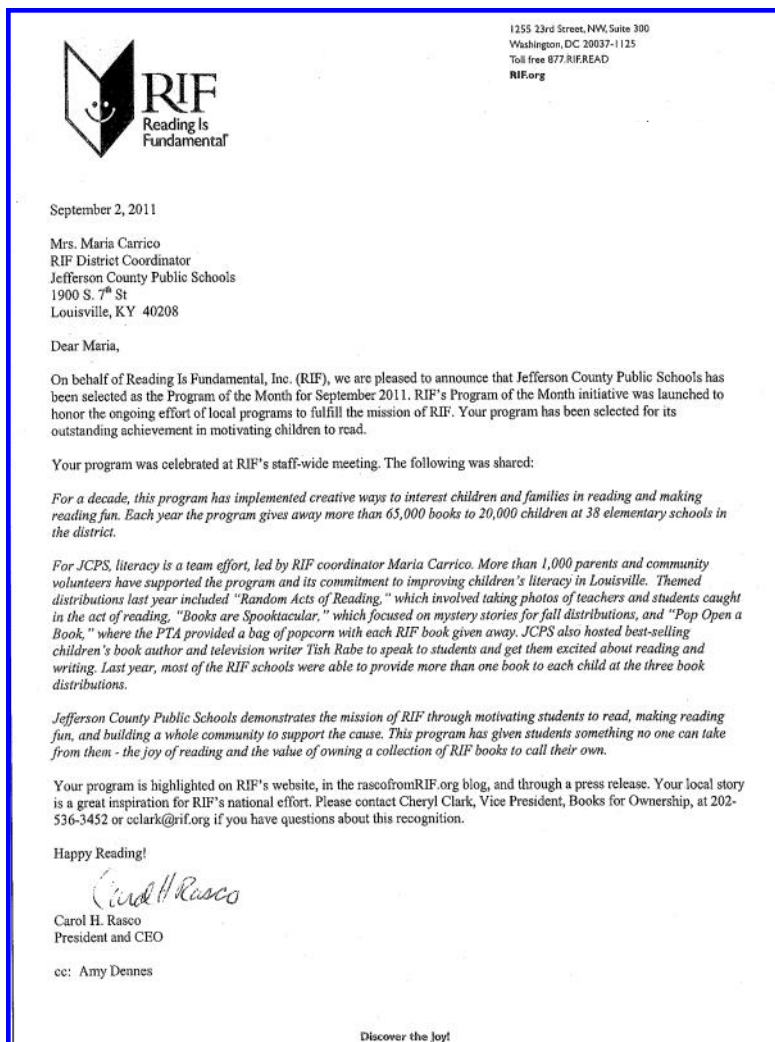
school with an online resource license for Ancient World, Medieval World, World Cultures, and United States History through Industrialism in addition to grade-specific professional development. At the high school level, Social Studies is entering the fourth year of Exploring Civics implementation. Through our long-

term partnership with *Facing History and Ourselves*, JCPS has trained over 150 ninth and eleventh grade teachers in four case studies — Holocaust and Human Behavior, Choices in Little Rock, Race and Membership, and Freedom Riders. We are also entering our third year of implementing the Choices Program,

an in-depth, student-led case study approach to history and current events topics, especially those that have worldwide significance. For this pilot, Social Studies collaborated with Bellarmine University's Ann-sley Frazier Thornton School of Education.

Kudos!

Jefferson County Public School's Reading is Fundamental (RIF) program has been selected as Program of the Month for September, 2011. Congratulations to Maria Carrico, RIF coordinator for JCPS, for leading a results-oriented team that excels in motivating students to read.



Left: JCPS' Maria Carrico receives recognition from Reading Is Fundamental, Inc.

Please use your zoom tool to read about Maria's efforts!