**CEO Plan II Proposal Submission**

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

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

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

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

1. **Introduction:**
2. *Provide a 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.*
3. *Identify the standards aligned to your Plan:*

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

1. *Provide participant eligibility requirements for the CEO Plan II cohort:*

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

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

1. *Identify the type of rank change (choose all that apply)*

*Rank 1 \_\_\_\_\_\_ Rank 2 \_\_\_\_\_\_*

1. *Provide the justification of rank change for successful program completers.*
2. *Provide the estimated time commitment for cohort members.*
3. *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.*
4. *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.*

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| --- | --- | --- |
| *Program Staff Name* | *Program Staff Title* | *Program Staff Credentials/Qualifications* |
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1. **Capstone Project:**
2. *Outline clearly the details of the required comprehensive capstone project to include:*
	1. *the definition of the action research required;*
	2. *how the project addresses needs identified in the program justification;*
	3. *how each of the identified standards are met; and*
	4. *how the project unifies the plan into a cohesive experience.*
3. *Describe how the capstone project will positively impact learning/outcomes for candidates and students.*
4. *Explain the sequence and targets of professional growth over time in:*
	1. *content knowledge*
	2. *instruction and assessment practices*
	3. *professional demonstration, relevant publication skills and strategies for a targeted audience*
5. *Describe how the capstone project will be evaluated and scored. Include the scoring rubric/assessment instrument that are aligned to the identified standards.*
6. *Define publication requirements in detail.*
7. *Describe how the provider will protect against plagiarism.*

**III. Job-Embedded Professional Development Experience:**

1. *Explain in detail how the program addresses, at a minimum, each of the identified standards, including how they:*
	1. *are aligned to the needs identified in the plan; and*
	2. *ensure the goals have long-term benefits for students and teachers.*
2. *Include a detailed 1- to 4-year time line that incorporates major activities aligned to a specific progression of skills/knowledge. Explain how each activity is aligned to particular standards and outcomes.*
3. *Enumerate and describe in detail the targeted outcomes and results for:*
	1. *cohort members and*
	2. *student learning; may include results related to School or District Comprehensive Improvement Plan and/or community resources.*
4. *Describe in detail how candidates will engage during and throughout the course of study for the following:*
	1. *content exploration and research*
	2. *student instruction and assessment*
	3. *professional development and publication*
5. *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.*
6. *Describe in detail how candidates will be supported and mentored throughout the program.*
7. **Assessment of Candidates:**
8. *Describe in detail how the provider’s comprehensive plan to assess a candidate’s demonstrated mastery of the identified standards and program outcomes throughout program completion. Identify multiple assessment measures and the collection of evidence(s) to receive a recommendation for rank change.*
9. *Thoroughly explain 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 identified standards, and/or program completion requirements.*
10. **Program Evaluation:**
11. *Describe in detail how the provider will administer, monitor and oversee the program.*
12. *Explain how the program demonstrates high-quality professional development as defined by Kentucky’s professional learning standards and guidance (704 KAR 3:035).*
13. *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.*
14. *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.*
15. *Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.*
16. *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.*
17. *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.*
18. *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.*
19. *Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.*
20. *Describe how the provider will evaluate the:*
	1. *quality of the program, including performance of completers,*
	2. *quality of resources,*
	3. *performance of program staff, to continuously improve program design; and*
	4. *cycle for program review.*

*\*Include identification and analysis of relevant data*

1. *Describe how the provider will examine quantity and quality for:*

*participant mastery of:*

* 1. *new knowledge and*
	2. *skill development*

 *perception of:*

* 1. *program experience,*
	2. *organizational support, and*
	3. *student learning*
1. **Additional Required Information:**
2. *Letter of support from one of the following;*
	1. *district superintendent*
	2. *cooperative director*
	3. *university dean*
3. *All supporting documentation.*

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