**CEO Plan II Proposal Submission**

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Districts included: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EPP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction:

* *Thorough rationale for the targeted educators’ professional growth needs in content knowledge, instructional practice, and/or leadership skills,* ***including*** *clear supporting evidence of these needs, such as data from the school’s or district’s comprehensive improvement plan, student assessment results, and/or community context.*
* *Which standards will your Plan align with?*

*\_\_\_\_ KY Teacher Standards*

*\_\_\_\_ Teacher Leaders Standards*

* *Eligibility requirements for the CEO Plan II cohort:*

*\_\_\_\_ limited enrollment*

 *Who is eligible? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_ open enrollment*

* *Rank 1 \_\_\_\_\_\_ Rank 2 \_\_\_\_\_\_ (choose all that apply)*
* *Justification for rank change for successful program completers.*
* *Estimated time commitment for cohort members.*
* *List and justify how the professional development resources provide high-quality, research-based, expert and/or credentialed service and support that are proven to impact student learning and professional growth.*
* *Identify program staff, including administrators, instructors, mentors and evaluators, and provides evidence of each one’s credentials and/or qualifications that demonstrate proven impact upon student learning and professional growth.*

|  |  |  |
| --- | --- | --- |
| *Program Staff Name* | *Program Staff Title* | *Program Staff Credentials/Qualifications* |
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Capstone Project:

* *Outline clearly the details of the required comprehensive capstone project:*
	+ *definition of the action research that is required;*
	+ *how the project addresses needs identified in program justification;*
	+ *how each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010 or seven (7) Teacher Leader Standards in 16 KAR 1:016 are met; and*
	+ *how the Capstone Project unifies the plan into a cohesive experience.*
* *How does the capstone project positively impact learning/outcomes for candidates and students?*
* *Explain sequence and targets of professional growth over time in:*
	+ *content knowledge*
	+ *instruction and assessment practices*
	+ *professional demonstration and relevant publication skills and strategies for a targeted audience*
* *How will the Capstone Project be evaluated and scored, include the scoring rubric/assessment instrument that is aligned to the Kentucky Teacher Standards or Teacher Leaders Standards?*
* *Define publication requirements in detail.*
* *How will the provider protect against plagiarism?*

Job-Embedded Professional Development Experience:

* *Explain in detail how the program addresses, at a minimum, each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010 or seven (7) Teacher Leader Standards in 16 KAR 1:016, including how they:*
	+ *align to the needs identified in the plan and*
	+ *ensure that the goals have long-term benefits for students and teachers.*
* *Include a detailed 1- to 4-year time line that incorporates major activities aligned to a specific progression of skills/knowledge and explain how each activity is aligned to particular standards and outcomes.*
* *Enumerate and describe in detail the targeted outcomes and results for:*
	+ *cohort members and*
	+ *student learning; may include results related to School or District Comprehensive Improvement Plan and/or community resources.*
* *Describe in detail how candidates will engage in the following during and throughout the course of study:*
	+ *content exploration and research*
	+ *student instruction and assessment*
	+ *professional development and publication*
* *Describe how the program’s instructional design will integrate a combination of research, field experiences, and professional development activities; the program may also include graduate coursework and/or integration of micro-credentials.*
* *Describe in detail how candidates will be supported and mentored throughout the program.*

Assessment of Candidates:

* *Detail the provider’s comprehensive plan to assess a candidate’s demonstrated mastery of the Kentucky Teacher Standards or Teacher Leader Standards and program outcomes throughout and at the end of the program; specifically, identifies multiple assessment measures and the collection of evidence which results in a recommendation of rank change.*
* *Explain thoroughly the remediation plan for candidates who do not make adequate progress toward standards and outcomes as aligned to interim assessments, mastery of each of the Kentucky Teachers Standards or Teacher Leader Standards, and/or program completion requirements.*

Program Evaluation:

* *Describe in detail how the provider will administer, monitor and oversee the program.*
* *Explain how the program demonstrates high-quality professional development as defined by Kentucky’s professional learning standards and guidance (704 KAR 3:035).*
* *Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.*
* *Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.*
* *Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.*
* *Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.*
* *Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.*
* *Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.*
* *Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.*
* *Describe how the provider will evaluate the:*
	+ *quality of the program, including performance of completers,*
	+ *quality of resources,*
	+ *performance of program staff, to continuously improve program design; and*
	+ *cycle for program review.*

*(Include identification and analysis of relevant data)*

* *Examine quantity and quality of participant mastery of new knowledge, skill development, and perception of program experience; organizational support; and student learning.*

Additional Information:

* *Letter of support from the district superintendent, cooperative director, or university dean.*
* *All supporting documentation.*

*Please submit electronically to Sharon Salsman at* *Sharon.salsman@education.ky.gov**.*