

#1

COMPLETE

Collector: Web Link 2 (Web Link)
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Page 2: Application

Q1

Name:

Lee Anna VanDyke

Q2

Provide your school email address for contact.

leeanna.vandyke@nelson.kyschools.us

Q3

Name of district in which you work:

The Nelson County Schools

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

6-12 Math Instructional Design Lead

Q7

Years of experience you have as a classroom teacher:

7

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I currently lead teachers across my district who teach math in grades 6-12.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I was an Algebra 1 and Geometry teacher for 7 years. I've been out of the classroom for five years now. I served as a math instructional coach for three years before taking the role in Nelson County as Math Instructional Design Lead.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I do have a Gifted Endorsement and am using it to help provide enrichment activities and programs to gifted math students in my district.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I've never helped develop or revise academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led numerous professional learning opportunities for math teachers in regards to deconstructing standards, developing aligned assessments, and analyzing data from those assessments.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I believe I am a strong candidate for standards review and revision for several reasons. First, my extensive classroom experience across multiple grade levels gives me a deep understanding of what skills are developmentally appropriate for students and how standards translate into everyday learning. Second, in my role supporting teachers, I provide instructional leadership by analyzing standards, assessments, and instructional practices to ensure alignment and rigor, while keeping student needs at the center of every decision. Finally, my curriculum expertise allows me to evaluate standards not only for rigor but also for clarity, coherence, and practical usability in real classrooms, ensuring that revisions support both teachers and learners effectively.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that all students develop deep understanding, procedural fluency, and the ability to apply math in meaningful contexts. Clear, coherent standards should guide instruction while allowing teachers to use evidence-based strategies that balance conceptual understanding, practice, and real-world application. High-quality standards and instruction empower students to become confident problem solvers and critical thinkers while supporting teachers in delivering rigorous, accessible learning.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

A key standard for the 6–8 grade band is KY.6.NS.2: Fluently divide multi-digit numbers and find common factors and multiples. This standard is important because it lays the foundation for proportional reasoning, fraction operations, and algebraic problem solving in later grades. Developing fluency with division and factors ensures that students can efficiently manipulate numbers and recognize patterns, which supports higher-level mathematical thinking.

To ensure educators understand the intent, I would highlight that this standard emphasizes both procedural fluency and conceptual understanding. Students should not only perform computations accurately but also recognize the relationships between numbers, such as how factors and multiples inform fraction equivalence and divisibility. Clear examples and visual models (e.g., area models, factor trees) can help illustrate these connections in classroom instruction.

Q20

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#2

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, August 29, 2025 2:18:16 PM
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Page 2: Application

Q1

Name:

Alex Shearer

Q2

Provide your school email address for contact.

alex.shearer@etown.kyschools.us

Q3

Name of district in which you work:

Elizabethtown Independent schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

25

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 1 (9th). Algebra 2 (9-11), Algebra 3 (12)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have 25 years of teaching experience, including 5 years of middle school experience. I have been a department chair for 7 years and a 12 year member of a site based council.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I had a gifted endorsement about 20 years ago, I honestly don't know if that needed to be renewed or not. If so, I most likely do not have that endorsement any longer.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

none

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I contributed to this committee in the early 2000's. I would love for us to be able to align the standards specifically for Algebra 1 and Algebra 2, as the standards for middle school are more clearly aligned and Geometry is pretty well defined. Algebra 1 and 2 not so much. I do understand our obstacle used to be that since Algebra 2 was not a graduation requirement then there was not much need for the separation of curriculum. However, for many years now, Algebra 2 has been a required graduation credit so the aligning of those curriculums seems appropriate.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Many professional developments on "engaging the unengaged student" or "engaging activities to motivate the unengaged student".

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

25 years of content knowledge, student difficulties, previous knowledge of many different assessment formats, standard deconstruction many many times.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe we should have clearly defined "must be able to dos" for Algebra 1, Geometry, and Algebra 2. Then the curriculum is organized to insure that those goals are met by every student that graduates in the state of Kentucky.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY. HS. A. 23 Understanding that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.

This standard can be broad but it represents a mathematical concept that every high school graduate should understand. Most students shy away from graphing. Most students also don't understand that if they were asked to fill out a chart that had every possible solution to a 2 variable equation on it, then they would be working on that problem forever. Once that simply correlation is explained, it is amazing how interested and willing to learn about graphing a student becomes. Which then opens an entire world of enrichment opportunities for real world understanding and application.

Q20

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Mathematics_Principal_Signature_Page%20signed.pdf (121.7KB)

#3

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, August 29, 2025 1:59:34 PM
Last Modified: Friday, August 29, 2025 3:10:49 PM
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Page 2: Application

Q1

Name:

Hannah Morgan

Q2

Provide your school email address for contact.

hannah.morgan@franklin.kyschools.us

Q3

Name of district in which you work:

Franklin

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

none

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

9

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I teach 4th grade reading, math, writing, science and social studies along with math intervention.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked with district cohorts to develop and assess the effectiveness of assessments in meeting the depth of the current math standards. I have also worked within my building to be a support to my colleagues in regards to math achievement.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am additional Teacher Leader, Gifted and Talented and Educational Administration certifications.

As a fourth grade teacher, I have been able to support high level learners and they are first identified. I have worked with those students to ensure they not only understand the standard based skills to an appropriate mastery and depth level but also that they understand the progression of the standard from one grade level to the next.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

None. However, I do feel that the working teams will need to have printed documentation and in depth knowledge of the progression of standards throughout the grade levels to understand how they build on each other for understanding.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have completed multiple trainings on implementing the workshop model in math curriculum, the importance of fluency work , implementation and understanding of the CRA model, and differentiating the instruction to help fill in gaps that allow for student success.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have taught both primary and intermediate mathematics, I understand the importance of the progression of standards in providing differentiated math instruction, and I understand the importance of reaching the full depth of each standard.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Mathematics education in Kentucky should result in a culmination of students who are fluent and able to successfully apply their knowledge to real world problems. Standards are the backbone of the instruction that takes place in classrooms, and as such they should lead the way and lay the groundwork for teachers to guide students towards application based mastery.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Ky 5.NBT.5 This standard is the end result of a line of standards in which students are applying their fluency knowledge and skills in order to perform a culminating skill. Supporting information would be the standards from previous grade levels that support the success of this standard

Q20

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Principal%20Release.pdf (10.5KB)

#4

COMPLETE

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Started: Friday, August 29, 2025 2:41:51 PM
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IP Address: 174.202.65.28

Page 2: Application

Q1

Name:

Kristen Smither

Q2

Provide your school email address for contact.

Kristen.Smither@woodford.kyschools.us

Q3

Name of district in which you work:

Woodford County Public Schools

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),

Kentucky Educational Development Corporation (KEDC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

9 years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently providing tier 3 intervention K-5 and coaching K-5 tier 1 instruction.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I taught 1st grade mathematics for 9 years as a classroom teacher. I have also worked for a mathematics curriculum company every summer for 7 years. Currently I am a math coach and interventionist and have been in that role for 2 years.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a masters degree in special education and it has greatly supported my work in intervention. Understanding learning disabilities and the supports needed to improve understand has been vital in my current role.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I have worked for Eureka Math as a professional development specialist for several years as a secondary source of income in the summer. I facilitate professional development sessions. I worked for the from 2017-2025.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

In my previous school district I completed work with the math cohort that revised all pacing guides and aligned standards when KY moved away from Common Core Standards and toward KY Academic Standard.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Profession Learning Opportunities I've Led

- Launch Eureka Math K-5
- Launch Eureka Math K-2
- Launch Eureka Math 3-5
- Launch Eureka Math PK
- Focus on Fluency Eureka Math K-5
- Launch Eureka Math Squared
- Lead Eureka Math Squared
- Teach Eureka Math Squared
- Building Level Math PLC
- Math Fact Fluency (District Level)

Professional Learning I've Attended

- KCM Numeracy Counts Academy
 - KCM Math Intervention Teacher Committee
 - iReady Classroom Mathematics
-

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Contributor-I enjoy discourse involving math and how grade levels build on one another for the success of students. Having eye opening conversations with multiple grade levels provides so much clarity on student learning and expectations. 2. Empathetic Communicator- I have a strong background in mathematics as an adult but struggled with math as a students. This has helped me understand student misconceptions and how to best support them moving forward. Resilient Learner-Being in Numeracy Counts Academy makes me a good candidate for this work because it is a state wide initiative aimed to support a common understand of mathematical practices, language, and teaching. Participating has opened my eyes to so much especially in fluency and bringing that to the table would be of value.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to support true fluency for all students. It's my hope that students would be able to move toward fluency as defined by Dr. Jennifer Bay-Williams. Moving away from the idea of drill practice and toward strategy practice for student understanding of the "why" behind the math. I also believe that a huge component of that is a bigger focus on mathematical practices. Both are often only taught at the surface level in past HQIR's. With fluency being a focus the content heavy standards would be more accessible to students in tier 1 instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY 1.OA.6 Add and subtract within 20. This standard is so important for the K-5 grade band because it connects to so many other standards. One standard it connects to is K.OA.2 Solve addition and subtraction word problems and add and subtract with 10 by using objects or drawings to represent the problem. Which begins the concrete understanding of numbers. 1.OA.1 then moves students toward a more pictorial understanding. From there students move into KY 2.OA.2 fluently add and subtract within 20 using mental strategies. This takes them to the concrete application of the skill to build fluency. After that students start working on decomposing numbers less than or equal to 10 in KY 3.OA.3 which supports to work of division. It's a great example of how important foundations, especially in fluency, are for students.

Q20

Upload a signed copy of the principal signature page.

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(72.6KB)

#5

COMPLETE

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IP Address: 170.185.24.199

Page 2: Application

Q1

Name:

Jennifer Merchant

Q2

Provide your school email address for contact.

jennifer.merchant@anderson.kyschools.us

Q3

Name of district in which you work:

Anderson County Schools

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am not currently a member of any professional affiliations specific to mathematics or education.

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

4

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I teach 6th grade math, 7th grade math, 8th grade math, and Algebra 1.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked with the CKEC, where I supported standards congruence and test congruency work to ensure alignment with Kentucky Academic Standards and state assessments. In addition to this work, I have have been a leader in establishing station teaching in my building and adapt learning to the needs of students which contributed to a 15 point increase in state test scores, moving our school from orange to green status in one year.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I only have a certification for 5-9 middle school math education as well as an 8-12 math certification.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not participated in the revision or development of academic standards however I have worked with the CKEC on standards congruency of lessons and classroom assessment to align with the Kentucky Academic Standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led and participated in several professional learning opportunities in mathematics, including presenting Stations with Standard Alignment at CKEC and in my district, participating in the Math Nation pilot, and completing trainings such as Deepening Understanding of the KY Academic Standards for Mathematics, Elevate Understanding and Achievement Through Facilitating the Standards for Mathematical Practice, From Equations to Explanations: Integrating Writing into Math Class, and Laying the Foundations.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have experience teaching mathematics in grades 6–8, including Algebra, which has allowed me to develop a strong understanding of the progression of middle school math standards. In partnership with CKEC, I completed standards congruency work at Anderson County Middle School that contributed to a 15-point increase in scores. Additionally, I have led mathematics instruction improvement efforts at ACMS by implementing stations designed to support special education and gap groups.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to ensure that every student, regardless of background or ability, has access to rigorous, engaging, and meaningful learning experiences that prepare them for future success. The Kentucky Academic Standards for Mathematics provide a strong foundation, but true impact comes when these standards are translated into high-quality, evidence-based instruction. This means moving beyond rote procedures to focus on deep conceptual understanding, critical thinking, problem solving, and communication. Ultimately, my vision is for Kentucky classrooms to be places where students see themselves as capable mathematicians, where teachers are empowered with the tools and training to deliver standards-aligned instruction, and where growth is consistently measured, celebrated, and used to drive continuous improvement.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

An important standard within the middle school grade band is KY.6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers. This standard is significant because solving equations is a foundational skill that is embedded in each grade level and builds progressively toward the more complex algebraic reasoning required in high school. At the 6th grade level, students begin applying their understanding of number operations and equality to solve one-step equations, which lays the groundwork for multi-step equations, inequalities, and systems of equations in later grades.

To ensure educators understand the intent of this standard, it is important to emphasize both the procedural and conceptual components. Students should not only learn to apply inverse operations to isolate a variable but also understand the meaning of an equation as a statement of equality. Embedding real-world contexts helps students see the relevance of algebra, while consistent connections to prior knowledge support deeper understanding. This standard represents a critical bridge between arithmetic and algebra, making it central to success across the middle school math progression and into high school mathematics.

Q20

Upload a signed copy of the principal signature page.

Mathematics_Principal_Signature_Page.pdf (133.8KB)

#6

COMPLETE

Collector: Web Link 2 (Web Link)
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IP Address: 169.150.81.176

Page 2: Application

Q1

Name:

Kelly Sipes

Q2

Provide your school email address for contact.

kelly.sipes@fulton.kyschools.us

Q3

Name of district in which you work:

Fulton County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KAPE

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

14

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

HS Geometry and Algebra 2

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been teaching Geometry for 11 years in the classroom and for the past 3 years I have been asked to be a mentor teacher for new teachers, especially middle school math teachers. I have also been asked to evaluate our current math curriculum for the district and help other math teachers learn how to be effective teachers using the resources available to them. Most recently, the elementary principal has asked if her math teachers can come observe me in my classroom.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I recently earned my EdS degree in Instructional supervision, desiring to lead our district in filling the mathematical gaps we have and modeling good math teaching strategies at all levels throughout the district.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not yet have any experience in developing or revising academic standards but I would love the opportunity to be helpful. I feel that I am critiqued yearly based on how well my students grasp the standards and I would enjoy being a part of making the standards user-friendly for all teachers.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I attended the KDE-led Town Hall meeting last spring in the place of our DAC to hear the latest news of KSA changes. I have been chosen as "best pilot on board" for my district. I am a returning member of the District Instructional Leadership Team. I have served on SBDM for more years than I can count and am currently the vice-chair. Our school was ranked as a blue school 2 years ago, mostly due to our math scores reaching 63% proficient and distinguished at the high school.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1) I have a strong expertise in mathematics content since I have been teaching algebra and geometry, the subjects that are being tested, and I am proficient in the instructional methods used to teach effectively. 2) I have experience constructing and critiquing mathematical reasoning. As a math teacher, I know that it is not just about checking for accuracy but also about assessing the quality of arguments within the curriculum. 3) I have a commitment to equitable and effective teaching practices. I am committed to ensuring that all students receive an effective education, which includes making sure the materials promote a positive attitude towards mathematics and allow all students to be successful.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe that the standards drive our instruction and I have a vision to see the mathematical standards translate into cultivating students who understand, appreciate, and can apply mathematical thinking to solve problems in real-world relevance,

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

The standard I am currently teaching in algebra is KY.HS.A.12, which refers to solving equations and inequalities in one variable and applying them to real-world problems. Students need to see the connection between "just a math problem" and solving real-world issues. The standards are intended to move students past just learning to follow rules to solve equations and inequalities and helping them see how this can be used in the real world. Mathematics is useful and many do not see the connection. It is the educator's responsibility to help students move into the practical realm.

Q20

Upload a signed copy of the principal signature page.

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#7

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 8:13:13 AM
Last Modified: Tuesday, September 02, 2025 8:51:12 AM
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Page 2: Application

Q1

Name:

Nicholas McGuire

Q2

Provide your school email address for contact.

nicholas.mcguire@pike.kyschools.us

Q3

Name of district in which you work:

Pike County Schools

Q4

Unsure

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

7

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

6th, 7th and 8th Grade Mathematics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

- 1.)I am a Team Lead in our 7th Grade Team.
 - 2.)PBIS Committee Lead
 - 3.)ILT Team Member
 - 4.)Site Base Council Teacher Member
 - 5.)Math Curriculum Pike Co Pacing Guide Creator Collaborator-7th Grade
-

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Ed.S Principal

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

We developed a curriculum pacing guide for all standards for our district to help keep our schools aligned to what is being taught when

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM
RTI Solutions Tier Wide Development
Pacing Guide Creation

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1.) Very Math minded and creating a pacing of what our curriculum should look like and for what periods of time. 2.) Teach multi grade level so involved daily with those math standards. 3.) I am interested in revamping and the possibility of restructuring standards so that the teacher and students can have more engagement and make their learning more individualized

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I am wanting to make the standards for teachers and students more personable and a more reasonable amount of things to be doing. We cannot use the list of standards and expect proficiency on all with them being that extensive. It needs to be more specific and I think the students and teachers would benefit

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.NS.1.d
Addition and Subtraction to Rational Numbers
Being able to apply rational numbers such as terminating decimals or repeating as well as fractions because all the grade level includes decimals and fraction in each of the other standards this is what they should all build from.

Q20

Upload a signed copy of the principal signature page.

image.jpg (1.9MB)

#8

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, August 29, 2025 2:18:53 PM
Last Modified: Tuesday, September 02, 2025 9:36:17 AM
Time Spent: Over a day
IP Address: 170.185.73.178

Page 2: Application

Q1

Name:

Emilee Seeger

Q2

Provide your school email address for contact.

emilee.seeger@dawsonsprings.kyschools.us

Q3

Name of district in which you work:

Dawson Springs

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:

I have been a classroom teacher for the past 10 years of my career. This year I have taken a new position in the district as the instructional coordinator.

Q7

Years of experience you have as a classroom teacher:

10

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

This year I have taken a position as the district instructional coordinator overseeing the math departments. However, over the past 10 years in the classroom I have taught algebra I, geometry, algebra II, and pre-calculus.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have 10 years of experience in mathematics instruction across high school grade levels. In the classroom, I have focused on developing students' conceptual understanding, problem-solving skills, and mathematical reasoning through the use of standards-aligned curriculum and research-based strategies.

In addition to classroom teaching, I have served in leadership roles supporting mathematics instruction. This includes instructional coaching, leading professional learning communities (PLCs), facilitating curriculum mapping, and mentoring new teachers. I have also contributed to the curriculum adoption committee to help ensure alignment to state standards and best practices.

Through these experiences, I have worked to strengthen mathematics instruction not only for my own students but also across grade levels by supporting colleagues and building collective capacity.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I do not currently hold specialized certifications beyond my teaching license. However, my 10 years of experience teaching high school mathematics, along with my transition into both building-level and now district-level instructional coaching, has provided me with extensive opportunities to differentiate mathematics instruction for diverse learners.

In my current role overseeing the district implementation of Bridges in Mathematics, I support teachers in applying research-based practices to meet the needs of a broad range of students, including those requiring enrichment as well as intervention.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

In my current role as Instructional Coordinator, I oversee curriculum maps to ensure standards are being taught with fidelity and alignment across grade levels. This work requires continuous review of state standards, unpacking them for clarity, and supporting teachers in aligning instruction, assessments, and resources to those expectations. In addition, I regularly collaborate with middle and high school teachers through classroom coaching, where I help ensure that instructional practices and lesson designs are standards-driven and promote student mastery.

At the elementary level, I am responsible for overseeing the implementation of the Bridges in Mathematics curriculum. This work involves ensuring that the program aligns to grade-level standards while also providing guidance to teachers on pacing, differentiation, and assessment practices.

In terms of supports for working teams revising or developing standards, I believe it is essential to provide: 1. Access to current research on effective mathematics instruction and learning progressions. 2. Time for collaborative work across grade levels to ensure coherence and vertical alignment. 3. Clear tools and guidance such as unpacked standards documents, pacing guides, and sample tasks. 4. Ongoing professional learning to support teachers in transitioning to revised standards with confidence.

Through my experiences in curriculum alignment, classroom coaching, and program implementation, I have developed a strong understanding of both the importance of rigorous, clear standards and the supports teachers need to successfully bring those standards to life in the classroom.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led multiple professional learning opportunities focused on strengthening mathematics instruction. This includes professional development sessions on curriculum maps and standards alignment, the integration of AI to support instructional planning, and the creation of assessments aligned to KSA testing. Throughout the school year, I also facilitate and lead all mathematics department PLCs, ensuring that teachers are aligned in pacing, instructional practices, and assessment.

In addition to leading professional learning, I actively participate in ongoing professional growth opportunities that support curriculum alignment, instructional coaching, and effective implementation of new resources. These experiences have allowed me to support teachers in delivering high-quality, standards-based mathematics instruction across grade levels.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Extensive Classroom and Coaching Experience - with over 10 years of experience teaching high school mathematics and several years as an instructional coach, I bring both a deep understanding of classroom realities and a broad perspective on instructional practices. This combination allows me to review standards not only for clarity and rigor but also for practical application in diverse classroom settings. 2. Expertise in Curriculum Alignment and Implementation - as an Instructional Coordinator, I oversee curriculum maps to ensure alignment to state standards across grade levels. I also lead the district's implementation of the Bridges in Mathematics curriculum at the elementary level. These experiences give me a strong foundation in analyzing standards for vertical alignment, ensuring consistency, and supporting teachers in translating standards into effective instruction. 3. Collaborative Leadership - I regularly lead professional learning communities, professional development sessions, and district-wide initiatives. I am skilled at facilitating discussions, bringing multiple perspectives together, and helping teams reach consensus. I believe successful standards review requires not only technical knowledge of mathematics but also the ability to collaborate productively and keep student learning at the center of decision-making.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that every student develops both a strong conceptual understanding of mathematics and the confidence to apply that knowledge to solve meaningful problems. Mathematics instruction should go beyond rote procedures, emphasizing reasoning, communication, and critical thinking so students are prepared for future academic, career, and real world challenges.

Clear, rigorous, and well aligned standards are the foundation for this vision. When standards are vertically aligned and accessible, they provide teachers with a roadmap for instruction that builds coherently from one grade to the next. Translating these standards into practice requires high quality, evidence based strategies such as the use of rich tasks, discourse-based instruction, formative assessment, and scaffolding that supports all learners while also offering pathways for enrichment.

In addition, I believe standards must be paired with strong professional learning for teachers. By equipping educators with the resources, training, and support to implement standards effectively, we can ensure consistency across classrooms and equity for all Kentucky students. Ultimately, my vision is for every student in Kentucky to experience mathematics instruction that is engaging, rigorous, and empowering.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One Kentucky Academic Standard (KAS) that is particularly critical for the high school mathematics band is KY.HS.F.4 Graph functions expressed symbolically and show key features of the graph, with and without using technology. This standard is particularly important because functions are the backbone of high school mathematics. This standard emphasizes that students should not only manipulate functions algebraically but also understand what those functions mean in real-world contexts. It prepares students to connect math to science, economics, and technology which is essential in today's workforce.

To help support teachers, I would highlight the importance of mathematical modeling. Teachers should use authentic scenarios such as population growth, loan payments, or velocity and guide students to interpret key features of functions (intercepts, rates of change, asymptotes) in terms of the situation. This ensures students see functions as tools for reasoning, not just abstract graphs or equations. This also helps them make real world connections and see value in understanding the standard.

Q20

Upload a signed copy of the principal signature page.

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#9

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 10:32:58 AM
Last Modified: Tuesday, September 02, 2025 1:49:44 PM
Time Spent: 03:16:45
IP Address: 170.185.184.197

Page 2: Application

Q1

Name:

Jami Belcher

Q2

Provide your school email address for contact.

jami.belcher2@pike.kyschools.us

Q3

Name of district in which you work:

Pike

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th grade math

7th grade math coach

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

8th Grade Math Teacher (14 years)

7th Grade Math Teacher (11 years)

Math Coach (3 years): Planned and led PLCs to support teacher growth. Co-taught 5th grade math and 7th grade math.

AdvanceKentucky: Access to Algebra (3 years), Algebra Assist (Inaugural Cohort)

Pike County Schools: Curriculum Development team (developed district wide pacing guides), Instructional Transformation Teacher Leader (middle school math curriculum development and analysis).

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

At this time, I do not hold any specialized or enhanced certifications, such as a Gifted and Talented Endorsement, Math Specialist Certification, or National Board Certification. However, I am the Gifted and Talented Coordinator for my school and very interested in pursuing additional certifications in the future to strengthen my skills and better serve this diverse group of learners.

While I may not yet have a specialized certificate, I do have strong experience in mathematics instruction. I have taught a variety of math standards using hands-on activities, problem-based learning, and real-world applications. I focus on differentiating instruction to meet the needs of advanced learners, struggling learners, and those in between. I have also designed review materials, learning targets, and higher-order DOK (Depth of Knowledge) questions to deepen student understanding and encourage critical thinking.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have experience in the development and revision of academic standards through my role as an Instructional Transformation Teacher Leader (ITTL) for my district. In this position, I worked with colleagues to analyze state standards in depth and collaboratively develop curriculum documents that aligned with grade-level expectations. This process involved breaking down standards to identify learning progressions, essential skills, and connections across grade levels.

In addition, I served on a team that created districtwide math pacing guides. This work required careful consideration of instructional time, assessment windows, and the logical sequencing of content to ensure students could build a strong foundation in mathematics. My work as a math coach has also provided me with a deep understanding of the standards and how they progress across grade levels. Coaching teachers through lesson planning, instructional strategies, and data analysis has given me valuable insight into how standards are implemented in the classroom and how best to support teachers in meeting them.

For working teams engaged in this kind of important work, I believe certain supports should be consistently available. Teams benefit from protected time to collaborate without interruption, as well as strong facilitation and clear communication of goals.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have participated in several professional learning opportunities focused on mathematics instruction. I have attended the Kentucky Center for Mathematics (KCM) Conference and the National Council of Teachers of Mathematics (NCTM) Conference, gaining strategies from leading educators. I was also part of the AdvanceKY Access to Algebra program and am currently in the inaugural cohort of Algebra Assist. In addition, I have been able to work with KVEC through my coaching role on math-focused professional learning and collaboration.

Through my roles as a math coach and Instructional Transformation Teacher Leader (ITTL), I have also led professional learning for colleagues on analyzing standards, aligning curriculum, and using student data to guide instruction. These experiences have deepened my understanding of mathematics education and strengthened my ability to support both teachers and students.

I hold a Master's degree in Teacher Leadership and a Rank I in Educational Specialist (P-12) School Principal. With this background, I am highly comfortable in teamwork, leadership roles and professional settings, supporting both teacher growth and curriculum development.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am a strong candidate for standards review and revision because of my deep understanding of mathematics standards, my experience with curriculum development, and my collaborative leadership skills. As a math coach and Instructional Transformation Teacher Leader (ITTL), I have gained insight into how standards are structured and progress across grade levels. I have also worked on developing curriculum documents and pacing guides, which required careful sequencing, alignment, and collaboration with teachers. In addition, my experience leading professional learning and supporting colleagues has strengthened my ability to work with diverse teams, build consensus, and create teacher-friendly resources that directly support classroom instruction.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to ensure that all students graduate with the knowledge, skills, and confidence to succeed in both higher education and the workforce. High-quality instruction should be coherent across grade levels, allowing students to build a strong, connected understanding of mathematics without gaps in their learning. Instruction should move beyond memorizing basic skills and vocabulary, engaging students instead in problem solving, reasoning, and real-world applications. By translating standards into evidence-based practices, such as hands-on learning, collaborative tasks, and opportunities for critical thinking, students are better prepared to apply mathematics meaningfully in both academic and everyday contexts. If students do not develop problem-solving skills alongside content knowledge, they will struggle to succeed in future roles including home life and work life. When instruction is hands-on, challenging, and built on research-based strategies, students are more likely to see the value of math and carry those skills into their future.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

An important 8th-grade standard is KY.8.G.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems. This standard is essential because it connects geometry with practical problem-solving and prepares students for high school math. It also reinforces algebra skills, as students often need to write and solve equations to find missing side lengths. To clarify the intent for educators, it's important to emphasize that students should not just memorize the formula. Instead, they need to identify right triangles, set up equations, and apply the theorem in both two- and three-dimensional contexts. Focusing on reasoning and real-world applications ensures meaningful understanding.

Q20

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Signature.pdf (327.1KB)

#10

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 1:54:19 PM
Last Modified: Tuesday, September 02, 2025 2:52:53 PM
Time Spent: 00:58:34
IP Address: 170.185.249.193

Page 2: Application

Q1

Name:

Jimica Howard

Q2

Provide your school email address for contact.

jimica.howard@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am a school principal who is trained in AVMR Levels 1 - 3.

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

4

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I don't teach, I am a principal who facilitates daily PLCs and knows the standards by heart.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I facilitate daily PLCs, I am trained in AVMR levels 1 - 3 and I have supported my staff in the last five years to improve math proficiency building wide.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am certified in teaching, counseling, Supervisor of Instruction, Principal, and Superintendent. This is my 23rd year and I have worked in Elementary and Middle School. I am also trained in AVMR levels 1 - 3.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had occasion to participate in the development and/or revision of standards beyond completing surveys. I am applying because I believe that my experience with Math Recovery will enhance the work.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I lead daily PLCs, I am trained in AVMR Levels 1 - 3. I have used Achieve the Core as well as Math in Practice to design and implement professional learning. I have two staff members who are going on to the MRSp course from AVMR. I created a document that aligns the Math Recovery Alignment with the KY standards.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am well versed in the standards. I am an experienced practitioner. I have experience with and am knowledgeable about the Universal Screener for Number Sense and the Number Sense Lens

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is for each student to recognize the mathematician in themselves. Each student should be familiar with a variety of math strategies and tools and be able to apply a flexible knowledge of number sense to solve complex real world problems. Each child should "see" the math in everything that they do and develop a relationship with number that affords them the ability to confidently apply mathematics throughout their lives. The standards, specifically the KY standards - which are more rigorous than common core (thank you KDE :o)), are the lynchpin for high quality, evidence-based instruction. Everyone who teaches math in KY does not have access to the USNS, but, with standards that approach the rigor needed to achieve the USNS expectations up to 6th grade and then more advance math beyond, our standards provide an accessible framework that challenges educators to lean into best practice.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

K.4.OA.3 Solve multistep problems.

- a. Perform operations in the conventional order when there are no parentheses to specify a particular order.
- b. Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies including rounding.

This standard is critical for Elementary School because it requires a synthesis of knowledge from multiple standards across multiple strands in addition to the math practices. For example, when given a multistep word problem, before they can begin to calculate, students must make sense of the problem, reason, and construct an argument to justify the equations that they need and the order in which they need them; attending to patterns and structures. Once they have read for the context, question(s), and quantities, they use equations to represent (or model) the problem(s) that they must solve. Then once they have equations, they must select the correct tool (algorithm, number line, ruler, etc.) that will allow them to precisely and efficiently solve. Last, they will have to prove (justify, argue, defend, etc.) their reasoning with an answer that stands up to critique.

Q20

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#11

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 6:28:22 AM
Last Modified: Tuesday, September 02, 2025 3:42:55 PM
Time Spent: 09:14:33
IP Address: 170.185.46.177

Page 2: Application

Q1

Name:

Amy Leasgang

Q2

Provide your school email address for contact.

amy.leasgang@bullitt.kyschools.us

Q3

Name of district in which you work:

Bullitt County

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, KCM, SAP, XQ Mathematics

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15 years

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th grade mathematics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have served on review panels in the past for assessment, been math lead in my building, piloted materials for SAP and XQ Mathematics, Algebra Badging

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certification

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Piloted materials for XQ Mathematics for the past two years.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have served on teams that have worked on both standards and assessment in the past. Current materials should be available along with any feedback received.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Presented at Momentum 2025, attended numerous professional learning opportunities with KCM, OVEC and Algebra Badging.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Content Knowledge in multiple grade levels (7th, 8th and Algebra 1). Strong Teaching Experience using the academic standards are the main focus of instruction. Collaboration willing to listen to others thoughts on a variety of topics, willing to receive constructive feedback.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is for all students to develop deep mathenmatical understanding, critical thinking skills and confidence as problem-solvers. In order for students to receive this instruction it must be grounded in clear, rigorous and coherent standards along with evidence-based instructional practices.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Selected Standard 7.RP.2 recognize and represent proportional relationships between quantities. This is an important standard because is the foundation for ratio reasoning and advanced algebraic thinking. It is a key concept for percent problems and other concepts involving graphing, scale models and solving equataions. Highlighting multiple representations and mathematical language will help educators understand the intent of this standard.

Q20

Upload a signed copy of the principal signature page.

[scan_amy.leasgang_2025-09-02-09-23-00.pdf \(12.4KB\)](#)

#12

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:06:36 PM
Last Modified: Tuesday, September 02, 2025 3:53:54 PM
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IP Address: 170.185.126.208

Page 2: Application

Q1

Name:

Jennifer Helmick

Q2

Provide your school email address for contact.

jenni.helmick@kenton.kyschools.us

Q3

Name of district in which you work:

Kenton County

Q4

With what educational cooperative(s) is your district affiliated?

Northern Kentucky Cooperative for Educational Services
(NKCES)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

25

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th grade, math (departmentalized)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked with Pearson and the Department of Education the last 4 years in both range-finding and content/bias review groups for math in grades 3-5.

I am currently the math team lead for my building, and meet monthly with our team to discuss both horizontal and vertical alignment in grades K-5. I also serve on a panel for Kenton County discussing topics in math related to curriculum and instruction, as well as serving as a team member who selected our current math adoption series.

I have provided professional development at the school and county level for book study including our most recent study, "Figuring Out Fluency" by John San Giovanni.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

In addition to my undergraduate and master's degree, I also have an educational leadership degree from UK. Although my principal certification does not tie directly to math, I do believe it has taught me how to be a more effective and collaborative group member.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

na

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have a spent a significant time collaborating with colleagues to review existing standards, identify areas for alignment/clarification, and ensure that these revisions support both rigor and accessibility for diverse learners. My work often included analyzing student data, referencing national or state frameworks, and providing feedback to ensure that standards were clearly written, developmentally appropriate, and aligned with best practices.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Book Study Leader- "Figuring Out Fluency in Math" (county and school)

Book Study Leader- "Building a Thinking Classroom" (county and school)

What is Fluency? workshop- county and school

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Collaborative- I enjoy hearing the opinions of others and being flexible in my own thinking. I respect diverse opinions, and contribute productively to group discussions to reach consensus. 2. Attention to Detail- This allows me to carefully analyze standards for clarity, alignment, and consistency. 3. Instructional Expertise- Although I currently teach 5th grade, I have also spent a significant amount of time in grades 1, 3, 4, and 5. I draw on these experiences to ensure that standards are both rigorous and practical, and supports teachers with implementation while meeting the needs of all learners.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is for students to develop a conceptual understanding and be able to apply those skills to real world problems. I would love to see our future mathematicians value curiosity, critical thinking, and problem solving in addition to just correct answers. I want students to be part of meaningful learning experiences and not part of an "I do, we do, you do" environment. Providing access to consistent, high-quality mathematics will prepare students for success in college, careers, and life!

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.5.NF.1 is an important standard because students transition from a concrete fraction model (like a number line or circle) in earlier grades, to reasoning flexibly with unlike denominators and mixed numbers. We need to emphasize the use of these visual models and reasoning about equivalence, not just getting a procedural answer. This standard also reinforces estimation skills by checking for reasonableness. It is important to understand where students are coming from, as well as where they need to be, while we meet them at their current level.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (7.8MB)

#13

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:55:50 PM
Last Modified: Tuesday, September 02, 2025 4:24:45 PM
Time Spent: 01:28:54
IP Address: 170.185.71.170

Page 2: Application

Q1

Name:

Charles Hayden

Q2

Provide your school email address for contact.

Charles.hayden@daviess.kyschools.us

Q3

Name of district in which you work:

Davies County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

CEAI

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

20

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

High School

Algebra II

Pre-AP Algebra II

Precalculus

AP Statistics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught for 21 years everything from Pre-Algebra to Calculus, have taught some higher independent study courses for students (e.g. Calculus based Statistics). I have been an adjunct professor at a couple of local colleges. I have our Math Dept. chair for the last 5 years. I have been a Reader and Table Leader for the AP Statistics Exam. I have been an item writer for SAT, KAAC, the Pennyrile Academic Association, and wrote Statistics and Pre-AP Algebra I items for ETS. For the KSA, I have been an Item Reviewer, have done Standard Setting for the Alternate KSA, and been a part of KSA alignment.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I do not.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Gong back to question 10, I did most of my work with the SAT and Pre-Algebra I and Statistics items for ETS from 2017-2020. I have been an item writer for KAAC and PAA since 2008.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have been an Item Reviewer, have doen Standard Setting for the Alternate KSA, and been a part of KSA alignment.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

N/A

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have strong content knowledge. I have taught just about every high school course (and some beyond) for many years. I have curriculum and instruction expertise. I understand the learning progressions students go through so that the standards will have coherence.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is one where every student, regardless of background, ability, or learning style, has access to rigorous, relevant, and engaging mathematics learning that prepares them for success in college, careers, and life. Mathematics should not only teach students what to think, but how to think. We should encourage problem solving, critical reasoning, creativity, and perseverance. Math instruction in Kentucky must reflect the understanding that all students are capable of engaging deeply with mathematics when provided with the right support, high expectations, and meaningful learning experiences.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.SP.1 Represent the distribution of data with plots on the real number line (stem plots, dot plots, histograms and box plots).

This standard is important because data is everywhere in the real world and people need to understand how to 1) make and interpret a visual summary of that data, 2) understand the key features of any distribution, and 3) these plots support comparative analysis of 2 or more distributions.

Q20

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#14

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 01, 2025 8:36:25 PM
Last Modified: Tuesday, September 02, 2025 4:30:41 PM
Time Spent: 19:54:16
IP Address: 216.213.6.123

Page 2: Application

Q1

Name:

Darrell Combs

Q2

Provide your school email address for contact.

darrell.combs@lawrence.kyschools.us

Q3

Name of district in which you work:

Lawrence

Q4

With what educational cooperative(s) is your district affiliated?

Kentucky Educational Development Corporation (KEDC)

,

Kentucky Valley Educational Cooperative (KVEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

none

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

25

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

11/12

Algebra 2, AP Pre-Calculus, Dual-Credit College Algebra

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have 25 years as a Math teacher, I have been apart of this committee as a Middle School participate several years ago.

I was part of the 3-year Math Network with KEDC.

I have been selected to be a member on the textbook committee and currently on SBDM council.

I am a Dual-Credit professor through Morehead State.

A member of Advance Kentucky to teach AP Pre-Calculus.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Dual-Credit professor through Morehead State University.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I was selected to be a member of this advisory council as a middle school math teacher several years ago. It was 2014-2015 I think but not for sure. I was a member chosen for the advisory council to do this same work at the middle school level.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I was a part of the Standards Deconstruction in the 3-year Math Network Council through KEDC.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Math Network Council
Advance Ky

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Experience--I have 25 years experience in the classroom as a Math instructor. 2. Dedication-- I'm ALL IN to teaching and making sure my students understand the content and be successful. 3. Knowledgeable-- I know the content that I teach and have the God-given ability to teach it.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Mathematics must be more than just completing some algorithm and getting the right answer. Students today must understand the "WHY" and "HOW" to apply the math content to real-world situations. If the standards are presented and facilitated correctly, student will learn the content and develop the critical-thinking skills needed to apply to real-world scenarios.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F.1 Understand properties and key features of functions and the different ways functions can be represented.

I chose this standard because of the foundational structure it provides for a lot of Algebraic concepts. Students must understand how the family of functions are developed and describe all the representations of the functions. Functions are critical that students are able to develop them from various real-world scenarios.

To help and make sure that Algebra 1 teachers are laying this foundation, I would model instruction during PLC's and be available to mentor younger teachers and offer any advice to seasoned teachers as needed.

Q20

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#15

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:19:05 PM
Last Modified: Tuesday, September 02, 2025 4:45:50 PM
Time Spent: 02:26:45
IP Address: 170.185.249.200

Page 2: Application

Q1

Name:

Jad Salameh

Q2

Provide your school email address for contact.

jad.salameh@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM, NCSM, KCTM, GLCTM, KEA, NEA, KCM

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

10

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

K-5 Academic Instructional Coach / Math Coach

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I currently serve as a math coach, bringing extensive experience in elementary mathematics at the district level at JCPS. My work has focused on developing instructional resources, curriculum frameworks, and assessments that align with the Kentucky Academic Standards (KAS). I've led impactful presentations on standards-based math instruction at the school, district, and regional levels, supporting educators in delivering high-quality, aligned teaching practices.

Q11

Respondent skipped this question

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

While I do not have direct experience in developing or revising academic standards, I have contributed to the creation of standards-aligned assessment items for the Kentucky Department of Education (KDE), including calibrating scoring across performance levels. Additionally, I have developed instructional resources and district-level assessments that align closely with academic standards, supporting consistent and rigorous implementation in the classroom.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led district-level professional learning for K–5 educators, focused on instruction aligned with academic standards. These sessions have included hands-on strategies for teaching math content using manipulatives, approaches for solving word problems, and techniques for facilitating effective number talks. I've facilitated multiple book studies with teacher cohorts, exploring titles such as *The Five Practices for Orchestrating Productive Mathematics Discussions*, *Beyond Pizza and Pie*, *Number Talks*, and *Teaching Developmentally*. My professional growth is grounded in ongoing learning through conferences including NCTM, KCTM, and GLCTM, and I've also presented regionally at NCTM on instructional strategies for word problems.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Deep Instructional Knowledge Across K–5 Mathematics I have led district-wide professional learning aligned to academic standards, demonstrating a strong understanding of both the standards themselves and how they translate into effective classroom practice. My work with manipulatives, number sense strategies, and approaches to teaching word problems reflects a nuanced grasp of how standards support the development of mathematical understanding over time. 2. Commitment to Research-Based Practice and Professional Growth I have facilitated book studies on foundational texts such as *The Five Practices for Orchestrating Productive Mathematics Discussions*, *Beyond Pizza and Pie*, *Number Talks*, and *Teaching Developmentally*, underscoring my dedication to evidence-based pedagogy. My active participation in professional learning communities—including sessions at NCTM, KCTM, and GLCTM—demonstrates that I not only seek out new knowledge but also contribute meaningfully to the broader field of mathematics education. 3. Collaborative Leadership and Regional Influence I have successfully collaborated with teacher cohorts, led district-level initiatives, and presented at regional conferences, showcasing my ability to build consensus and lead instructional change across diverse educator communities.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to cultivate a statewide culture where mathematical thinking is accessible, equitable, and deeply connected to real-world problem solving. I envision classrooms where students are not just learning procedures, but engaging in meaningful discourse, exploring concepts through hands-on experiences, and developing a lifelong confidence in their ability to reason mathematically.

To achieve this, I believe Kentucky must:

Align standards with instructional clarity so teachers can confidently translate expectations into engaging, developmentally appropriate lessons.

Empower educators through sustained professional learning that is rooted in research-based practices, collaborative inquiry, and reflective teaching.

Foster student-centered classrooms where number talks, manipulatives, and rich tasks are the norm—not the exception.

Ensure equity and access by supporting diverse learners, bridging gaps in opportunity, and honoring the cultural and community contexts of every student.

Ultimately, I see Kentucky leading the way in mathematics education by investing in teacher leadership, elevating student voice, and embracing innovation—so that every child, in every zip code, sees themselves as a capable and curious mathematician.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

3.NF.2 is a foundational standard in helping students understand fractions as numbers. It marks a critical shift in conceptual development—from viewing fractions merely as parts of shapes to recognizing them as precise quantities located on a number line. This understanding is essential for future learning, particularly in comparing and establishing equivalence between fractions.

The standard also connects meaningfully to measurement concepts, reinforcing the idea that fractions represent distances or quantities. To deepen student understanding, I would emphasize placing multiple fractions on the same number line to visualize relationships and patterns. Additionally, incorporating choral counting that blends whole numbers and fractions can support fluency and reinforce the structure of fractional reasoning.

Q20

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Jad%20Salameh%20Principal%20Signature%20Page.pdf (221.3KB)

#16

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 12:36:53 PM
Last Modified: Wednesday, September 03, 2025 7:32:34 AM
Time Spent: 18:55:40
IP Address: 170.185.46.187

Page 2: Application

Q1

Name:

Amanda Schwartz

Q2

Provide your school email address for contact.

amanda.schwartz@bullitt.kyschools.us

Q3

Name of district in which you work:

Bullitt County

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I'm apart of KCM Numeracy Counts cohort

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

16

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th: math/social studies/science

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have planned math instruction for fourth and fifth grade for 12 years. I have been trained in multiple math interventions and programs (iReady, OVEC math trainings, AdVanced Math Recovery 1 and 2, authentic learning). I have been a teacher leader in my building for Authentic Learning in Bullitt County and participated in district trainings and shared knowledge back at my school with teachers.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have my Master's Degree as a Reading/Writing Specialist but do not have that endorsement with my teaching license. However, having this degree helps me incorporate writing into math on a regular basis.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have never worked on a team to develop or revise academic standards, however I have used the KY State Standards for all 16 years of teaching. I am an active participant in PLCs in my grade-level team (4th and 5th), as well as a teacher leader in my building for authentic learning.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have lead faculty meeting trainings to share differentiated math stations, as well as leading training on Authentic Learning sharing information from the district trainings I attended. Since I planned math, many of my authentic learning examples focused around math instruction in fifth grade.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Knowledgeable, supportive, organized

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to help revise standards to be more geared toward authentic learning and project-based inquiry. I believe mathematics should not only prepare students for assessments, but also equip them with the skills to solve real-world problems, think critically, and collaborate effectively. Standards should allow for deeper exploration of mathematical concepts through projects, investigations, and hands-on applications that connect to students' lives and communities.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

An important standard in the 5th grade band is 5.NBT.6: "Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division." This standard is critical because it represents a shift from basic division facts to multi-digit division, requiring both conceptual understanding and procedural fluency. To support educators, I would highlight the importance of using models and place value strategies before moving to the standard algorithm, as well as emphasizing the relationship between multiplication and division to build flexibility and reasoning.

Q20

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#17

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 11:57:40 AM
Last Modified: Wednesday, September 03, 2025 9:26:49 AM
Time Spent: 21:29:09
IP Address: 170.185.175.199

Page 2: Application

Q1

Name:

Carrie Stephens

Q2

Provide your school email address for contact.

carrie.stephens@oldham.kyschools.us

Q3

Name of district in which you work:

Oldham County

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am not an official member of any of these, but I have attended the KCM conference and am currently enrolled in the Numeracy Counts Academy put on by KCM.

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

18

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am currently teaching 5th grade math in a departmentalized model, so I teach math to all the students in 5th grade. I have also taught math in Kinder, 2nd Grade and 3rd Grade.

Q11

Respondent skipped this question

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not revised academic standards before and I am sure this has been thought of, but I believe it would be helpful to have the standards from all grade levels and bands available to look at the bigger picture of how they build over the grades and grade bands.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I recently presented at our district professional development day on math concepts, specifically using manipulatives in math.

I am currently enrolled in the Numeracy Counts Academy through KCM.

I have attended workshops provided by OVEC on math instruction.

I have attended the KCM annual conference.

I also was awarded 2 grants through an organization that supports my district (OCEF) that were math oriented. I was able to purchase math materials for my classroom and school.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Dependable, I am dependable to be a present, hard-working, and engaged participant. Collaborative, I love to collaborate with others and get excited to work on teams to reach a common goal. Passionate, I am passionate about education. I love teaching, especially math and love being a part of student learning from all angles!

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that it is rigorous while being accessible to all students. Kentucky standards should clearly lay out the expectations for students in each grade level. As a teaching I look at the standards as a sort of road map that my students need to travel. The benefit to having standards for all grade levels is that I can build a map to fit each learning. They may need support from a previous grade level or a need to be accelerated in a specific standard. Using the standards from all grade levels allows me as a teacher, to create road maps that fit each of my learners.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.5.NBT.3 Read, write and compare decimals to thousandths.

- a. Read and write decimals to thousandths using base-ten numerals, number names and expanded form.
- b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

This standard is important because it focuses on place value. Place value understanding is a foundation to most of the other standards in 5th grade. It is also a standard that has been building upon since kindergarten.

Q20

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#18

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 10:55:18 AM
Last Modified: Wednesday, September 03, 2025 11:18:29 AM
Time Spent: Over a day
IP Address: 170.185.175.207

Page 2: Application

Q1

Name:

Kaitlin Sams

Q2

Provide your school email address for contact.

Kaitlin.sams@oldham.kyschools.us

Q3

Name of district in which you work:

Oldham

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM
Previous NCTM member

Q6

Other - Please identify your current role.:
Math Coach/co-teacher

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

12

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

K-5

I coteach and support teachers in all grade levels in my building specifically in math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Classroom Teacher- when I was a classroom teacher, I was the math content lead in our PLCs

Math Coach- as a math coach, I support teachers with student-centered coaching to uncover misconceptions students have, provide staff-wide professional learning opportunities, and work at the district level to support district-wide PDs

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

NA

*Working with KY Numeracy Academies

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

No state level work done on the revision of academic standards.

In my building/district we have used the KDE tool to unpack standards in every level.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM Conference: I have led 3 sessions at the KCM conference around math tasks, extension in elementary math, and building school-wide math communities.

District Level: I have been the math consult at the district level for building standard-based progress reports, planning district-wide professional learnings (model progressions k-12, foundations of fluency, HQIR supports)

School-level: I lead our PLCs in any math related conversation, provide classified staff with professional learning, lead staff meetings around math content, and support our intervention team

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Passion- I am deeply passionate about the progression of standards from K-12 (more specifically K-5) as I teach and use them daily.

Knowledge- I have a vast knowledge of the standards from K-5 as I support all PLCs in teaching them throughout the year (for 5 years now) Creativity- while standards don't necessarily need to be creative, how they are explained and utilized can sometimes require creative thinking.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

In Kentucky, I deeply believe that all students should thrive in mathematics. We have a wealth of resources and mathematical leaders at the forefront of our influence in mathematics. It would be my vision for teachers to understand the conceptual mathematics behind the standards that are released so they then could see the standard as an end goal to which they are providing supports to obtain. The standards should directly translate this vision by supporting teachers in their understanding. For example, some standards feature concrete materials while others do not. Some standards give clarity while others do not. I would hope that if we believe that all students can learn math, that we provide our teachers with the supports they need to get students there. Also, continuing to reference the mathematical practices as they relate to the standards is important to encourage depth of thinking and instruction in the math classroom. If the standards say it is important, teachers can determine the importance of how to teach.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I am applying for K-5 but when I think about the progression of mathematics, the standard that stands out is:

K.CC.5

The importance of this standard spans all the way through 12th grade. I chose this due to the structures that they build for students in scatters, circles, linear, and array models. While students may not gain understanding of the vocabulary tied with these, they are starting to build organizational structures that will continue on through deeper mathematics. For example: the linear structure supports measurement/distance understanding, numberline models, sequencing of numbers and how numbers interact, and future models (area model, bar models, etc.). Without organizing numbers in a linear way, they may not begin to develop these foundations. Within that, the array is also foundational to building equal groups, areas, and the foundation for skip counting/unitizing.

I wish there was more supporting information within the standards that felt like a progression of where they are going next. While the coherent standard is listed, it takes digging in for teachers to uncover this.

Q20

Upload a signed copy of the principal signature page.

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#19

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:58:21 PM
Last Modified: Wednesday, September 03, 2025 12:01:46 PM
Time Spent: 21:03:24
IP Address: 170.185.249.238

Page 2: Application

Q1

Name:

Keri Whitaker

Q2

Provide your school email address for contact.

keri.whitaker@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM, NCTM

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

Math Resource Teacher

Q7

Years of experience you have as a classroom teacher:

12

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently a middle school math resource coach with 6-8th grades, Algebra 1, and Geometry.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I taught 8th grade math for 10 years, 6th grade math for 1 year, and 7th grade math for 1 year. I have been a Math department chair for 3 years and a team leader for 6 years. Currently, I am in my 2nd year as a Math Resource Coach at Crosby Middle School in JCPS. I have worked on improving our Distinguished Math Scholars program by creating and implementing entrance criteria. I have helped to develop our school's Math Plan, and lead multiple professional development sessions on implementing our current high quality instructional resource (Illustrative Mathematics).

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am a National Board Certified Teacher in Mathematics with Early Adolescents.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Our school and my previous school adopted the Illustrative Mathematics curriculum about 7 years ago. I have both taught the curriculum and also lead professional development sessions on using the curriculum's instructional routines and math language routines.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any experience yet in the development or revision of academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended the NCTM conference in Los Angeles and led a session at this conference on implementing the stages of representations. I have attended and led sessions at the KCM conference for the last two years. I also led 2 sessions at the JCPS Innovation Summit on using the representations such as the double number line, tape diagrams, and area models that are given in the Illustrative Mathematics curriculum.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am goal-oriented, collaborative, and a hard worker. I like being given a task and time to complete it. Working with a group and being able to share ideas out loud is how I work best. I am also a hard worker and leader and like to make sure tasks get done effectively and efficiently.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics in Kentucky is continuing our focus on discovering mathematics and seeing connections within the subject. Students benefit from hands-on learning that relates to their lives and futures. For example, when 6th grade students are introduced to the surface area of rectangular prisms, I brought in Amazon boxes and post-its for students to find efficient ways to figure out how many post-its are needed to cover the entire box. Encouraging teachers to use high-quality, hands-on learning experiences to drive their instruction is my vision for mathematics education.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.8.F.3 - Understand properties of linear functions. This standard is important as it begins the foundation for high school Algebra courses. It also continues ideas from previous standards and supports 8.EE.B.6 (using similar triangles to find the slope of a line on a graph) and 7.G.A.1 (solving problems with scale factor). The standard 8.F.A.3 not only builds upon 6th, 7th, and other 8th grade standards, but it also sets a foundation for high school mathematics. To ensure that educators understand the intent, I would look at the coherence map to get a full picture of what students should already know as well as what they need to learn for future standards.

Q20

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#20

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 10:13:26 AM
Last Modified: Wednesday, September 03, 2025 12:26:36 PM
Time Spent: 02:13:10
IP Address: 170.185.52.208

Page 2: Application

Q1

Name:

Abby Belcher

Q2

Provide your school email address for contact.

abby.belcher@campbell.kyschools.us

Q3

Name of district in which you work:

Campbell County

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),
Northern Kentucky Cooperative for Educational Services
(NKCES)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

None

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:
Instructional Coach K-12

Q7

Years of experience you have as a classroom teacher:

11 (9 years in Elementary and 2 years as a high school math teacher)

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

None this year (Instructional Coach K-12)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have spent 9 years at the Elementary Level teaching mathematics and then 2 years at the High School Level teaching Algebra 1 and Algebra 2. I am K-12 certified in mathematics. I also completed my honors capstone in college concerning the Flipped Classroom in Mathematics classrooms.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

K-12 Certified in Mathematics

Masters in Teacher Leader Mathematics

Rank 1 in Supervisor of Instruction

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

None

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have no previous experience in the development or revision of academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I've attended KCM Professional development before and I was New Teacher of the Year as an Algebra 1 teacher at Campbell County High School. I've also completed reading the Building Thinking Classrooms in Mathematics book.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

One key strength that I believe makes me a strong candidate is my extensive knowledge of the Kentucky State Mathematics Standards. With my certification and experience across all levels of mathematics, I bring a comprehensive and deep understanding of the curriculum. Additionally, I possess strong collaboration skills; I value the unique contributions of every team member and would welcome the opportunity to work alongside educators from across the state. Lastly, I am deeply committed to supporting and advancing mathematics education in Kentucky to ensure it reaches its highest potential.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to establish it as a national leader in excellence. I am committed to supporting teachers in effectively utilizing the standards to ensure that instruction within their classrooms is of the highest quality. This focus will empower educators to align their High-Quality Instructional Resources (HQIRs) precisely with the expectations set forth by the standards.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.4.NBT.5 focuses on multiplying whole numbers, a critical standard for this grade band. It is important because students must develop a strong conceptual understanding of multiplication through the use of multiple strategies grounded in place value.

When working with educators, I would emphasize the disciplinary clarification associated with this standard. Specifically, students should be taught to use the rectangular array model and area model boxes as visual tools before progressing to the abstract representation of the written equation. This approach supports deeper comprehension and connection between concrete models and abstract math.

Q20

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#21

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 11:42:50 AM
Last Modified: Wednesday, September 03, 2025 1:31:29 PM
Time Spent: 01:48:38
IP Address: 170.185.134.175

Page 2: Application

Q1

Name:

Brittany Farmer

Q2

Provide your school email address for contact.

brittany.farmer@laurel.kyschools.us

Q3

Name of district in which you work:

Laurel

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

12

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a classroom teacher for 12 years, in all grades 6-8 including Algebra I. I have been math dept chair as well for several years. I am the PBIS Coach and Academic Team Coach as well.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

No

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

NA

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have direct development or revision experience related to academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended many professional learning opportunities from PIMSER initiatives and those taught by SESC Coop.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am a clear communicator and am able to accurately and appropriately give direction while still working in a team environment. I have a strong work ethic and am committed to seeing a task to completion. I am invested in the education of KY students and want to be a part of the team designated to rework or rethink those standards.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I think standards must be held so transient students are able to adequately access the curriculum no matter what school they attend. We often have students move between middle schools in our county. Ensuring we are teaching to standards allows our students to go between schools. Also, having a common set of standards should be evidence-based and translate to everyone learning at a high level and high quality of teaching. Kentucky students deserve to be at the forefront of our discussions and our vision for math education.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KAS 7.NS.1 and NS.2 are both integral standards to seventh grade. Prior to Algebra and eighth grade, students must be fluent in rational number operations. Fractions, integers and decimals (both positive and negative forms) are used consistently when doing equations which appear in many of the future grade level and current grade level standards. I would highlight that the intent is for students to be able to FLUENTLY perform these operations, so they can apply them in both real world applications along with future grade level standards.

Q20

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#22

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, August 29, 2025 2:08:31 PM
Last Modified: Wednesday, September 03, 2025 1:45:45 PM
Time Spent: Over a day
IP Address: 170.185.187.181

Page 2: Application

Q1

Name:

Ashley Adams

Q2

Provide your school email address for contact.

ashley.adams@pikeville.kyschools.us

Q3

Name of district in which you work:

Pikeville Independent

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

22

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 2, AP Statistics, AP Calculus

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Currently I am the department chair and have been for the past 13 years. I have taught 22 years. I was also the department chair at my previous school, Betsy Layne, I have led many district wide professional development sessions. I have served as the chairperson to the Committee for Mathematics Achievement for the past three years. I have served on many assessment committees for KSA and the alternate assessment question writing. I have completed many KDE led professional development opportunities.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

n/a

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

n/a

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I worked with KVEC and my district on breaking down the standards. I was apart of the Roadmap work with KDE.

Supports I feel are important are ACT and SAT standards, AP standards, High school matrix for courses, and student voice.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Attended Cultivating Vibrant Learning Experiences, Road map to Implementing High Quality Instruction, Roadmap to Integrating SEAD within the KAS for mathematics instruction, Subcommittee for Committee for Mathematics Achievement who revised the current plan for KY, XQ Math Badging and Skills Content and Assessment review committee

Led Formative Assessment and Feedback in Mathematics professional development in my district

Led Vertical Alignment work k-12 in my district

2020 KY Teacher of the Year Finalist

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Content knowledge and experience. I have a deep understanding of the Kentucky Academic Standards for Mathematics and how they connect across grade levels. I bring classroom experience in teaching diverse learners and implementing best practices in math instruction. I am also familiar with assessment design, curriculum alignment, and evidence-based instructional strategies. 2. Ability to lead and work collaboratively with colleagues. I work well collaboratively with other educators, administrators, and stakeholders. I have experience leading professional development and supporting colleagues in math instruction. I am willing to listen to multiple perspectives and contribute constructively to group decision-making. I am open-minded and reflective, and I am willing to consider new approaches and research. I have strong communication skills, both in explaining reasoning and in listening to others. I am dependable, detail-oriented, and committed to the integrity of the review process. 3. My forward thinking vision for students in the math classroom. I am passionate about connecting mathematics to real-world problem solving and future career readiness. I want to help shape standards that prepare Kentucky students for college, careers, and citizenship. I am enthusiastic about supporting teachers statewide with clear, high-quality standards. I am committed to ensuring high expectations for all students, regardless of background or ability. I believe every student can succeed in mathematics and benefit from high-quality standards. I am dedicated to equity and access, helping close learning gaps while fostering mathematical confidence.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that every student sees themselves as a mathematician, engages in deep learning, develops strong problem-solving skills they can apply across all content areas and in life, and understands the purpose and relevance behind what they are learning. I also envision teachers who feel confident in teaching their standards and fully supported.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.A.2 Use the structure of an expression to identify ways to rewrite it and consistently look for opportunities to rewrite expressions in equivalent forms. This standard is important to high school because it build algebraic fluency. Being able to rewrite expressions flexibly is essential for solving equations, modeling real-world problems, and preparing for advanced math like precalculus and calculus. It also supports problem solving in many classes. Rewriting expressions makes complex problems more approachable. For example, factoring helps with solving quadratic equations, while recognizing exponential forms supports understanding of growth and decay. I would highlight for other teachers that this standard promotes SMP 7, making use of structure. Teaching students to be consistently scanning expressions for structure and not waiting until they're told to factor or expand is one of the most important skills we can teach.

Q20

Upload a signed copy of the principal signature page.

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#23

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 11:20:05 AM
Last Modified: Wednesday, September 03, 2025 3:07:20 PM
Time Spent: 03:47:14
IP Address: 170.185.52.211

Page 2: Application

Q1

Name:

Steinmetz

Q2

Provide your school email address for contact.

sarah.steinmetz@campbell.kyschools.us

Q3

Name of district in which you work:

Campbell County

Q4

With what educational cooperative(s) is your district affiliated?

Northern Kentucky Cooperative for Educational Services
(NKCES)

,

Unsure

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

None

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

14

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th grade algebra
8th grade algebra
8th grade geometry

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am the math department head at my school, I have worked on deconstructing of standards, learning targets, textbook picking and essentials standards

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have my principal's license

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have no experience with development or revision of standards. However, I have worked on deconstructing and establishing essential standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Professional developments with kagan and classroom management and other engagement strategies.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Educational Leadership Experience, Instructional Expertise, Commitment to Continuous Improvement

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to ensure that all students, regardless of background or ability, develop a deep understanding of mathematical concepts and recognize the relevance of mathematics in their daily lives. Currently, the Kentucky math standards require students to learn too many concepts each year, which can be overwhelming, especially for students who need more time to build foundational understanding. This rapid pace makes it challenging for teachers to provide the depth of instruction needed for true mastery, and students may struggle to keep up, leading to gaps in their learning.

Another concern is that many standards are introduced before students have meaningful, real-world experiences to connect with the content. For example, teaching percents in seventh grade may lack impact if students have not yet encountered real-life situations such as shopping, budgeting, or calculating tips. When students cannot see how mathematical concepts apply to their everyday lives, they are less likely to engage deeply or retain what they have learned.

To address these challenges, I believe Kentucky's math standards should prioritize depth over breadth, focusing on fewer, essential standards each year. This approach would allow teachers to spend more time on key concepts, ensuring that students gain a solid understanding before moving on. Instruction should also emphasize real-world applications, aligning lessons with authentic contexts and problems that students can relate to. This not only makes learning more relevant and engaging but also helps students develop critical thinking and problem-solving skills.

Additionally, high-quality, evidence-based instruction should support differentiation to meet students where they are. Standards must allow for scaffolding, enrichment, and varied pacing so that all students, including those who need extra support, can succeed. Incorporating research-based teaching strategies—such as formative assessment, collaborative learning, and conceptual exploration—will further enhance the effectiveness of instruction.

By refining our standards to emphasize depth, real-world connections, and evidence-based instructional practices, Kentucky can create a mathematics education system that empowers all students to become confident, capable, and lifelong learners.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

An important standard from the Kentucky Academic Standards (KAS) for Mathematics for the middle school grade band is KY.8.EE.7: Solve linear equations in one variable. This standard is foundational because solving linear equations is a critical skill that underpins much of students' future success in mathematics. Mastery of this concept in middle school sets the groundwork for more advanced topics in algebra, geometry, and other higher-level math courses. Without a solid understanding of how to solve linear equations, students are likely to struggle as they encounter more complex problems in high school and beyond.

This standard is particularly significant because it marks the shift from arithmetic to algebraic thinking. At this stage, students are expected not only to perform calculations but also to generalize patterns, represent relationships symbolically, and manipulate variables. These are essential skills for problem-solving in mathematics and in real-world contexts. Furthermore, this is a point where many students develop persistent misconceptions, such as misunderstanding the distributive property—especially when working with negative numbers—or failing to recognize that expressions like

2



5

5

2a

and

2

5



5

2

a are equivalent. Addressing these misconceptions early is crucial for helping students build a strong algebraic foundation.

To ensure that educators fully understand the intent of KY.8.EE.7, I would emphasize several key instructional points. First, it is important to encourage multiple solution strategies, allowing students to solve equations using balancing, inverse operations, or visual models. This flexibility helps students develop a deeper conceptual understanding and equips them to approach problems in different ways. Second, explicit instruction on the distributive property—including how to correctly distribute negative signs—prevents common errors and builds confidence. Third, teaching students to recognize and rewrite equivalent expressions enhances their algebraic fluency and prepares them for more advanced work. Finally, clarifying when to use the order of operations versus when to apply inverse operations during equation solving is essential for students to solve equations accurately and efficiently.

In summary, KY.8.EE.7 is a critical standard for the middle grades because it forms the basis for all future work in algebra and beyond. By focusing on multiple solution strategies, addressing common misconceptions, and emphasizing foundational skills, educators can help students achieve true mastery of solving linear equations in one variable.

Q20

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#24

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, August 29, 2025 7:18:32 PM
Last Modified: Wednesday, September 03, 2025 8:57:42 PM
Time Spent: Over a day
IP Address: 23.226.172.89

Page 2: Application

Q1

Name:

Erin Coffey

Q2

Provide your school email address for contact.

erin.coffey@madison.kyschools.us

Q3

Name of district in which you work:

Madison

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM and KCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th Grade Mathematics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have served as the head of the Mathematics Department for the past 10 years. During this time, I have had the privilege of mentoring new teachers and supporting student teachers each year as a cooperating teacher. In my role as department head, I lead monthly Professional Learning Communities (PLCs), develop agendas to foster meaningful collaboration, and analyze and interpret data to guide instructional decisions and strengthen departmental effectiveness. I am also proud to have both led and contributed as a member of one of the state's consistently high-performing schools.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold a Master's degree in Special Education as well as a Master's degree in Supervision of Instruction. These qualifications have equipped me with the expertise to differentiate instruction effectively, implement and lead evidence-based teaching strategies, and advocate for the resources necessary to ensure that all students are able to reach their fullest academic potential.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have collaborated within our district to design common assessments, develop curriculum maps, and build instructional units

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have both led and contributed as a member of a math department in one of the state's consistently high-performing schools.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am an effective communicator, highly proficient with technology, well-versed in academic standards and instructional resources, and skilled in efficiently interpreting data to inform instructional practices and decision-making.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My goal as a mathematics educator is to equip students with the foundational skills they need to become independent, lifelong learners and contributing members of society.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.RP.3

Learning percentages in 7th grade is important because percentages are a foundational concept that connects math to real-world situations. For example, making informed decisions in daily life, managing money, and understanding societal information. To ensure that educators will understand the intent, I would help provide supporting information that emphasizes conceptual understanding, real-world relevance, and skill progressions.

Q20

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#25

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 8:06:46 AM
Last Modified: Thursday, September 04, 2025 9:36:44 AM
Time Spent: 01:29:58
IP Address: 170.185.66.207

Page 2: Application

Q1

Name:

Whitney Cox

Q2

Provide your school email address for contact.

whitney.cox@corbin.kyschools.us

Q3

Name of district in which you work:

Corbin Independent Schools

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM- Collegial Support (Intervention and Coach)
KCM- 2011/2012 Math Intervention Specialist

Q6

Other - Please identify your current role.:
Math Interventionist K-3

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

K-3 Math Intervention

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have extensive experience as a Math Interventionist, where I implemented targeted interventions to support struggling students in mastering mathematical concepts. My work included assessing students, disaggregating data, tracking progress, and maintaining accurate records to ensure growth. Recognized by the Kentucky Center for Mathematics as a Math Intervention Specialist, I have demonstrated measurable improvements in student confidence and proficiency.

In addition to direct instruction, I have provided leadership in mathematics education by serving as a Team Lead, collaborating with teachers to analyze data, develop intervention plans, and share best practices. I've also served on the Math Leadership Team, contributed to family engagement initiatives by sharing math strategies with parents, and supported colleagues through collegial support groups and professional development around high-quality mathematics instruction.

Q11

Respondent skipped this question

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have experience with the Kentucky Department of Education as a workshop participant in the development of Roadmaps to Implementing High Quality Mathematical Instruction (HQMI). This work included breaking down standards using the KAS Protocol, integrating Social Emotional Learning (SEL), and engaging in the Assignment Review Protocol . These opportunities deepened my understanding of how standards are structured, how they connect across grade levels, and how they should guide instruction to ensure equity and rigor.

From this experience, I know that effective standards development and revision require more than content knowledge—they require a focus on vertical coherence, clarity of instructional expectations, and consideration of teacher workload and student developmental readiness.

Dedicated collaboration time for cross-grade and cross-content discussions to ensure vertical alignment.

Feedback loops that include classroom teachers, interventionists, and instructional coaches so that the revised standards are practical and implementable.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Math Interventionist Collegial Support Group – participant and contributor

Mathematics Coach Collegial Support Group – participant and contributor

Kentucky Department of Education Workshop Participant – development of Roadmaps to Implementing High Quality Mathematical Instruction (HQMI), breaking down standards using KAS Protocol, integration of Social Emotional Learning, and assignment review protocol

Numeracy Counts Academy – participant

Family Engagement Nights – shared math strategies and plans with families to support learning at home

Data and Assessment Presentations at ECU – presented to teacher candidates on assessment practices and data-driven instruction

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Expertise in Data-Driven Instruction As a Math Interventionist, I have consistently used assessment data to identify gaps, monitor progress, and adjust instruction to ensure student growth. This experience allows me to critically evaluate standards for clarity, alignment, and impact on student learning. 2. Leadership in Collaboration and Professional Learning I have served as a team lead, on the Math Leadership Team, and in collegial support groups for interventionists and math coaches. These roles required me to facilitate collaboration, build consensus, and guide educators in aligning instructional practices with standards—all skills directly applicable to standards review and revision. 3. Deep Understanding of High-Quality Mathematical Instruction Through participation in KDE's High Quality Mathematical Instruction workshops and acceptance into the Kentucky Mathematics Teacher Leader cohort, I bring both practical classroom experience and a strong grasp of research-based best practices. This foundation ensures I can evaluate standards with a focus on rigor, equity, and applicability across diverse learners.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that every student, regardless of background, has access to engaging, rigorous, and equitable learning experiences that foster both deep conceptual understanding and problem-solving confidence. Kentucky's math standards should serve as a clear and coherent roadmap for teachers, ensuring that instruction is vertically aligned and developmentally appropriate. When implemented with fidelity, these standards can translate into high-quality, evidence-based instruction that emphasizes inquiry, mathematical discourse, and real-world application. By supporting teachers with professional learning, data-driven practices, and collaborative structures, we can ensure that the standards are not just a document on paper, but a living guide that drives student achievement and cultivates lifelong mathematical thinkers.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.OA.2 – Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

This standard represents the transition from concrete counting strategies in Kindergarten and Grade 1 to mental strategies and fact fluency in Grade 2. It ensures that students move from “counting all” or “counting on” to more efficient strategies like making tens, using doubles, and decomposing numbers.

Fact fluency supports automaticity, freeing cognitive space for higher-level tasks such as multi-digit addition and subtraction in Grade 3, and later, multiplication and division. Without fluency, students struggle with more complex problem solving because their working memory is overloaded with basic calculations.

Fluency is not just speed—it is accuracy, efficiency, and flexibility with strategies. Teachers should emphasize multiple approaches (e.g., doubles, near doubles, making tens) before moving to recall.

Fluency is not just speed—it is accuracy, efficiency, and flexibility with strategies. Teachers should emphasize multiple approaches (e.g., doubles, near doubles, making tens) before moving to recall.

Teachers may confuse “knowing from memory” with rote memorization. The standard emphasizes that fluency grows out of strategic reasoning before facts become automatic.

KY.2.OA.2 is a cornerstone standard for Grades K–3 because it secures fact fluency within 20, building on the conceptual work of earlier grades and preparing students for more advanced operations in Grade 3 and beyond. This standard is not about rote speed drills—it’s about developing flexible, efficient strategies so that facts become automatic over time. To support implementation, teachers can use tools like number talks and manipulatives to highlight patterns, and Kentucky’s resources such as the Breaking Down a Standard protocol clarify misconceptions and instructional intent.”

Q20

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#26

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 5:35:26 PM
Last Modified: Thursday, September 04, 2025 9:51:02 AM
Time Spent: 16:15:35
IP Address: 170.185.179.195

Page 2: Application

Q1

Name:

Sherry Bertram

Q2

Provide your school email address for contact.

sherry.bertram@paducah.kyschools.us

Q3

Name of district in which you work:

Paducah Public Schools

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

This is my 20th year. This year I am teaching ad advanced 4th gr math class and RTI for elementary. Previously i taught middle school math for 15 years. I was a district instructional coach for the past four years.

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

15 years teaching 6th and 7th grade. 4 of those years also teaching Algebra 1. Currently teaching elementary RTI and an advanced 4th gr math class. 4 years district instructional coach working with both elementary and middle school math teachers.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Math chair at the middle school for many years. Leading the AdvancedKy Access to Algebra pilot program in our middle school (3 years). I also am a trainer in the summers for AdvancedKy Access to Algebra program because I love the program and what it does for students so much. 4 years as a district instructional coach working with elementary and middle school math teachers. I have been on the math curriculum adoption committees for both elementary and middle school math curriculum for our district. I have led many PLCs within our district for math teachers and departments as well as new teacher trainings. I had the privilege of being on the Math Advisory Panel last time the math standards were revised. Currently I am working on an elementary math specialist certification. I would be honored to be selected again and would be happy to serve on either the K-5 committee of the 6-8 committee. Thank you for considering me!

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am working on an Elementary Mathematics Specialist Certification.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I had the privilege of being on the Math Advisory Panel the last time the state standards were revised. I thoroughly enjoyed the work and meeting and working with teachers all across our state. I have led and participated in multiple vertical alignment meetings within our district as well as cross-walking the most recent standards rollout in the middle school.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

AdvancedKy Trainer for their Access to Algebra program for several summers.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I am thorough. I revise, edit and proofread continuously. 2. Collaboration. I appreciate others insights, thoughts and opinions. After being a district instructional coach the last four years I have experienced the true value of collaborative work. Much better work comes from working together, but all opinions and ideas must be respected and considered. Collaboration creates a much better product. 3. Experience. There is important work to be done at each of the three grade bands for math. But working in both elementary math and middle school (and high school Algebra 1) I see and understand the flow and progression of math. It is too easy to have blinders on and see only your grade level or your buildings level of math. We are all in this together K-12. Experience in more than one grade level or grade band is something I can bring to the table.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love for students to get to experience math in the real world. Math isn't just something for inside the school. It is for LIFE! Seeing how so many different career choices use math. In order to do this we also need to understand math at a level that we can make applications, not just memorize facts and formulas, the WHY behind the math.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.EE.7 Writing one-step equations is more than just putting a couple of numbers and a variable together. It involves deep thinking and processing. Problem solving--identifying what you know to find out what you don't know. We use so many basic one-step equations in everyday life. Consider going to the grocery store and buying grapes. Is it a better deal to buy the 12 count or 18 count of eggs? How can I figure that out? You can do that by thinking algebraically.

Q20

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KDE%20Math%20ADV%20pANEL%20pRINCIPAL%20SIG%20PAGE.pdf (204.1KB)

#27

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 11:44:26 AM
Last Modified: Thursday, September 04, 2025 1:14:17 PM
Time Spent: Over a day
IP Address: 170.185.214.203

Page 2: Application

Q1

Name:

Amibeth Blair

Q2

Provide your school email address for contact.

amibeth.blair@warren.kyschools.us

Q3

Name of district in which you work:

Warren County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA, KCM Numeracy Academy, Epic Numeracy Alliance

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

District Curriculum Coordinator

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

When in the classroom, I taught many grade levels (PreK, K, 1, 2, 3, and 5). I became a school Curriculum Coordinator and worked with standards of all elementary grade levels (K-6). I am now in a district position providing leadership in standards-based instruction for all subject areas. I have provided professional developments where we have focused on teaching using KAS and SMPs.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Gifted and Talented Endorsement - I planned and delivered mathematics instruction to my GT students as well as led teachers in planning challenging lessons for their students.

Supervisor of Instruction - I have led teachers in planning and delivering mathematics lessons. I have also led them in analyzing student work and assessments to determine next steps.

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any previous experience in the development or revision of academic standards. However, I use the standards continuously throughout my days at work. I feel the team should receive a training on expectations related to the standards work. I also feel they should receive any feedback that has been given involving the standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Attended (or attending): KCM Numeracy Academy, Epic Numeracy Alliance, Conceptual Building Blocks (Addition & Subtraction; Multiplication and Division; Fractions) @ GRREC

Led: Addition & Subtraction and Multiplication & Division professional developments for our district

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Good listener: I am a very good listener. I can listen to ideas, analyze what is being said, and help problem solve. 2. Experience with all grade levels: I have worked with all grade levels (K-6) for many years, so I have experience with all standards for all of these grade levels. 3. I am a continuous learner. I love to learn and continue to improve on my leading and instruction expertise.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Mathematics education should begin with standards based learning. Teachers need to understand the standard first, then use their HQIR for support in planning their instruction. Manipulatives should be used often, as students move from a concrete conceptual understanding to semi-concrete or representational to abstract.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.

Making 10 is such an important concept for students. It begins in grade K, but it creates a foundation that will be used in all future grade levels. I would ensure that teachers understand the important of using manipulatives, 10 frames, and more.

Q20

Upload a signed copy of the principal signature page.

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#28

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 12:31:06 PM
Last Modified: Thursday, September 04, 2025 1:59:31 PM
Time Spent: 01:28:25
IP Address: 170.185.125.179

Page 2: Application

Q1

Name:

Alley Garner

Q2

Provide your school email address for contact.

alley.garner@johnson.kyschools.us

Q3

Name of district in which you work:

Johnson County

Q4

With what educational cooperative(s) is your district affiliated?

Kentucky Educational Development Corporation (KEDC)

,

Kentucky Valley Educational Cooperative (KVEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

N/A

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:

Math Interventionist

Q7

Years of experience you have as a classroom teacher:

10

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently serving as an interventionist with Integrated Math I, II, and III (9th-11th grades). Previously, I taught high school Algebra 1, 2, and Geometry for Gifted & Talented Middle School students, high school Algebra 1, 2, and Geometry, Pre-Calculus, and Statistics.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

As I am currently a high school math interventionist, I work closely with teachers to ensure that students are receiving an equitable education through high-quality instructional materials, modifying pacing guidelines as needed, and helping develop common assessments that align with the needs of the department as a whole. I provide strategies that will be effective for all levels of learners and scaffolded supports that ensure that students are receiving on-grade level instruction. I serve as a mentor to new teachers in our department, and have done so for the past 4 years. So, as much as I work with students on math intervention, I am also an instructional coach by definition.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

My Bachelor's degree is in Secondary Mathematics Education (Grades 8-12) with a Minor in Statistics. My Master's degree is in Instructional Leadership. And, most recently, I have completed my Rank 1 certification and received an Ed.S. in Instructional Supervision. During my coursework for my Rank 1 certification, I specifically focused on mathematics instruction pertaining to standards, high-quality instructional resources, and best instructional practices.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I believe that teachers should be provided with historical data on how Kentucky's students have performed on the Kentucky Summative Assessment on specific state standards that have been assessed. I also believe it would be beneficial to see the progression standards from lower grade levels. Survey results from teachers across the state giving feedback on current state standards would be beneficial.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Most recently, I have become a Certified Kagan Trainer and my focus is on supporting mathematics teachers in math engagement strategies. Before that, I was certified Kagan Coach. I was also amongst the first cohort of Kentucky Math Teacher Leaders with KCM. I am a certified Google Trainer as well. I also participated in Math Item Review and Range Finding with the Kentucky Department of Education.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Having worked with students that range in ability from being gifted and talented to students being referred to special education, I have extensive experience in being able to deconstruct a learning standard to find learning targets that will help students reach their goal of mastering a skill. Knowing what pre-requisite skills students typically struggle with when they are introduced to a new standard would be a beneficial skill in standards revision because I would be able to give input where I believe an emphasis should be given on those pre-requisite skills. I also believe that I am an effective communicator, a skill that is needed to work in a group on a task such as this. It is important to be able to clearly communicate concerns, but also listen to the concerns of others. In my daily responsibilities of coaching and mentoring new teachers and serving as an instructional coach, I must be an effective communicator with teachers so they know exactly what the expectation is and how to best meet it. Finally, having a passion for curriculum and instruction makes me a strong candidate for standards review and revision. One of the aspects of my job is ensuring that our high-quality instructional materials are being used effectively and that we are still meeting state standards requirements with the resources. Creating pacing guidelines, deconstructing standards to ensure quality alignment, and supporting effective implementation is one of my favorite aspects of my job.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe that all students deserve, and are capable of, high-quality, equitable instruction. Even though this may look differently from classroom to classroom and across the state, with the correct supports, all students can achieve on-grade level instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

For this question, I am actually going to choose 2 standards that I believe are foundational to high school mathematics and pair them together, providing a deeper foundation for conceptual understanding between linear and exponential functions and arithmetic and geometric sequences.

KY.HS.F. 2 - Recognize that arithmetic and geometric sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

KY.HS.F.11 - Distinguish between situations that can be modeled with linear functions and with exponential functions.

When these 2 standards are paired together, and students learn that linear functions are just arithmetic sequences and exponential functions are just geometric sequences, they have a much more solid conceptual understanding of the 2 concepts. Suddenly, functions have more of an application and are no longer taught in isolation. These standards are incredibly important to the high school grade band because they are foundational to linear and exponential functions. Students are likely to not have a good understanding of linear and exponential functions if they cannot distinguish situations between the two. If they can distinguish situations between arithmetic and geometric sequences, then linear and exponential functions will subsequently come naturally.

If the expectation is that one concept builds upon another, then that needs to be explicit in the standards. Just as we cannot expect students to make connections on their own, it is my belief, that we should not expect teachers to teach in that manner as well. It is also my belief that strong mathematics instruction ensures in overlap of standards such as this and not "isolated standards teaching." Teaching in this manner helps ensure that students have a stronger conceptual understanding.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (149.4KB)

#29

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 8:12:37 AM
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IP Address: 170.185.189.171

Page 2: Application

Q1

Name:

Amy Barlow

Q2

Provide your school email address for contact.

Amy.barlow@powell.kyschools.us

Q3

Name of district in which you work:

Powell County Schools

Q4

Unsure

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th and 8th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been working in the math field for about 8 years (15 years totally teaching). I have taught a variety of grade levels math from elementary to middle school. I went back and got my middle school certificate to be able to do this. I have done some trainings at other school districts with certain curriculums how to use it effectively in the classroom.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

na

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

na

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

It's been a few years, but I did help review some standards and testing questions for previous tests to make sure they were worded the way they needed to be and covered what was needed. I have done extensive work with understanding and breaking down the standards to know what is expected for each one.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Engage NY training for other teachers (Nelson Co)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

My determination in student success in the classroom would be a great reason for this. I have a good development and understanding of the standards as they are written, to be able to break them down into what is necessary. My love for Mathematics truly defines my teaching and my determination I have for each day in my classroom.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love to see all Mathematics education more on an equal playing field. I have been in several districts and each one takes a different look at it and the expectations they are given are not cohesive. I would like all math teachers to be more focused on understanding the standards at a certain level that they know exactly the expectations of each lesson they are doing and what the outcome should be. If districts are using certain curriculums, districts should know that not all the lessons in that curriculum, no matter how good will cover everything as much as it is needed. It will be close but this is why the math teachers need to have that deeper understanding of what they are teaching.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Describe situations in which opposite quantities combine to make 0.
- Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.
- Apply properties of operations as strategies to add and subtract rational numbers.

This standard is very important because it takes the students understanding of rational numbers, which is not a lot as a sixth grader, and expands it to the next level for seventh. It shows a lot more with the operations (add, subtract, multiplication, division) being applied to these rational numbers as well. Something I would point out to all math teachers is to pay attention to the clarification details on the right of the standards document. This can provide some more in depth information of the point of teaching the standard. For example, this is two of the clarifications for the above standard I believe are really important for teachers to pay attention to when teaching.

- The sum of numbers is a directional movement from one number to another for a specified amount of spaces on the number line. The sum of opposites is 0 due to the fact that opposites have equivalent absolute values.
- Subtracting a positive number is the same as adding the positive number's opposite.

Q20

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Principal%20Signature%20Page.pdf (680.8KB)

#30

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 3:20:35 PM
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IP Address: 217.180.201.34

Page 2: Application

Q1

Name:

Mary Ruth Hertweck

Q2

Provide your school email address for contact.

maryruth.hertweck@ckec.org

Q3

Name of district in which you work:

Central Kentucky

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

N/A

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:

I am the Special Education Math Consultant for Central Kentucky Educational Cooperative.

Q7

Years of experience you have as a classroom teacher:

6

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am not currently teaching courses, I am a consultant for Central Kentucky Educational Cooperative. I am in all the districts within central Kentucky region, and I lead professional development opportunities that involve Math and the Special Education population.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have over six years of experience teaching math in both co-taught and resource settings, including 6th–8th grade and 2nd–4th grade. My work has focused on aligning standards with grade-level expectations for students not yet on grade level. I also served as a team leader for Math and Special Education at the middle school level. In my current role, I collaborate closely with math and special education teachers across the Central Kentucky region, with all of our work grounded in standards.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold two master's degrees in special education and am currently completing my dissertation for a doctoral degree in the field. Throughout my career, my work in special education has been deeply rooted in mathematics, the subject I have consistently taught. I bring a strong understanding of academic standards and am committed to ensuring that students who are not yet on grade level have meaningful access to grade-level content.

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not yet had the opportunity to work directly on the development or revision of standards. However, I recognize the value of accessibility in this process and believe it would be beneficial to provide print copies of the standards for team members who prefer a pen-and-paper format.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Throughout my career, I have participated in a wide range of professional development opportunities in mathematics. Notable experiences include the Math Teacher Toolbox, Open Middle Problems training, the Math SDI Toolkit, sketch notes, and professional learning focused on co-teaching and co-planning in the math classroom. In my current role as a consultant, I have facilitated trainings on the Kentucky Academic Standards for Mathematics and the Breaking Down a Standard Protocol. I also co-founded a secondary math cohort within a district, led professional learning sessions on specially designed instruction (SDI) using the Math SDI Toolkit, and conducted training on effective co-teaching practices in the math classroom.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am a strong candidate for standards review and revision because of my combined expertise in mathematics and special education, my deep knowledge of standards-based instruction, and my commitment to collaboration. With over six years of teaching experience in co-taught and resource math classrooms, as well as my current role supporting teachers, I have extensive practice aligning instruction to standards while ensuring access for diverse learners. I have also led professional learning on the Kentucky Academic Standards for Mathematics and the Breaking Down a Standard Protocol, which has strengthened my ability to analyze and apply standards effectively. Additionally, my leadership roles—such as serving as a team leader and co-developing a secondary math cohort—demonstrate my ability to work collaboratively and contribute meaningfully to collective goals. Serving on this committee would allow me to represent the Central Kentucky Cooperative and extend the impact of this work to numerous schools and districts, multiplying its reach and supporting a wide network of educators and students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is grounded in ensuring that all students have meaningful access to rigorous, grade-level mathematics through high-quality, evidence-based instruction. Standards serve as the foundation for this work, but their full impact is realized only when teachers are equipped to understand, interpret, and apply them effectively. I believe teachers must receive targeted training to become fluent not only with the content of the standards but also with their coherence across grade levels, so that learning builds systematically and purposefully. By clarifying the objectives of each standard and providing practical tools and professional learning, educators can integrate the Standards for Mathematical Practice (SMP), Mathematical Teaching Practices (MTP), and evidence-based instructional strategies into daily lessons. At the Central Kentucky Educational Cooperative, we refer to this approach as the “culture of learning for math,” where all of these elements work in concert to design rich, engaging tasks that foster deep student understanding. My vision is to support teachers in implementing this integrated approach across classrooms and districts, ensuring that every student experiences meaningful, high-quality mathematics instruction. With the base for all mathematics instruction starting with the grade level standards.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

The standard I have identified is KY.3.NBT.2, which focuses on third-grade students being able to fluently add and subtract within 1,000. A key aspect of this standard is the emphasis on fluency, meaning that students are able to perform these calculations accurately, efficiently, and with understanding. This standard is particularly important in the third-grade band because it represents a critical step in the coherence and progression of mathematical skills within the elementary years.

This standard builds directly on first-grade standards, where students begin by adding within 100, and second-grade standards, where they develop fluency with addition and subtraction within 100. In third grade, the scope increases to 1,000, providing the rigor needed to prepare students for future mathematical concepts, such as multiplication of whole numbers in fourth grade and multi-digit multiplication in fifth grade. This progression ensures that students develop strong number sense and computational fluency, which are essential for success across the elementary grade band and in later mathematics learning. Emphasizing the coherence of this learning trajectory helps teachers see how mastery of addition and subtraction within 1,000 is foundational not only for third-grade mathematics but also for developing lifelong mathematical skills.

Q20

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#31

COMPLETE

Collector: Web Link 2 (Web Link)
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Last Modified: Friday, September 05, 2025 1:24:01 PM
Time Spent: 06:17:06
IP Address: 170.185.249.144

Page 2: Application

Q1

Name:

Angela Fishburn

Q2

Provide your school email address for contact.

angela.fishburn@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

16

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th Grade Math and Science

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked as a 4th/5th grade math teacher for the last 8 years. I also taught K-3 in my first 8 years of teaching which included math. I have provided professional development at my school level on math practices, hosted a math book club - Becoming The Math Teacher You Wish You Had, have been the school math lead on the curriculum committee, and completed a lot of independent math professional development focused on Building the Thinking Classroom and studying Jo Boaler's pedagogy about math instruction and learning.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Elementary Education Certification with a focus on Computer Science- this certification focused on incorporating computer science concepts and ideas into the mathematics instruction.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not developed or revised standards previously, however, I have worked with teams in my district to unpack standards and understand what individual standards are expecting students to understand or be able to do. Having a team of open-minded, innovative, and experienced educators to work on revising the standards would be crucial. When working with standards, it is nice to have a copy of the standards on paper in front of you. Having a document for editing and/or revising the standard with expectations or guidelines for the expectations of revision would be important. Having space, time, clear feedback from teachers/stakeholders would also be important.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Mathematics Cohort School attendee when current standards were rolled out- discussed new standards and brought information back to school staff.

Led a math teacher book study for teachers at my school- Becoming the Math Teacher you Wish You Had

Worked with the district in a cohort book study for Math Fact Fluency by Jennifer Bay-Williams

Elementary Certificate of Teaching with a focus on Computer Science in the Math Classroom

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am passionate about math and Math education, I am very organized and I am task oriented.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I want students to learn the math skills required for them to be successful in both the classroom, but also life. I want the standards to flow with a purposeful progression that encompasses the beauty of math and the way math is an interwoven world of concepts and ideas. I see a huge benefit to conceptual understanding at the beginning of learning a concept and moving to more abstract thinking. There is a time and place for procedures, but understanding the concept before rushing to a procedure is crucial to actually learn that concept. Math should be engaging and taught in a safe environment. All students are capable of math at high levels and we need to expose all students to those high levels and support students to reach those levels if they are not there yet.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY4NBT5 Students will use multiplication for the majority to all concepts aside from geometry concepts in 5th grade and beyond. Therefore, they will need to have multiple strategies- conceptual and procedural that will help them to multiply both single digit and multi-digit numbers fluently. While beginning multiplication concepts are taught in 3rd, the rigor and depth of multiplication understanding increases greatly in 4th grade. In 5th grade, measurement concepts, numbers in base ten, exponents, and fraction/decimal understanding all rely on a firm foundation of multiplication.

Q20

Upload a signed copy of the principal signature page.

Mathematics_Principal_Signature_Page.pdf (367KB)

#32

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 01, 2025 6:02:46 PM
Last Modified: Friday, September 05, 2025 2:36:57 PM
Time Spent: Over a day
IP Address: 192.225.242.139

Page 2: Application

Q1

Name:

Amanda Baker

Q2

Provide your school email address for contact.

amanda.baker@paintsville.kyschools.us

Q3

Name of district in which you work:

Paintsville Independent

Q4

With what educational cooperative(s) is your district affiliated?

Kentucky Educational Development Corporation (KEDC)

,

Kentucky Valley Educational Cooperative (KVEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM (Ky Math Teacher Leader, Numeracy Counts Content Creator)

KCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th Math Lab, 8th STEAM, 9th Algebra 1, MS/HS Intervention

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have 15 years of experience teaching mathematics and currently teach Algebra 1, STEAM and math lab courses at Paintsville High School. As a NBCT and a member of the Ky Math Teacher Leaders network, I have supported colleagues through PLC's, mentoring and leading sessions for my former district's PD academy. This school year I am the Math Content Coordinator tasked with implementing "Access to Algebra" in our district through the Advance KY initiative. These leadership experiences, along with my classroom practice, prepare me to contribute to the review of KAS mathematics standards and assessments blueprints.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have been Nationally Board Certified for ten years and I also have my Instructional Supervision degree and certification. I also have both middle school and high school mathematics certification. I have served in the capacity of classroom teacher for grades 5-9 and interventionist in grades 7-12. I have 3 years of experience preparing students and administering the ACT and KYOTE.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have prior experience in the development or revision of standards.

Support needed for successful teams should include access to student data across the state, a skilled facilitator to establish positive group norms, shared technology for real time access and diversity in the group for a varied perspective.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended monthly sessions with KCM since 2020 focused on improving mathematics instruction through the Ky Math Teacher Leader Network.

I attend the annual KCM conference.

I recently completed (July 2025) Laying the Foundation with Access to Algebra

I have presented at the Learning from KY Classrooms Conference, led various professional developments for my district for teachers during back to school professional days and for the Appalachian Renaissance Initiative.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Instructional Expertise: 15 years of experience across multiple grade levels. I can translate standards into classroom practice and I have proven student learning through high test scores and my NBCT certification. 2. Leadership in Math: 5 years in KyMTL since the inception of the network leading to mentoring my own colleagues shows that I don't just implement best practices, I share them. I know how to collaborate tactfully with others. 3. Industrial-Organizational Psychologist: I am also an I/O psychologist with 5 years of experience in the field of assessments. I was trained to write assessments, understand how groups work, how people learn and how systems improve.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education is that all students experience connected and meaningful math that develops critical thinking, perseverance and problem solving skills for becoming a productive member of society. High quality standards should be the foundation, guiding teachers explicitly to design instruction to meet THEIR students needs that is rigorous but also accessible. These standards should come with clarifications but also evidence-based strategies that best lend themselves given the standard and mathematical practice. When instruction is grounded in research and aligned to the standards, students will build fluency and conceptual understanding. But we have to make the evidence based strategies readily available and as accessible as the standards themselves. The potential of the student = resources available + time + opportunity

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.RP.2 Recognize and represent proportional relationships between quantities

This standard is important for middle school because it is a foundational standard in proportional reasoning. Proportional reasoning is key in the development of mathematical reasoning. Its the connection between everyday real life and classroom math. Students learn to make connections between "grocery store math" deciding whether the relationship is proportional or if buying in bulk really is cheaper, and a table of values. Ensuring that this standard is taught with depth and evidence-based strategies is key to building mathematical literacy in the middle grades. This standard connects tables, linear equations/functions and graphs with a conceptual understanding of slope.

Q20

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#33

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 05, 2025 2:07:31 PM
Last Modified: Friday, September 05, 2025 2:54:32 PM
Time Spent: 00:47:01
IP Address: 170.185.249.156

Page 2: Application

Q1

Name:

Elisabeth Read

Q2

Provide your school email address for contact.

elisabeth.read@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCSM, Learning Forward

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

Curriculum Specialist

Q7

Years of experience you have as a classroom teacher:

10

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I taught Middle School Math from 2007-2019. Since 2019 I have been a math coach for K-12 and Curriculum Specialist.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

As a math coach, I worked with teachers, building coaches, and administrators to improve outcomes through improved pedagogy in mathematics. I led the implementation of HQIR in K5 math in our district. Since 2023, I have served as the Curriculum Specialist in JCPS and focused on standards-based, research-based materials for math & literacy - from implementation planning through professional learning and monitoring/measurement.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certified in Adolescent Mathematics, 2011-2021

Principal certified through UK in 2023

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

n/a

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

My work is with reviewing standards to ensure alignment of materials & resources used in classrooms. My focus has been on developing teachers to lead strong, tier 1 instruction in their classrooms that is grade-level and also accessible to all learners. This requires extensive and deep knowledge of standards and how students learn & progress through them as they learn mathematics.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I frequently lead professional learning in my district around teaching and learning. In my current role, I focus on high leverage practices aligned to HQIR. However, as a math coach, I developed & led PDs on everything from Number Sense Routines, to Understanding & Connecting Representations, to Diagnostic Assessment in Math. I have presented at NCSM.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I am curious and seek to understand. This makes me a valuable member of the team because I will ask questions to clarify and explore ideas so that we can reach consensus and the best possible products of our work. 2. I have a unique perspective based on my role in the district. The role of standards is critical for ensuring equitable and quality outcomes for all of our students. In my role, I see how the standards are interpreted and realized by curriculum companies. I have relationships with a variety of providers that we can leverage to ensure that our vision for mathematics is fully brought to life through the HQIR that we use in Kentucky. 3. I am passionate about students keeping doors open for their future - and specifically not closing a door because they have not been successful, or even actively discouraged, in their math classrooms. Standards must help teachers more deeply understand the language and connection of ideas in mathematics so they can reach all students regardless of background or experience.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Kentucky's students are ALL MATH PEOPLE and deserve the opportunity to experience the language and elegance of mathematics. Math must be taught from an inquiry perspective, but must be grounded in a sequence of learning that deepens understanding of the standards and how they are connected. It is essential that we use standards to help teachers more deeply appreciate how math concepts are related as opposed to teaching them in isolated, procedural ways. Not only will this strengthen our Tier 1 instruction, but it will also empower us to be more intentional and focused when it comes to Tier 2, targeted interventions for students that are aligned to core.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

6.EE.A.3: Apply the properties of operations to generate equivalent expressions. This standard is a key middle school standard for students to understand deeply as it builds flexible problem solving skills. Too often, this standard is taught as straight-forward procedures instead of exploring the options flexible thinking opens up for problem solving. When students are able to build on their knowledge of composing & decomposing numbers (from K5 experiences) and think of terms like $3x$ as $x+x+x$, they can use these equivalent expressions to determine which representation serves a scenario or problem best. Comparison of strategies and solution paths become points of deeper learning when students can flexibly play with number and equivalency. This builds a solid foundation for representing & solving scenarios with equations & inequalities later in middle school and exploring functions in 8th grade and high school beyond.

Q20

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Mathematics_Principal_Signature_Page.pdf (276KB)

#34

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 05, 2025 11:47:39 AM
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Time Spent: 03:44:52
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Page 2: Application

Q1

Name:

Paige Mason

Q2

Provide your school email address for contact.

paige.mason@williamstown.kyschools.us

Q3

Name of district in which you work:

Williamstown Independent

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),
Kentucky Educational Development Corporation (KEDC)
,
Northern Kentucky Cooperative for Educational Services (NKCES)
,
Unsure

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, KCTM, KCM

Application for KAS for Mathematics and Assessment Blueprint Review Committee (RC) and
Advisory Panel (AP) members

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

8

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have experience teaching mathematics to 2nd, 3rd, and 5th-grade students, focusing on number sense, problem solving, life application, geometry, place value, measurement, and data. I strive to create engaging, student-centered lessons that build both conceptual understanding and practical skills. In addition to classroom instruction, I have provided leadership by mentoring new teachers, contributing to pacing guides, and assisting in the selection of math curriculum to support strong instruction school-wide.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

NA

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

NA

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have experience mapping academic standards within my district and collaborating with grade levels both prior to and above my own to ensure curriculum alignment. Additionally, I have contributed to the selection of a math curriculum aligned with Kentucky standards. I believe working teams are best supported with clear guidance on standards, collaborative planning time, and access to resources that facilitate consistent and effective instruction.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have participated in professional learning opportunities focused on mathematics instruction, including Get Your Teach On and KCM professional development sessions. I have also collaborated with and shadowed teachers in surrounding districts to learn best practices. These experiences, combined with my classroom expertise, support my ability to lead and contribute to effective math instruction.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

First, I have extensive experience mapping and aligning academic standards across multiple grade levels, ensuring continuity and coherence in curriculum. Second, I bring strong collaboration skills, having worked closely with colleagues within my grade level and in surrounding grades to analyze, adjust, and improve instructional alignment. I am always open to conversations when disagreements arise and am willing to work together to reach solutions that benefit the whole school. Third, I have practical experience selecting and implementing standards-aligned math curriculum, giving me a clear understanding of how standards translate into effective classroom instruction.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to provide students with a strong foundation in critical thinking, problem solving, and conceptual understanding, grounded in the state standards. I believe high-quality, evidence-based instruction should not only align with these standards but also connect to real-world applications, helping students see the relevance of math in their everyday lives. While not every student will pursue a college path, all students should be exposed to practical skills and opportunities that prepare them for careers, technical training, or other pathways after graduation. Additionally, there are several sites in Kentucky that would serve as excellent resources to incorporate into our math curriculum, providing students with hands-on, meaningful experiences that enhance their learning.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Standard: 5.MD.C.3 – Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

Importance for this grade band: This standard is critical for upper elementary students because it builds a bridge between understanding two-dimensional area and three-dimensional space. Mastery of volume concepts at this stage lays the foundation for future geometry and measurement skills in middle and high school, while also supporting problem-solving and real-world applications.

Supporting information for educators: To ensure educators understand the intent, students should not only memorize formulas but also engage in hands-on experiences, such as measuring and calculating the volume of physical objects or using unit cubes. Emphasizing conceptual understanding, seeing volume as the amount of space a solid occupies, helps students connect this standard to both mathematical reasoning and practical, real-world situations.

Q20

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#35

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:46:32 PM
Last Modified: Monday, September 08, 2025 8:16:54 AM
Time Spent: Over a day
IP Address: 170.185.39.179

Page 2: Application

Q1

Name:

Angela Langford

Q2

Provide your school email address for contact.

angela.langford@bgreen.kyschools.us

Q3

Name of district in which you work:

Bowling Green Independent Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

previous member of KEA and KCTM

Was involved with the local KCTM chapter at Western Kentucky University

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

26 years

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th grade math and high school algebra

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a middle school math teacher for 26 years, teaching 8th grade math and high school algebra. I have also been the math curriculum leader for over 15 years at my school. When Kentucky adopted the common core standards, I was involved in unpacking the standards at GRREC and standard alignment at the district level. Throughout the years, I have also been part of many workshops and trainings on the math standards, where I have presented/shared lessons that addressed math standards to teachers in other districts.

I earned my National Board Certification in Early Adolescence Mathematics in 2005 and have been through the renewal process twice and passed, most recently in 2024.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I earned my National Board Certification in Early Adolescence Mathematics in 2005 and have been through the renewal process twice, most recently in 2024.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I worked for Pearson briefly in April - May 2020. I was in a group of math teachers that analyzed the rubrics for extended response and short answer questions, making sure the rubric was clear and concise for scorers.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

When Kentucky adopted the common core standards many years ago, I was involved in the unpacking of standards process at Green River Regional Educational Cooperative. I then lead the unpacking of standards process at the district level for middle school. I have been involved in curriculum alignment in many ways at the district and school level. Currently, we are moving to standards based grading so I am working with the standards to determine mastery levels.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Presented math lessons to teachers in the GRREC region
GRREC Math Alliance - unpacking the standards
National Board Certified Teacher in Early Adolescence Math
Attended NCTM conference in Washington DC
Attended many trainings on math instruction throughout the years at GRREC

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Knowledge of math content - I have a math degree and am certified to teach grades 7-12 so I have knowledge of both middle and high school standards. 2. Experience in the classroom and with math standards - I have 26 years of experience teaching math in the middle school classroom so I am familiar with the standards review process. 3. Leadership - I have been the math curriculum leader for over 15 years at my school, a grade level leader at my school for over 15 years, part of district leadership teams for mathematics, mentor for new teachers and I have hosted numerous student teachers from Western Kentucky University

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My district is currently in the beginning stages of implementing standards based grading so my vision would be to condense the number of standards taught at each level and focus on priority math standards at each grade level. We need basic skills mastery and math reasoning skills before being able to master the abstract math standards. I see so many students in 8th grade lacking knowledge of basic math skills and they have no reasoning skills to be able to solve a complex math problem.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I chose the equation and expression standard, KY.8.EE.7 below because being able to solve any multi-step equation and understand the use of inverse operations is important in all aspects of higher mathematics. It is important that educators understand that this standard includes equations that have no solution and infinite solutions, in addition to equations having one solution. Basically, when students leave the 8th grade, they should be proficient in solving any equation, including those that involve distributive property and combining like terms. I would also highlight that students should be able to recognize the equivalence of equations when simplified.

KY.8.EE.7 Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.

Q20

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#36

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 05, 2025 11:28:01 AM
Last Modified: Monday, September 08, 2025 1:21:53 PM
Time Spent: Over a day
IP Address: 170.185.218.122

Page 2: Application

Q1

Name:

Catherine Hughes

Q2

Provide your school email address for contact.

catherine.hughes@webster.kyschools.us

Q3

Name of district in which you work:

Webster County Schools

Q4

With what educational cooperative(s) is your district affiliated?

Green River Regional Educational Cooperative (GRREC)

,

West Kentucky Educational Cooperative (WKEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

none

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am in my 17th year of teaching. I have spent 7 of those years at the HS level, and then 10 at the MS. I have always taught math with grades 7-9. I have served as a department head for 12 of my 17 years, in the various schools. Through my tenure I have also be given the opportunity to lead many school and district level PD sessions on math and/or technology.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Through my time with GRREC working on a STEM grant, I completed their Rank change program. The earned me a Professional Educator certificate, with a stem/computer science certificate.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have worked with various teams and committees to align standards and vocabulary usage vertically across the district. Through the years I have also been able to work with department members to create pacing guides to ensure all standards are covered.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Through the time with GRREC that I previously mentioned, I had to complete a Capstone project. This project was an activity using math/stem that I designed. I was then asked to run a PD session as a presenter for them to continue sharing my idea.

Other times through my career I have led technology PD sessions at the district level and the Tech Summit hosted at Murray State University.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Experience- at various grades (7-9) that has allowed me to see the standards progression first hand. Dedication- I am dedicated to my students and have no plans or desire to leave the classroom. Collaborative - I work well with others with all experience levels and love what I get to do.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I hope that math standards continue to be understandable for teachers. Many are coming into the profession non-traditionally, and that means they need to be easy to read. It is my hopes that we can maintain them in a student friendly language as well. I do hope that over time we can start to see math at the secondary level more geared toward career paths and real-world needed skills. We teach a lot of math to prepare for the ACT and mastering standards, but many students don't use that beyond HS as the times have changed. I hope as math educators the requirements changes as our pupils change.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

8.F.3 Understand Properties of Linear Functions

The standard is very important as the skills go simultaneously with linear equations. I feel understandingly these are the most essential skills for 8th grade. Students must be able to solve, graph, and write these functions. This skill then carries forward into our Systems of Equations units where they do this with two or more lines. So if they don't Master F.3 then the added layer is very difficult. Coming from HS the understanding of linear equations/functions is the most needed prior skill to come from MS with. As we then add in the layers of Quadratic, Exponential, and other types of equations/graphs. So having a firm understanding of linear allows those skills to be applied to the differences more easily.

I think educators need to understand the need for communicating function notation to their students. Explaining what it is and how to break down the pieces of a word problem to write the linear function, is something all educators need to apply with the standard.

Q20

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#37

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 08, 2025 1:33:22 PM
Last Modified: Monday, September 08, 2025 2:14:16 PM
Time Spent: 00:40:53
IP Address: 170.185.38.185

Page 2: Application

Q1

Name:

Robin Gregory

Q2

Provide your school email address for contact.

robin.gregory@bourbon.kyschools.us

Q3

Name of district in which you work:

Bourbon

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

19

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th Grade General Mathematics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Over the past 19 years, I have taught mathematics to 3rd-, 4th-, and 5th-grade students. When in 4th and 5th grade, I taught only mathematics in a departmentalized model.

I have attended several mathematics training sessions at CKEC, was involved in training related to the latest KAS for Math release, and am currently part of the Numeracy Counts Academy through KCM.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold a master's degree in Teacher/Leader and have held leadership positions in my current school on our vertical math team.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

When the current KAS for Math were released, I attended a six-hour training (over the course of the academic year) on how to read, understand, plan, and assess with the new mathematical standards and took that information back to my school and conducted Professional Development on the new standards and how to implement them.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Professional Development on how to implement the KAS for Mathematics.
How to Use Project-Based Learning in the Math Classroom.
How to Use Standards-Based Grading in the Math Classroom.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have a strong understanding of the current mathematical standards and how they build upon each other to help bring students to mastery of the standard. I have a strong knowledge of the gradual release instructional process that makes mathematical instruction effective. I have used standards-based grading in my classroom for ten years which has given me a strong ability to clearly assess learning based on academic standards. I have experience in all levels of learners and how to reach them with math instruction through hands-on, collaborative, and project-based learning.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would like to see mathematical standards be evaluated to more closely match student development, with an understanding that not all students learn in the same way or at the same pace. I would like to see a more authentic assessment procedure (such as an assessment that measures performance over time and a more project-based assessment.) In upper grades, I would like to see opportunities for students to present evidence of their learning through math talks and oral presentations.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

NBT.5 Multiply whole numbers

- Up to four four-digit numbers by a one-digit number
- Two-digit number by two-digit number

Multiply using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models

This standard is important for the grade band because a firm understanding of place value and how it is used to solve equations, and a firm understanding of multiplication facts, are important building blocks for upcoming standards on fractions and decimals.

It is important for educators to understand that the same place value standards for addition and subtraction should carry forward into multiplication. Also, a strong understanding of the base-ten numbering system is essential in mastering this standard.

Q20

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#38

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:29:53 PM
Last Modified: Monday, September 08, 2025 4:02:34 PM
Time Spent: Over a day
IP Address: 170.185.151.217

Page 2: Application

Q1

Name:

Kayla Staley

Q2

Provide your school email address for contact.

kayla.staley@marshall.kyschools.us

Q3

Name of district in which you work:

Marshall County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

18 years

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th grade Pre-Algebra & 8th Grade Algebra I

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught all levels of middle school math from 6th grade through high school level Geometry. I have served on different district level math committees over the years. I lead my school's Math PLC as well as District PLC. I have led multiple math PDs within and outside of my District.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have an Environmental Education endorsement and Masters in Teacher Leadership

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

n/a

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have never participated in standard revisions at the state level. I have participated in district level standards rollout committees.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led professional learning opportunities related to implementing IXL in the classroom, lesson planning with efficiency, and how to effectively implement PLCs.

I have completed multiple trainings hosted by WKECC including Pam Harris' work, Christa Lemily's trainings, KCM & NCTM conferences.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have several years of math instruction experience having seen multiple versions of state level math assessments, I have experienced a transition in one set of standards to another (2010 & 2019), I am a respected leader among my district's math teachers.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky includes clear standards that teachers, students, parents, and stakeholders can all understand. Assessments should be aligned to standards. Assessment results should be more than just a number and performance level. Results should give feedback by standard domain, if not by specific standard. Teachers should receive results before the start of the next school year so that data-driven decisions can be made about instruction. Instruction should be left to the discretion of the district, but should ensure all standards are being taught with an evidence-based approach.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.

This standard is important to 8th grade, because it is foundational for the work that will occur in future grades. This standard is essential, because my 8th graders cannot be successful the following year in Algebra I if they cannot fluently solve multi-step equations.

I would highlight a hierarchy of importance in this standard. Supporting documents, such as Achieve the Core's Coherence Map labels standards as "Major" or "Supporting" Clusters, but KCAS doesn't do this. It would help educators to have essential standards identified within the KCAS document.

Q20

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principal%20consent.pdf (673KB)

#39

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 7:52:06 AM
Last Modified: Tuesday, September 09, 2025 7:52:54 AM
Time Spent: Over a day
IP Address: 170.185.122.227

Page 2: Application

Q1

Name:

William Chad Muncy

Q2

Provide your school email address for contact.

William.muncy@jackson.kyschools.us

Q3

Name of district in which you work:

Jackson County

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KAPE

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

12

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 2 Grade 11

Algebra 3 Grades 11&12

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been an instructor at Jackson County High School and beginning my 12th year here. I have taught Algebra 1, Geometry, Algebra 2, Algebra 3, Precalculus and Advanced Math Topics during my time here. My leadership involves leading PLCs on data from summative assessments and working with my district to develop curriculum templates.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

none, just Master's Degree in Instructional Leadership with Teacher Leader

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

None

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

In 2019 I worked with KDE in implementing new standards and prioritizing standards with an emphasis on alternate assessment. In 2020 I participated in the range finding work with the 10th grade mathematics assessment. Also in 2020 I participated in a math item review.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

In my time at Jackson County I have served several roles. I was a member of the SBDM from 2018-2022. I have been a member of the Certified Evaluation Plan committee since 2017. I have been a continuous improvement coach since 2018. I was a facilitator for our district curriculum alignment in 2019 and was in the inaugural class of Kentucky Math Teacher Leaders in 2020.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

The first characteristic I have that makes me a strong candidate for standards review is my dedication. I will work to ensure all the standards are clear and can easily be applied in the classroom. Another characteristic is my collaborative skills. I work well with my department, school and district and this ability to work well with others and share ideas will be beneficial in the standards review work. A final characteristic is that I am knowledgeable in the standards and have a very good understanding of the high school content standards and know what knowledge the student is expected to demonstrate to determine mastery of that standard.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe mathematics education in Kentucky should be rigorous and allow students to make connections to the content using real life situations. I believe the standards should be clear enough so that students not only understand what the standard is wanting them to demonstrate but also understand when they have achieved mastery of that standard. The standards should be written so that students are not just memorizing something but able to apply the standard and show evidence through writing and math work that they understand it.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.A.18 Solve linear equations and inequalities in one variable, including literal equations with coefficients represented by variables.

This standard is important for all students especially high school students as they begin to transition to the real world. Solving one variable equations is a life skill all students will use no matter what career they decide to pursue. The intent of this standard is to ensure students can find a missing amount in an equation. This can be translated into real life with students determining how much money from each pay check they can spend each month with things such as a mortgage, utilities, car payment, etc. A student has to be able to determine how a finite amount of money from a paycheck can be distributed to satisfy their wants and needs.

Q20

Upload a signed copy of the principal signature page.

William%20Chad%20Muncy%20Principal%20Signature%20Page.pdf (162.3KB)

#40

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 08, 2025 1:30:25 PM
Last Modified: Tuesday, September 09, 2025 11:11:10 AM
Time Spent: 21:40:44
IP Address: 170.185.175.201

Page 2: Application

Q1

Name:

Steven Martell

Q2

Provide your school email address for contact.

steven.martell@oldham.kyschools.us

Q3

Name of district in which you work:

Oldham County Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NSTA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

14

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th Grade Accelerated (Pre-Algebra), 7th Grade Algebra 1, 8th Grade Pre-Algebra

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught mathematics at the middle school and high school level (all levels and contents), having served previously as a math/science instructional coach and math/science department chair at Henry County High School.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am certified in all middle grades core content areas as well as 8-12 Earth Space Science, and I will be getting my high school mathematics endorsement over the course of the school year (I need to take the Praxis for the CA-HQ process). As math department chair (and the math instructional coach), I helped teachers make abstract concepts (such as imaginary numbers) more concrete for both them and their students.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I served as an advisor on the most recent review and revision of the Kentucky Academic Standards for Science (High School) in the 2023-2024 school year

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have both attended and led professional development focusing on computational thinking not only in a math environment but across multiple disciplines. I helped implement a new mathematics curriculum at the high school level last year and the middle school level this year.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Cross-disciplinary perspective: I hold certifications across multiple subjects and grade bands, including mathematics, science, language arts, and social studies. This range allows me to see how mathematics connects to other disciplines and how students benefit from consistent skills across content areas. It also enables me to approach standards with a big-picture view of the student learning journey, rather than considering math in isolation. Leadership and implementation experience: As both a department chair and an instructional coach, I have helped teachers adopt new curricula and align their instruction to standards. I supported the implementation of Illustrative Math at the high school level and am now leading the transition to the same program at the middle school level. These experiences give me firsthand insight into how standards are applied in real classrooms and what supports are needed for effective implementation. Forward-thinking instructional lens: I have both attended and led professional development on computational thinking within mathematics, science, and across disciplines. This work has strengthened my ability to evaluate standards not only for rigor and clarity, but also for their ability to prepare students for problem-solving, critical thinking, and long-term success. I am committed to ensuring that Kentucky's math standards reflect both current best practices and future-ready skills.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that math should always feel relevant and connected to students' lives. When students ask, "When are we going to need this?" the answer should not simply point to a future math class, but instead highlight how the skills and concepts connect to real-world applications they can see and use now—or will rely on as young adults. Mathematics should be taught as a tool for reasoning, problem-solving, and making sense of the world around them, rather than as a series of disconnected procedures.

High-quality, evidence-based instruction is the bridge between standards and this vision. Well-designed standards should ensure that students are developing not only content knowledge but also critical thinking, creativity, and perseverance. Instruction should be inquiry-based, rich in problem-solving opportunities, and supported by tasks that require students to apply mathematical reasoning in authentic contexts. Students may never be asked to complete a worksheet of isolated problems outside of school, but they will constantly encounter situations that require them to analyze information, make decisions, and justify their thinking.

Ultimately, Kentucky's math standards should guide instruction that helps students build a toolbox of strategies and habits of mind that are transferable to any challenge they face. By making math meaningful, engaging, and relevant, we can better prepare students not only for future coursework but for active participation in their communities, their careers, and their lives beyond the classroom.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.A.1 – Interpret expressions that represent a quantity in terms of its context. This standard asks students to interpret parts of an expression (terms, factors, coefficients) and to interpret more complex expressions by viewing parts as a single entity.

This standard is critically important at the high school level because it serves as a bridge between symbolic manipulation and real-world meaning. In advanced pre-algebra and Algebra I, students often learn to "solve for x" without fully understanding what the terms actually represent in context. KY.HS.A.1 ensures that high school learners don't lose touch with the "why" behind algebraic expressions—whether it's interpreting a compound interest formula or a perimeter formula.

To support educators in grasping the intent of this standard, I would point them to the Standards Clarifications document, which provides concrete examples and modeling scenarios—such as interpreting $r \times t$ as rate $\times$ time or recognizing interest formulas in a financial context. Additionally, highlighting how this standard aligns with the Standards for Mathematical Practice—especially MP.2 (Reason abstractly and quantitatively) and MP.6 (Attend to precision)—helps educators understand that we expect students not just to compute, but to reason meaningfully (e.g., "What does this term represent?" or "How does the form of the expression help us interpret its behavior?")

Q20

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Martell.pdf (305.7KB)

#41

COMPLETE

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Started: Tuesday, September 09, 2025 9:44:58 AM
Last Modified: Tuesday, September 09, 2025 11:52:27 AM
Time Spent: 02:07:28
IP Address: 170.185.86.101

Page 2: Application

Q1

Name:

Mary Moore

Q2

Provide your school email address for contact.

mary.moore@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette County

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

AFT

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

26 years

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 2 (traditional), Geometry (nontraditional for credit recovery), Algebra 1(nontraditional for credit recovery), AP Statistics (traditional)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

This is my 27 year, I have done most things. I am currently a Co-Math Chair at Paul Laurence Dunbar. I am a member of the Instructional Leaders Team. I have been a Lighthouse Teacher for FCPS. I have been a Gates Leader for districts and the state. I am a member of the PLD SBDM.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

BS Math, MA Math, LBD certified

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

na

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

This will be the 3rd set of standards of my career, the work to unbox and learn new standards is laborious. I wish to help this struggle for my school and district. I have also helped develop an undergraduate college math course geared towards athletes that counts for college credit.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Way to many PD's to list. East Jessamine High TOY 2016, Top Dog PLD 3 different times.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

SUPPORTIVE - (word given to me by retiring principal) MATURE - (I have been involved in standards work my whole career)
INNOVATIVE - (I love different ways to go about solving problems, everyone doing everything the exact same way is stifling to the learning process)

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Students being excited about their learning and sharing that excitement and drive with each other. A classroom where mistakes are a must because that is how we grow. The growth is the valuable part that can be used in their future lives!

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.G.7 Prove theorems about geometric figures.

a. Construct formal proofs to justify theorems for lines, angles and triangles.

b. (+) Construct formal proofs to justify theorems for parallelograms.

IT IS ABOUT THINKING LOGICALLY THROUGH A PROBLEM! Many people say they hate proofs but they do them all the time when thinking through a problem. Not specifically about triangles or parallelograms but any problem, if students can do it with these figures efficiently then they have a skill that will be very useful later in life.

Q20

Upload a signed copy of the principal signature page.

Mary%20Moore%20Release.pdf (135.7KB)

#42

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 09, 2025 1:51:06 PM
Last Modified: Tuesday, September 09, 2025 1:55:48 PM
Time Spent: 00:04:42
IP Address: 170.185.214.194

Page 2: Application

Q1

Name:

Kierra Chandler

Q2

Provide your school email address for contact.

kierra.chandler@warren.kyschools.us

Q3

Name of district in which you work:

Warren County Public Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Delta Kappa Gamma

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

10 Years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

2nd Grade Mathematics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Our school has been departmentalized for the past five years. During this time, I have attended countless professional development opportunities. I work closely with Dr. Janet Tassell, a WKU math professor, who has impacted my instruction and challenges me to be a better teacher.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

In May 2025, I received my Doctorate in Curriculum and Instruction. My dissertation centered on the engagement of math students in the kindergarten through 3rd grade band. Not only did I share my results with my university, but I have also shared them with my school.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

During previous summers, I have worked on our district's standards focus team. During this time, we dive into our standards, ensure that our curriculum and assessments align with the KY mathematics standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

The biggest professional learning that I engaged in was my dissertation. I presented to our district about how to use students can use videos to encourage students to talk and write about their math. My Master's included the Teacher Leadership degree with the endorsement as a Math Specialist.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Research Oriented Mindset, Collaborative and Leadership skills, Forward Thinking, where I want to not only improve math instruction today, but in the future as well.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for students is, first of all, for students to have a love of learning mathematics. I want them to see math in their everyday lives. In the classroom, I want them to have access to math in various ways. Through the standards and mathematical practice standards, students can have access to their math in an assortment of different ways and have a foundation that builds and creates strong math students.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One standard that I believe is important for the entire grade band is KY.3.OA.8 – “Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies.” Although this is a third-grade standard, students in 2nd grade and above must learn how to proceed with two-step word problems. This understanding of problem-solving will impact student success throughout their entire educational career.

Q20

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#43

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 09, 2025 8:09:34 AM
Last Modified: Tuesday, September 09, 2025 2:44:59 PM
Time Spent: 06:35:25
IP Address: 170.185.86.234

Page 2: Application

Q1

Name:

Ben Crawford

Q2

Provide your school email address for contact.

ben.crawford@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

10

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

High School Math - Algebra 3, AP Calculus BC

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am department chair and provide coaching to our department alongside administrators. I have also been worked with several student teachers, practicum students, and new teachers serving as a cooperative teacher and mentor. I also have been part of the Networked Improvement Community at UK, which is a cohort of preservice students, new teachers (3 years or less experience) and alumni teachers who work together to solve problems of practice.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I teach in the MSTC program at my school, which is a program for gifted students in math and/or science. I am currently working on my gifted endorsement through WKU and will finish Spring 2026. I have a Masters in STEM Education (math focus) and Rank I in school leadership.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have experience working with my district math leadership to ensure our district curriculum frameworks are aligned with current standards, both with the last KSA revision and ongoing with new benchmark assessments and district common assessments. Additionally, I have worked with KDE's alternate assessment team to develop and review Kentucky's alternative assessment as both a question writer and content expert in content and bias reviews.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I routinely lead department learning opportunities, which includes a variety of curriculum and instructional resources and practices. I have presented my research at the SSMA (School Science and Mathematics Association) Conference, attended AERA in the past, etc. I continually work with districtwide PLCs for Algebra 2 or whatever is needed at the time.

Currently, I have my principal licensure and I am in progress of attaining my endorsement in gifted education.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am goal oriented, thoughtful, and efficient. I like to make progress toward our goal while being thoughtful and considering multiple aspects. I have experience in development in alternative assessments, standard classroom assessments, and extensive experience working with gifted students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is for there to be an opportunity for each student to grow into citizens who can solve problems in society and not be hindered by their understanding, or lack thereof, of mathematics. Having appropriate, grade-level standards are important for students to extend their understanding from the previous level. We should focus on our standards in a way that directly relate to everyday experiences to our learning, then extend to more abstract mathematics as we explore more complex situations. Using (+) standards is a great way to allow for those extending beyond their concrete examples to explore mathematics more abstractly.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Solving a quadratic in one variable (KY.HS.A.19) is extremely important for high school algebra courses, both Algebra 1 and Algebra 2. In algebra 1, it is important to understand how a quadratic equation may have multiple solutions and specific ways it can and cannot be solved (factoring, quadratic formula, etc.). It encourages students to engage in multiple mathematical practice standards (MPs 1, 6, 7, etc.) and then translates to our study of complex numbers in Algebra 2. There are applications that can be explored beyond KSA that students benefit from the (+), which applies to conic sections, which have many applications in physics and engineering. Additionally, it can help us at least determine the path of a basketball or football, landmarks such as the St. Louis Arch, or other functions of time or distance. We can find many applications to interest a variety of students at a variety of academic ability that are relevant and applicable.

Q20

Upload a signed copy of the principal signature page.

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#44

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 08, 2025 2:20:55 PM
Last Modified: Tuesday, September 09, 2025 5:35:32 PM
Time Spent: Over a day
IP Address: 108.212.192.43

Page 2: Application

Q1

Name:

Sarah Partin

Q2

Provide your school email address for contact.

sarah.partin@warren.kyschools.us

Q3

Name of district in which you work:

Warren County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

12

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th grade math, HMH

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

5th grade math teacher
ESS instructor- Math
Epic Numeracy Alliance, year one graduate
Currently a student with KCM, Epic Numeracy Counts
Have taught jr high/high school math
3rd/4th grade math

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Epic Numeracy Alliance, Grades 3-5 early fraction concepts

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

NA

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

NA

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Epic Numeracy Alliance (year one completed, currently in year two)

Epic Numeracy Counts (currently enrolled)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am confident in my ability to teach math and believe that attitude has much to do with reaching our students. My confidence is passed on to my students each year. I am curious about math, how it works, and how to best give instruction. I spent my summer pouring over our curriculum and other resources looking for the best way to approach 5th grade standards. I am an educator who has shown perseverance in both my professional and personal life. I have worked hard to transition from private education the public sector.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Math education is imperative to graduating students who are productive citizens. Math skills must start early and build throughout a student's education. The standards that we teach must have an order and allow for spiral review each year. My vision is that Kentucky can move to the forefront of math education, growing math literate graduates who are able to be successful in life and profession.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.OA.1 - Being able to solve one and two step word problems begins the real-life application of mathematics for students. Knowing math facts is one thing, having a number sense and the ability to use what they know to discover the answer to real life situations is what makes math education so vital.

Q20

Upload a signed copy of the principal signature page.

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#45

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 09, 2025 4:49:47 PM
Last Modified: Tuesday, September 09, 2025 5:53:12 PM
Time Spent: 01:03:24
IP Address: 170.185.30.205

Page 2: Application

Q1

Name:

Rex Robin Rush

Q2

Provide your school email address for contact.

rex.rush@barren.kyschools.us

Q3

Name of district in which you work:

Barren County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

20

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra I - Basic and Honors

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Before earning my Math Certification, I was a ECE teacher for 10 years.. I was always in the math classroom (Resource and Collaboration).. The past 7 years I have been in the Regular Math classroom.. In December 2017, I served on a KDE committee for the KSA test. We help develop the test to assure no biases toward any student with disabilities. Prior to education, I was a Computer Programmer - RPG language on the IBM AS400. All my programming experience was Algebra I in the real world.. I have also served as Dept Head at BCHS.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Certifications:

Math

Business

ECE

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I work closely with the curriculum specialist at my school. We had additional training with McGraw Hill (ALEKS) program. I served on committee to deconstruct standards and analyze test data for our district to target areas to improve test scores.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

GRREC has held various learning opportunities that I have attended... Kagan, Scaffolding, Math Activities.

IBM - Chicago
SQL Training
RPG Programming Training

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Experience - I have the experience from the Regular Classroom and the ECE classroom as well as the real world work experience.
Detail - I am very attentive to detail.. Working in Education as well as my experience as a computer programmer has afforded me experience in being observant to detail.. Work Ethic - I have a strong work ethic. I miss only one or two days of school per year..

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Quality Standards will lead Quality Instruction. There is a need for improvement in math instruction. More on-hands approach would be beneficial. As many teachers retire, providing quality standards and evidence-based instruction for new teachers will facilitate their transition into the classroom and set them up for success.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.A.1 Interpret expressions that represent a quantity in terms of its context. ★

- a. Interpret parts of an expression, such as terms, factors and coefficients.
- b. Interpret complicated expressions, given a context, by viewing one or more of their parts as a single entity.

This standard is important that students understand expressions, what terms are and simplify them.

These are a lot of basic standards need in order to move forward with their high school career. Without knowledge of the basic concepts then the student will be lost with the rest of the unit. The educator must have a clear understanding of what is needed to be taught and the concepts to enhance the students learning.

Q20

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#46

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 09, 2025 7:44:02 PM
Last Modified: Tuesday, September 09, 2025 9:45:47 PM
Time Spent: 02:01:45
IP Address: 76.177.123.139

Page 2: Application

Q1

Name:

Carla Prather

Q2

Provide your school email address for contact.

carla.prather@fleming.kyschools.us

Q3

Name of district in which you work:

Fleming County

Q4

Kentucky Educational Development Corporation (KEDC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM
KEA
KEDC

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

6th grade Math & 6th Grade Science

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught math for 17 years. I have served on several committees in our district for Math with Vibrant Learning & Project Based Learning in Mathematics. I have attended numerous sessions with KCM & KEDC to learn new strategies & share with my colleagues. I have served in multiple leadership roles in my district focusing on improving math in the classroom & transformation of teaching in the classroom. I have presented several times at conferences showcasing what my students are doing in math as well as teaching strategies.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I do not have a Gifted Endorsement, but have worked with those students identified as gifted for 17 years. I have designed and implemented multiple lessons for math for our GT students.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

At the district level, I have deconstructed the standards, in doing so, we have discussed possible revisions that are needed for our standards to better support the learning and growth of our students.

The support most needed would be a listening ear for those that are currently in the classroom. Being able to discuss developments & revisions openly and respectfully.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Elite Teacher--Top 100 in the world for IXL.

Teacher of the Year for Fleming County 2023. (Nominated multiple times)

Nominated for Teacher of the Year Kentucky multiple times.

Attended multiple sessions with KCM.

Attended multiple sessions with KEDC.

Member of KEDC Renaissance Grant.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Team-player-- I am respectful to others in my group, I listen to opinions or suggestions of others, I truly believe it takes a village to make a difference. 2. Determined- I am goal oriented. Once a task has been determined, I strive to achieve that goal or make improvements. I'm focused and driven to accomplish and end result. I am motivated to get the work completed to the best of my ability. 3. Adaptive- I am able to change and see the change. Change does not frighten me. It motivates me, especially when it's for the greater good our students. I am a visionary leader.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

To me, mathematics is not just numbers on paper. In my classroom my students are fully immersed in the world with mathematics. My vision is where all math classrooms see past the "sit & get" learning, but rather include real-world experiences our students can relate to. To connect soft skills & life skills and the importance of "understanding" math and not just "doing" math. By establishing clear learning goals, incorporating active learning, we will see improved learning outcomes.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

There are multiple standards that are important in the middle school grade band. One that probably doesn't stand out much of importance is SP.1. In 6th grade, it's the understanding of a statistical question. This standard lays the groundwork for understanding distributions, measures of spread-concepts, and it builds students ability to think critically about data interpretation and analysis. I feel this standard is often "touched on" rather than a heavy focus.

Q20

Upload a signed copy of the principal signature page.

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#47

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 05, 2025 9:27:31 AM
Last Modified: Wednesday, September 10, 2025 8:56:59 AM
Time Spent: Over a day
IP Address: 170.185.175.216

Page 2: Application

Q1

Name:

Elaine Dillard

Q2

Provide your school email address for contact.

elaine.dillard@oldham.kyschools.us

Q3

Name of district in which you work:

Oldham

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM, NCTM

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

Secondary Math Instructional Coach

Q7

Years of experience you have as a classroom teacher:

17

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently coaching middle and high school math teachers in grades 6-12.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I taught math for 10 years, 6th-8th grade math, including accelerated courses, as well as Algebra I and Geometry. I also taught Gifted and Talented enrichment classes and I've spent the last 5 years coaching 6-12 math teachers in our district. My work as a coach has included HQIR implementation, standards work, professional development creation/leadership, and classroom coaching.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Gifted and Talented endorsement--this endorsement and the decade of experience teaching math and gifted learners helped me understand the unique needs for depth, complexity, and acceleration that these learners need.

National Board Certification- Mathematics/Early Adolescence- This certification prompted me to reflect on and improve my practice and recognizes me as an accomplished math educator.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have experience 6-12 working with teachers to deconstruct standards and create learning targets and lessons for their students.

Supports available to teams include notes from previous standards writers/revisors, feedback from teachers, achievement data by standard.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM Conference- speaker and attendee-- 2022-2025

NCTM Attendee- 2025

Illustrative Math PD- 2021-2025

MathMedic PD 2024

McGrawHill PD- 2025

Cognitive Coaching- 2022

Adaptive Schools- 2025

EPIC Numeracy Alliance 2024-present

I have led many professional development opportunities for math teachers within our district on a variety of topics: HQIR implementation, cognitive load, unpacking a unit, conceptual math instruction, math practices, Principals to Actions/Math Teaching Practices.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Detail oriented- I understand the tedium of the standards work and the importance of getting it right. Clear communicator- I understand the importance of choosing exactly the right words to describe the math skills our students need to have. Reliable- I complete work that I say I'm going to do and I follow through on tasks.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe all students are capable of learning math at high levels and deserve chances to make sense of complex math problems. The standards are the foundation of math work for students in our schools, so it is important to be realistic, specific, and appropriate for all learners.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

The number system is vitally important in the 6-8 grade band. Often, attention shifts to equations, but gifting students with a solid understanding of the number system in the middle grades will pay dividends as they engage in more complex math. Understanding rational numbers' position on a number line and their distance from zero, helps student's fluency and efficiency of reasoning. Additionally, understanding exponents and roots and the patterns within them lay the foundation for understanding quadratics and more complex math.

Q20

Upload a signed copy of the principal signature page.

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#48

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 7:30:27 AM
Last Modified: Wednesday, September 10, 2025 9:54:41 AM
Time Spent: 02:24:14
IP Address: 170.185.191.170

Page 2: Application

Q1

Name:

Sarah Brown

Q2

Provide your school email address for contact.

sarah.brown@pulaski.kyschools.us

Q3

Name of district in which you work:

Pulaski County

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am currently registered for Numeracy Counts through KCM.

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

10

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am currently teaching math for all 4th graders at my school. I have previously taught K, 2, and 3 as well. I have attended many trainings for mathematics instruction including KCM and iReady. I work closely with our school's math interventionist to make sure all work is aligned to the standards.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am currently enrolled in KCM's Numeracy Counts and working on my Rank 1 through Elevate Academy.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had any experience with development or revision of the standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM Numeracy Counts: July 2025 - present

Hands-on Manipulatives Training: Led on August 12, 2024 for district-wide Growth Day

Attended KCM Conference: March 2024

iReady Trainings: Summer (2021-present)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I take my job seriously as an educator. I want to make sure that students are working on rigorous content that aligns with the standards. In order to do that effectively, I must be hardworking, organized, and also creative. Our HQIR does a great job meeting the standards but I have found a need to supplement the lessons in order for students' to reach mastery.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision is for all students to achieve mastery in mathematics. In order for this to happen, teachers need to be well versed in their grade-level content standards. Students need to be engaged in high-quality instruction and assessments. They also need to be given opportunities to explore hands-on learning and work with their peers.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One standard that is important in 4th grade is KY.4.NBT.5. Students are to use a variety of models to represent multiplication one-digit and two-digit numbers. This standard is important because it becomes the building block to using the standard algorithm for multiplication. Students also connect their reasoning to equations. I would like to highlight the clarifications section of this standard to educators to show different strategies that students can use to help them develop place value understanding. I feel that teaching this standard with fidelity greatly helps them transition to 5th grade math when they learn the algorithm.

Q20

Upload a signed copy of the principal signature page.

StandardsSign.pdf (1.9MB)

#49

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 9:40:42 AM
Last Modified: Wednesday, September 10, 2025 10:34:16 AM
Time Spent: 00:53:33
IP Address: 170.185.175.223

Page 2: Application

Q1

Name:

Jonathan Perri

Q2

Provide your school email address for contact.

jonathan.perri@oldham.kyschools.us

Q3

Name of district in which you work:

Oldham

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

12

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th grade - Prealgebra

8th grade - Geometry

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been the academic MTSS for 8th grade for 2 years. I have also been a teacher mentor for 2 new math teachers.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

NBCT Mathematics - Early Adolescence

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

None

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

None

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Critical Analysis - I identify gaps and inconsistencies in existing standards rather than accepting them uncritically. Clear

Communication - I can write accessible language appropriate for different audiences. Research Synthesis - I efficiently process multiple sources to ground recommendations in current evidence.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Standards should prioritize simplicity and essential concepts with well-defined learning progressions that naturally create pathways for both targeted intervention and enrichment opportunities.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.EE.4 Use variables to represent quantities in a real-world or mathematical problem and construct equations and inequalities to solve problems by reasoning about the quantities. This standard is a foundational piece where students understand how to manipulate variables and constants from one side of the equation to the other. Teaching 10th grade Geometry to 8th graders gives me the insight to see where they are going in their mathematical journey.

Q20

Upload a signed copy of the principal signature page.

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#50

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 9:34:27 AM
Last Modified: Wednesday, September 10, 2025 11:25:41 AM
Time Spent: 01:51:13
IP Address: 170.185.249.184

Page 2: Application

Q1

Name:

Dana Gahafer

Q2

Provide your school email address for contact.

dana.gahafer@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Unsure

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KYMTL with KCM

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th and 5th Grade

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

As an elementary teacher, I have worked on departmentalized teams where I was the Mathematics teacher for my grade level. Most of my career experience is as a 4th or 5th grade Mathematics classroom teacher. I have 2 years experience as a school Mathematics Coach , supporting teachers and students at all grade levels. I currently am a 4th and 5th grade co-teacher/Coach/interventionist. I am the lead of my school's Mathematics team and have led professional development around developing a Math Pact for my school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Elementary Mathematics Specialist Endorsement

I have used my endorsement to improve instruction within my own classroom and be a resource for teachers in my building.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not worked in the development or revision of academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM Conference Presenter 2024
School Based Professional Development
Currently enrolled in KCM Numeracy Counts

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Passionate, detailed oriented, growth mindset

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky has a focus on making it equitable for all. All students need instruction to lead to the development of skills to be successful in mathematics in the world. Through high quality instruction, using mathematical dispositions: relevance, curiosity, enjoyment, community, confidence, and creativity, students become flexible problem solvers that can persevere through challenges.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.4.NBT.1 Recognize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

This standard is important in 4th grade because it focuses on students' foundational understanding of place value. This standard builds on prior knowledge from 2.NBT.1 which is the understanding that a three digit represents ones, tens, and hundreds. Students should know that 100 is made up of a bundle of 10 groups of 10. In 4th grade, this concept is applied to multi-digit numbers up to the millions. 4.NBT.1 provides a strong understanding of the relationship of each place to another. This is needed to apply to all multi-digit addition, subtraction, multiplication, and division expressions. A deep understanding of place value relationships is needed to apply to 5th grade standards that involve decimals.

Q20

Upload a signed copy of the principal signature page.

PrincipalSignatureDG.jpg (66.7KB)

#51

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 8:30:02 AM
Last Modified: Wednesday, September 10, 2025 12:36:54 PM
Time Spent: 04:06:52
IP Address: 170.185.187.209

Page 2: Application

Q1

Name:

Shana Webb

Q2

Provide your school email address for contact.

shana.webb@pikeville.kyschools.us

Q3

Name of district in which you work:

Pikeville Independent

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

National Board Certified

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been an 8th-grade mathematics teacher for 17 years and am National Board Certified in Adolescent Mathematics Instruction. Recently, I participated in professional development on Building Thinking Classrooms through KVEC, and I am sharing my learning with fellow educators to support effective and engaging math instruction. I collaborated with KVEC to deepen my understanding of math standards by learning how to deconstruct and break them down. This process has helped me better understand the standards myself and, in turn, teach them more effectively to students.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

In addition to my master's degree in Middle Grades Math Education, I hold National Board Certification in Adolescent Mathematics.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Although I do not have direct experience in developing or revising academic standards, I believe my 17 years of classroom teaching experience would be valuable in supporting the revision and refinement of the current math standards. Participating in five days of in-person collaboration would provide an excellent opportunity to ensure that our students are being assessed on the concepts that truly matter and that best prepare them for success in high school mathematics.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

In the past 3 years, I have attended the following professional developments...Building Thinking Classrooms through KVEC (in person) Kagan Training (5 days in person), Blended Learning Marcia Kish (online and in person), High Quality Math Instructional Resources through KDE (4 online sessions)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Three defining characteristics that make me a strong candidate for this revision process are my energy, passion, and dedication. I am a fast-paced, enthusiastic educator who enjoys engaging deeply with mathematics and collaborating productively with colleagues. I am passionate about math education and committed to helping students succeed and be fully prepared for high school and beyond. If given the opportunity to apply this passion to the revision process, I believe it would benefit both teachers and students. In addition, I am a hardworking and dedicated professional who is willing to devote the necessary time and effort to ensure the success of this project.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe students should have the opportunity to demonstrate their mathematical understanding through a variety of methods. Traditional testing does not always provide an accurate measure of a student's ability to apply mathematical concepts to real-world problem solving. By aligning our standards and assessments more closely with students' needs, we can foster greater motivation, deeper thinking, and stronger connections between mathematics and everyday life.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

The standard I believe is most important is KY.8.F.4: Construct a function to model a linear relationship between two quantities. Linear relationships are a foundation of Algebra 1 and continue to play a central role throughout high school mathematics. From this foundation, students branch into nonlinear topics and consistently compare them back to linear functions. Without a solid understanding of this standard, students can quickly fall behind in future math courses.

Early in my career, I placed more emphasis on other 8th-grade standards, such as solving equations, the Pythagorean Theorem, and exponent rules. While my students excelled in those areas, feedback from the Algebra 1 teacher helped me realize that a strong grasp of linear functions is essential for long-term success in mathematics.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature.pdf (860.3KB)

#52

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 10:04:02 AM
Last Modified: Wednesday, September 10, 2025 12:39:11 PM
Time Spent: 02:35:08
IP Address: 170.185.249.124

Page 2: Application

Q1

Name:

Cara Caudill

Q2

Provide your school email address for contact.

cara.caudill@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am in the KCM Numeracy Cohort.

I have completed training with Math Recovery (AVMR 1 and AVMR 2).

I am an NBCT generalist, ages 7-12.

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:

I am a Resource Teacher. I coach teachers through co-teaching, lesson planning, and modeling lessons. I participate on all teams, including special populations.

Q7

Years of experience you have as a classroom teacher:

13

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I teach in all content areas, K-5.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I taught in first, third, and fourth grade, acting as the Math Lead and intervention lead for my team. During this time I co-taught for special populations (MLL and ECE) and started station teaching Math.

I have my NBCT as a generalist, meaning that I demonstrate expertise in all content areas.

I have been teaching Math intervention groups for the past 5 years. I am trained in AVMR 1 and 2 (I completed both of the trainings, twice). I am also trained in Do the Math. I led the professional development for Do the Math in my district in year two of implementation.

I have presented at KCM's annual conference twice. My presentation specialty is making meaning and demonstrating understanding through writing.

I am published in Kappa Delta Pi's The Record with two colleagues. We wrote an article about making meaning in math.

I train teachers in my school building through PD, modeling lessons, co-teaching, and teaching small groups.

I am the cohort lead for the KCM Numeracy Group at my school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have my NBCT as a generalist.

My masters program specialized in literacy--I use my understanding of literacy to strengthen teacher understanding of best practices in math and the overlap between the two content areas.

I am in my PhD program at Bellarmine.

I adjunct taught a Literacy Across the Content Areas course for Georgetown University.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I served on the Reading and Writing standards revision team in 2024-2025. I worked with Air Table, the program used to submit revisions.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

- KCM: Standard 8, Using Repeated Reasoning
 - KCM: Making Meaning in Mathematics
 - AVMR 1 and 2
 - KCM Numeracy Cohort
 - Louisville Writing Project: Several sessions on writing in the Math classroom
 - Do the Math: Led district training in 2022
 - AimsWeb: Facilitated conversations about matching progress monitoring data to interventions, and ensuring the intervention matches student needs
 - School building: How to read MAP assessment data and use the data to inform instruction
-

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Reflective, passionate, evidence-driven

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

All students have access to high-quality education. Teachers feel empowered to meet the diverse needs of students. Students see how to make meaning of the world and use Mathematics as a tool to find solutions to simple and complex problems. Every person sees themselves as a math person.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.

This standard is important because students will be exposed to Mathematics that are more complex (within 100), as well as word problems that are multi-step. Teachers need to know how to modulate the complexity of the numbers or the story problem to help students gain confidence. Teachers need to know how to model making meaning to solve problems, not just underlining and boxing and circling. Rather, teachers need to be able to help students build or draw models, and find efficient ways to use these models to find solutions that are reasonable.

Q20

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Mathematics_Principal_Signature_Page.pdf (115.9KB)

#53

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 12:27:19 PM
Last Modified: Wednesday, September 10, 2025 1:10:07 PM
Time Spent: Over a day
IP Address: 170.185.158.185

Page 2: Application

Q1

Name:

Jill Howard

Q2

Provide your school email address for contact.

Jill.howard@mclean.kyschools.us

Q3

Name of district in which you work:

McLean

Q4

With what educational cooperative(s) is your district affiliated?

Green River Regional Educational Cooperative (GRREC)

,

West Kentucky Educational Cooperative (WKEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCTM, KAPE

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

21

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Geometry -Grades 8-10

Advanced Topics- Grades 10-12

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I worked for the West Kentucky Cooperative as a Coach for the West Kentucky Gear -UP grant. I was able to work closely with our Math Stem Consultants and with middle and high school teachers when I was present in their schools. I was apart of the MFAL group offered by WKEC when I was an 8th grade math teacher.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am certified to teach math grades 5-12.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had experience in this area. I think working teams should have access to individuals/groups of individuals within the postsecondary and workforce world to help identify needs and gaps to help better prepare our students for math after high school.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended the KCTM conference.

I have attended multiple Professional Developments at the West Kentucky Educational Cooperative.

Junior Achievement Presidential Award

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Realistic, Flexible, and Collaborative

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would like to help push the relevance of the standards in the real world. Helping students tie the standards to things they need to be successful in the real world. I would also love to make the standards extremely clear, so that both teachers and students truly understand what they are expected to learn.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.G.29

Use geometric shapes, their measures and their properties to describe objects in real world settings.

This standard is the most applicable for students after high school. Regardless of their post-secondary choices, students will be faced with problems dealing with geometric shapes, such as home renovation. Students could very potentially be in situations where they are doing things such as, buy flooring, paint a wall, buy/build a fence for their new dog, etc.

Q20

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#54

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 12:04:07 PM
Last Modified: Wednesday, September 10, 2025 2:59:19 PM
Time Spent: 02:55:11
IP Address: 199.85.84.237

Page 2: Application

Q1

Name:

Kelly Lindsey

Q2

Provide your school email address for contact.

klindsey@lexingtoncatholic.com

Q3

Name of district in which you work:

Catholic Diocese of Lexington

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA, KCTM, NCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

33+

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra II, 10-11

Probability & Statistics, 11-12

In the past 5 years, I have also taught 7th grade math, 8th grade math, Algebra I, and Geometry.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

participant:

Figuring out Fluency in Mathematics (2024-25)

Cultivating Vibrant Learning in Mathematics (2025)

Roadmap to High Quality Math Instruction (22-23)

NSA grant at University of Cincinnati - Research Experiences for Teachers

NKIAE Math & Art Integration grant

PIMSER workshops

Development/Piloting KYOTE coursework/testing

KY Math Teacher Leader cohort

leadership:

Culturally Responsive Teaching Workshop (KCM)

Board officer for KCTM

Building Thinking Classrooms in Mathematic summer book study

testimony for KY House Education Committee about "Numeracy Counts Act", JB162

Math Department Chair - Boone County High School - curriculum implementation, development of new courses, PLC leader for Alg II and Geo

"Flipping the Classroom" - grant from CPE - training teachers in KY how to use video instruction to support student learning.

Presenting sessions at KEA, KCTM, KCM and other conferences.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Music Education endorsement - K-12 - I have used my music background to help students see how mathematics is present in music through projects. (i.e. How music is really a graph and how composition changes mirror transformations of polynomial functions.)

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

When Common Core State Standards were originally rolled out, I was the lead in my school for interpretation and leading discussions in course PLCs on implementation. I also worked on committees in Fayette County Public Schools with Algebra I, Geometry, Algebra II on revising curriculum maps to more closely match the standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

National Board Certification since 2010

Finalist for KY PAEMST award 2009

Campbellsville University Excellence in Teaching Award 2012

More than 2 dozen sessions presented on teaching strategies for KCM, KCTM, KEA, NKCTM

Student teacher collaborative teacher for NKU and Thomas More University

I worked with KDE on the review of the alternate assessment as the math "expert" for several years. My task was to interpret the meaning of the standard and help the committee be sure that the questions on the alternate assessment met those standards.

** See list of workshops in question 10.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1.) I have taught through several iterations of the standards since 1982. This includes teaching in a wide variety of settings: Nigeria, private schools both secular and religious, middle, high, and post-secondary students. I have seen all the curriculum/standards. 2.) I love teaching math and continue to do so even though I could retire. 3.) I constantly refer to the state standards and continuously work to deepen my understanding of them.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision is that math education will focus strongly on the Math Practices which prepare students for all types of life tasks. The content standards give a pathway for teaching critical thinking and analysis which are life skills. I see math as an experience, not as a list of rules and procedures. I want teachers and students to be able to see patterns and connect those patterns in mathematics. High quality education strives for understanding of the latent patterns in the content, not just following steps. Clearer standards help teachers develop instruction that gives students big ideas that connect the structures of math to their world. Standards are the tools for creating our world.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

The standard (KY.HS.F.8) deals with transformations of function equations. It is a vital part of Algebra II because it ties together every unit. One of the main ideas of Algebra II is the exploration of various functions. I teach parent functions and transformations and use the commonality of transformations to interpret all the graphs we study. This standard helps students recognize and analyze equations and graphs because they can look for translations and stretch factors each new function. Transformations also tie into prior knowledge studied in geometry and the graphs of plane figures. They help students realize that the same things can happen to many of the functions they will experience. It also allows students to learn to write equations that will model new situations by using transformations to modify parent functions.

I think that educators need to see that transformations are what enable us to model the world. This applies to many careers, especially in design and engineering. Teachers are showing students how to find characteristics that they recognize and use them to create new experiences.

Q20

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Standards%20Review%20app.pdf (174.5KB)

#55

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Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 10:53:06 AM
Last Modified: Wednesday, September 10, 2025 3:38:45 PM
Time Spent: 04:45:39
IP Address: 170.185.71.226

Page 2: Application

Q1

Name:

Amanda Hundley

Q2

Provide your school email address for contact.

amanda.hundley@daviess.kyschools.us

Q3

Name of district in which you work:

Daviess County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

I'm currently in the Numeracy Counts Academy being offered by KCM.

Q6

Other - Please identify your current role.:
Math Interventionist K-5

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

20

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Currently, I teach math intervention to students in grades K-5. I currently either teach or assist with teaching in all of those grade level contents.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a math intervention teacher for the last 10 years. I work with students and teachers with this role. My typical day includes pulling small groups of students for math intervention, and I also co-teach in the regular math classroom. My role also includes assisting teachers in my building with strategies to use in the math classroom. I have led many fluency professional developments with the teachers in my building. I work with the math teachers when they are planning their lessons to help assist them with strategies that work best.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a certificate from KCM for being a math interventionist. I went through the KCM trainings to become a math interventionist. Currently, I attend monthly meetings with other math interventionists thought Kentucky.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have done a lot of work with the math standards and diving deep into them with my work with KCM. I also have worked with other teachers in my building on learning and understanding the standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led many different math professional developments in the area of math.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I feel like I have a strong knowledge of the math standards due to my work with KCM and my time as a math interventionists. I also feel like I am a strong candidate because I work with all grade levels K-5. My knowledge and work with the math practices also helps make me a strong candidate, because I can help incorporate those in the standards.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I feel that all standards should include strategies they are research based. The instructions the students are exposed to should also be research based. I feel students should not just get a math answer, but they should also be able to explain the why it works part as well.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.

I think this standard is important because it is a foundational skill. I would highlight that the standard states using algorithms, but it doesn't state standard algorithms. I think many educators think that this standard means that students should be using the standard algorithm and not just any algorithm.

Q20

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#56

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 10, 2025 9:13:04 AM
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IP Address: 170.185.51.206

Page 2: Application

Q1

Name:

Mindy Weatherford

Q2

Provide your school email address for contact.

mindy.weatherford@calloway.kyschools.us

Q3

Name of district in which you work:

Calloway County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, former member of Kentucky Math Teacher Leaders

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I teach all the 4th grade math content to all 4th graders at my school. I also teach language arts and social studies to my homeroom students.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

For the past eight years, I have served as the lead 4th grade math teacher at my school, teaching the full scope of grade-level math content with a focus on conceptual understanding, student engagement, and best instructional practices. I was a member of the Kentucky Math Teacher Leaders, collaborating monthly with math educators across the state to deepen our collective understanding of mathematical concepts and effective classroom strategies.

In my current role, I also mentor a fellow 5th grade math teacher, meeting weekly to support lesson planning, assessment development, and instructional improvement. Last year, I worked as a Kagan coach working with colleagues to integrate Kagan cooperative learning strategies into math lessons, enhancing student collaboration and engagement.

Most recently, during the summer, I collaborated with another teacher to create the district-wide curriculum map for 4th grade math. This project involved aligning standards, pacing guides, and resources to ensure consistency and clarity across classrooms in the district.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Yes, I hold a Master's degree in Curriculum Design and Assessment, which has significantly shaped my approach to mathematics instruction. This advanced training has given me a deep understanding of how to design standards-based curriculum, build meaningful assessments, and differentiate instruction to meet diverse student needs.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13 **No (If you answer no, please skip to question 15.)**

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14 **Respondent skipped this question**

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15
Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any experience yet in the development or revision of academic standards, but I do feel strongly about supports needed in doing so. The development and revision of academic standards require a combination of structural, professional, and collaborative supports to ensure the process is thoughtful, inclusive, and aligned with student needs.

One support I feel is essential for working teams would be involving classroom teachers. I believe teacher involvement is a crucial part of this process. Classroom educators bring practical insight into how standards translate into instruction and assessment. Structured opportunities for teacher collaboration, such as focus groups or vertical teams, are critical for gathering diverse perspectives across grade levels.

In addition, access to high-quality data including student performance data, assessment results, and instructional feedback is necessary to evaluate the effectiveness of existing standards and guide revisions. These data points help ensure that the standards are both rigorous and achievable.

Q16
Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led several technology-integrated professional development sessions focused on aligning digital tools with math standards during district-wide PD days. Additionally, I have participated in the West Kentucky Math Circle summer professional development sessions, whose mission is to build, connect, and support local communities focused on the enjoyment of mathematics. I was also an active member of the Kentucky Math Teacher Leaders, where I met monthly with educators across the state to collaborate on the vertical alignment of math standards and explore effective strategies for implementing those standards across grade levels.

While I do not currently hold any formal awards or endorsements, I take great pride in the consistent performance of my students on the KSA math assessments. Over the years, my math scores have ranked among the highest in both my district and much of the surrounding region. Most notably, during the 2023–2024 school year, my students' math scores ranked 5th in the state. I believe this achievement reflects my deep understanding of mathematical standards and my ability to effectively design and deliver instruction that meets the needs of all learners.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

One characteristic that makes me a strong candidate for standards review and revision is my deep understanding of mathematical standards and how to effectively implement them in the classroom. As a current classroom teacher, I have firsthand experience translating academic standards into daily instruction. This perspective gives me valuable insight into which standards are developmentally appropriate, instructionally sound, and realistic in terms of student mastery. Another characteristic I possess is a strong work ethic. I am highly dependable, take initiative, and consistently follow through on responsibilities. I pay close attention to detail and approach every task, whether small or large, with focus and determination. When presented with a challenge, I am committed to finding thoughtful, effective solutions and always strive for high-quality outcomes. My colleagues and administrators often rely on me for leadership roles and collaborative projects because they know I will bring consistency, dedication, and professionalism to the work. The third characteristic I possess is my genuine love for mathematics and for teaching it to students. I'm passionate about helping students see that math is not just about getting the right answer, but about exploring different ways to solve problems. I find joy in watching students discover multiple strategies and make connections that deepen their understanding. One of my favorite parts of teaching math is showing students how to break apart complex problems into manageable parts, which builds their number sense and confidence. It's incredibly rewarding to see that "light bulb" moment when a student realizes there's more than one path to a solution, and that they are capable of finding it.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is one where all students develop a deep, flexible understanding of mathematical concepts and are empowered to think critically, solve problems creatively, and apply their learning in real-world contexts. I believe math instruction should go beyond procedures and rote memorization. It should help students make meaningful connections, explore multiple solution paths, and develop a strong sense of number and reasoning.

To achieve this vision, our state standards must serve as a clear roadmap for instruction. High-quality, evidence-based teaching begins with standards that are well-structured, developmentally appropriate, and vertically aligned across grade levels. When educators understand the "why" behind each standard, they can design instruction that builds conceptual understanding and fluency over time, rather than teaching skills in isolation.

I also believe that standards should directly support high-quality, evidence-based instruction by aligning with research-backed strategies that promote mathematical thinking. This includes the use of conceptual models, student communication, problem-based learning, and formative assessments. When standards are intentionally designed with instructional application in mind, they empower teachers to make informed decisions about pedagogy, scaffolding, and differentiation. Clear, focused standards help teachers plan lessons that are not only aligned but also meaningful and responsive to student needs which will lead to deeper learning outcomes.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I feel that the standard KY.4.NF.3 in which students in 4th grade should understand that a fraction like $\frac{5}{6}$ means five parts that are each one-sixth is a very important standard for my grade band. They're learning that fractions can be broken apart (decomposed) and put back together (added or subtracted) in different ways, as long as the pieces are all the same size. This standard is foundational for developing students' conceptual understanding of fractions as numbers, not just parts of a whole. I would highlight that with this standard students are transitioning from simply recognizing fractions to using them in operations which is an essential step in preparing for more advanced math in later grades, including operations with unlike denominators, decimals, and ratios. It pushes students beyond rote procedures and into understanding why and how fractions can be manipulated, added, subtracted, and decomposed. By focusing on fractions as sums of unit fractions ($\frac{1}{b}$), students build a solid understanding of fraction structure and how they relate to each other.

Q20

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#57

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 8:37:27 PM
Last Modified: Thursday, September 11, 2025 8:58:42 AM
Time Spent: Over a day
IP Address: 173.184.99.47

Page 2: Application

Q1

Name:

Nikki Wilcox

Q2

Provide your school email address for contact.

nikki.wilcox@hardin.kyschools.us

Q3

Name of district in which you work:

Hardin County Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

None of the above

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17 Years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently teaching 5th grade. I teach math for the entire grade level, along with reading and math intervention and writing to my homeroom.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have extensive experience in mathematics instruction and have taken on multiple leadership roles to support both student learning and teacher development. I have contributed to the development and revision of district pacing guides and common assessments multiple times, ensuring alignment with standards and instructional goals. Additionally, I have been actively involved in providing math professional development through GRREC, focusing on best practices and instructional strategies. Within my school building, I have worked on vertical alignment efforts to ensure continuity and progression of math skills across grade levels, supporting a more cohesive learning experience for students.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold a Master's degree in Teacher Leadership, which has equipped me to take on leadership roles in mathematics instruction at both the grade level and school-wide. This background has enhanced my ability to support colleagues, lead collaborative planning, and guide data-driven instructional decisions. Currently, I am working toward a Rank 1 certification through Elevate Academy as part of the EP!C Numeracy Alliance. This program is deepening my expertise in math instruction and intervention, and is further strengthening my ability to support high-quality numeracy practices across my school.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I served on a district-level committee responsible for deconstructing the new Common Core math standards to ensure clarity and consistency in instruction across grade levels. In addition, I have participated in multiple district committees focused on developing and revising math pacing guides and creating common assessments aligned to those standards. Through this work, I've seen the importance of having dedicated time for collaboration, access to high-quality instructional resources, and ongoing professional development. These supports are essential for working teams to effectively unpack standards, build aligned materials, and ensure continuity across classrooms and schools.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have participated in several professional learning opportunities focused on strengthening mathematics instruction. These include the Mega Math Network through GRREC, Singapore Math training in Las Vegas, and Everyday Math training. I also led a district-wide pilot of the Ready Common Core Math program, which ultimately informed our successful transition to the iReady Math program. This leadership role included supporting implementation, as well as supporting staff, and providing ongoing instructional support. These experiences have deepened my understanding of various math curricula and instructional approaches, and have allowed me to help guide effective math teaching practices across the district.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Three defining characteristics that make me a strong candidate for standards review and revision are detail oriented, informed decision maker, and strong collaborator. I am thorough in analyzing academic standards to ensure they are clear, aligned, and developmentally appropriate. This skill is especially important when deconstructing standards to guide instruction and assessment development. Also, I use data, professional judgment, and instructional expertise to make thoughtful decisions that balance the needs of students, teachers, and curriculum goals. I approach standards work with a focus on long-term impact and instructional coherence. Lastly, I work well with others, valuing diverse perspectives and building consensus to reach shared goals. My experience working on district committees and leading professional learning has strengthened my ability to collaborate effectively in group settings.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

A strong vision for mathematics education in Kentucky should center on empowering all students with the skills and confidence to apply mathematical thinking in real-world contexts. Specifically, I feel math must have an intentional sequence of skills between grade levels, especially from elementary to middle school. This vision must translate Kentucky Academic Standards for Mathematics into high-quality, evidence-based instruction that is engaging and meaningful for every learner.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.5.NBT.1 (Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.) is important for the grade band because it extends students' understanding of place values and number sense. To master this standard, students must be able to fully explain how place value works, not just rely on a "short cut". Educators must understand that work with place value creates a strong foundation for future math development.

Q20

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#58

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 11, 2025 8:40:36 AM
Last Modified: Thursday, September 11, 2025 10:03:25 AM
Time Spent: 01:22:48
IP Address: 170.185.126.183

Page 2: Application

Q1

Name:

Adam Sorrell

Q2

Provide your school email address for contact.

adam.sorrell@kenton.kyschools.us

Q3

Name of district in which you work:

Kenton County School District

Q4

With what educational cooperative(s) is your district affiliated?

Northern Kentucky Cooperative for Educational Services
(NKCES)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

4

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Currently teaching Algebra 2 to Freshmen, Sophomores, and Juniors.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked with multiple groups of teachers within my school and district to help develop curriculum and common assessments. I have taught Algebra 1, Geometry, and Algebra 2 over the past 4 years, which gives me a unique perspective on the vertical alignment of the standards.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold two Teacher Leadership Certifications in addition to my teaching certificate. I am a Rank 1 who also holds an ACS, allowing me to teach Computer Science.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have worked with our district to ensure the standards are taught and assessed through our common curriculum. This includes ensuring my own school's curriculum follows the standards while addressing gaps we feel the standards have in preparing students.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended previous math PDs through KEDC when I lived in Ashland. My district also completes Math PDs to help ensure the best education for our students. We continue to improve, and the changes we have made over the past couple of years have led us to greatly increase our KSA Math scores.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Communicative, Collaborative, and In-depth knowledge/experience of all the high school Math levels.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love to have a scenario where teachers felt the standards were not overly bloated. I also want teachers to feel as if their students are prepared for the KSA, as many currently are struggling to know what the breakdown of the test is. We need to make a clear set of standards for teachers and students that can include learning targets for teachers they post in their classroom.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.A.14 This standard creates the backbone of high school, real-world scenario problems. Students are always asking how these skills apply to the real world, and this standard directly codifies the existence of real-world problems in the classroom. I would love to see an example within the clarification section to help lead educators in the direction of what questions are rigorous enough for the standard. I think we as educators sometimes struggle to come up with what magnitude a standard wants us to fully dive into a topic with.

Q20

Upload a signed copy of the principal signature page.

Standards%20Signature.pdf (19.3KB)

#59

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 11, 2025 7:37:35 AM
Last Modified: Thursday, September 11, 2025 12:27:27 PM
Time Spent: 04:49:51
IP Address: 170.185.134.182

Page 2: Application

Q1

Name:

Breanna Sizemore

Q2

Provide your school email address for contact.

breanna.sizemore@laurel.kyschools.us

Q3

Name of district in which you work:

Laurel County

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

16

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

High School Geometry

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I taught at the middle school level 6-8 grade with math for 13 years. I have been teaching at the high school level, Algebra I and Geometry, for the last three years.

I have been a Math Department Lead for the last three years at the high school, and was also a math department lead at the middle school level.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold a certification for P-12th grade with math.

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

As a leader of a PLC team, I have successfully facilitated the deconstruction of standards to enhance curriculum and instruction. This process has allowed us to develop clear, student-friendly learning targets and success criteria that uphold academic rigor and drive meaningful student achievement.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

As a Digital Learning Coach for my previous school district, I led a professional development session for the SESC on intergrating Nearpod to enhance math instruction through technology. I also presented a session on Nearpod at the KySTE conference.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

My experience teaching at both the middle and high school levels has provided me with a unique and practical understanding of student development, allowing me to ensure standards are both rigorous and age-appropriate. My leadership role in PLCs demonstrates a strong collaborative and analytical approach, as I have successfully guided teams in deconstructing complex standards and translating them into clear, actionable learning targets. My classroom experience also gives me the ability to evaluate proposed standards not just on their academic merit, but on their real-world feasibility and impact on teachers and students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky centers on the accurate vertical alignment of standards. This process ensures that students' learning pathways are logical and sequential, building a strong scaffold foundation of prior knowledge that is important for success in subsequent courses. This also maintains rigor while simultaneously ensuring that the content and expectations are developmentally appropriate for each grade level.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Standard KY.HS.G.4 which focuses on understanding the effects of transformations on geometric figures, allows students to see not just a concrete, visual understanding of geometry but a more algebraic one. This standard covers rigid motions (rotations, reflections, and translations), which helps the students about proving congruence. To ensure educators understand the intent of this standard, I would emphasize that teaching this concept should not be a simple exercise in drawing transformed figures. Instead, I would highlight the need for instructional strategies that focus on the why behind the transformations, using tools like graph paper or dynamic geometry software to help students visualize how transformations preserve certain properties and change others. This approach moves the student from a procedural skill to a conceptual understanding, empowering students to use transformations as a tool for geometric reasoning and proof.

Q20

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#60

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 10:16:02 AM
Last Modified: Thursday, September 11, 2025 1:55:52 PM
Time Spent: Over a day
IP Address: 170.185.187.213

Page 2: Application

Q1

Name:

Edie Michelle Scott

Q2

Provide your school email address for contact.

michelle.scott@pikeville.kyschools.us

Q3

Name of district in which you work:

Pikeville Independent School District

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

N/A

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th grade Pre-Algebra

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught math in the middle grades most of my career. I have presented at KCM with differentiated stations to improve academic achievement. I achieved National Board status in 2015. I am a teacher leader in my school working with other teachers to implement research backed practices to improve student achievement.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Gifted Endorsement, Doctor of Education in Educational Leadership with a Curriculum emphasis.

Through my certifications I am highly competent in differentiating instruction for my students on all levels and especially engaging gifted and high achievers with challenging and applicable content.

Through my doctorate I have gained knowledge and experience of how to lead fellow teachers as well as conduct research to help improve education.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have been selected to this committee before with a previous revision of mathematic standards. The most helpful support was the access to other grade band groups to have insightful discussion on vertical alignment and progression.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have conducted professional development at my school district and others in regards to differentiation and stations to increase academic achievement. I have also presented at mathematic conferences. I did hold National Board Certification in Early Adolescent Mathematics but did not renew due to pursuing my doctorate.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Leader- I am able to promote cooperation and productive discourse in groups of my peers to achieve common goals. Open-minded: While I do have strong opinions I am always eager to hear differing viewpoints and seek to understand. Having open minded people working on standards revision allows for best practice to shine as we learn and grow with each other through the process. Passionate: I am passionate about public education in Kentucky and want our students to excel.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Mathematics is often an area students do not feel confident or competent in. My mission as a classroom teacher is to change their mindset regarding math when they are in my room. Ensuring Kentucky standards are high quality and teachers can interpret them to teach with evidence based instruction can help students feel more successful and therefore more receptive to mathematics instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.NS.3 Solve real-world and mathematical problems involving the
four operations with rational numbers

This standard is important to the grade band because without the knowledge of how to complete these operations all the other standards become harder to understand, achieve and apply for students. It is important to note that students need to be able to perform these operations without a calculator so they can practice the skills needed to help estimate and mathematically analyze problems in not only this standard but all others.

Q20

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#61

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 08, 2025 2:25:15 PM
Last Modified: Thursday, September 11, 2025 4:13:09 PM
Time Spent: Over a day
IP Address: 170.185.191.219

Page 2: Application

Q1

Name:

Melissa Woodcock

Q2

Provide your school email address for contact.

melissa.woodcock2@pulaski.kyschools.us

Q3

Name of district in which you work:

Pulaski

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 1, Honors Algebra 2
9th and 11th grade

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I served as department chair for the math department for 4 years at PCHS. During the 2011-2012 school year, I met with a cohort that deconstructed the newly implemented common core standards. I also helped to implement a new co-teaching model at PCHS in the math classrooms. During the time PCHS served as a Hub school for KDE, my classroom was used as a room various teachers across the state could come and observe.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am certified in math grades 5-12. I also have a Masters degree in Teacher Leader with an emphasis in math.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Each year the math department of PCHS meets to create curriculum maps. During my time as department chair, I met with each math prep and reviewed each curriculum map to ensure that all standards were being covered.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

For three years I have participated in "close the gap" which is a professional development day for the Pulaski County School district. I hosted sessions on co-teaching in the high school math classroom.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have taught algebra 1, co-teaching algebra 1 (this is catered to students who are scoring novice and apprentice on math assessments), honors algebra 2, as well as middle school (grades 6-8) math. I am a very goal oriented person. I like to pay attention to details and make sure that I am meeting whatever standards and expectations are set for me. Math is my passion.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Our math standards in Kentucky need to be clear and focused on the needs of Kentucky students. Our students in Kentucky deserve to have the best math education. Math education is so important in today's world. Students need to have good problem solving skills after leaving a Kentucky high school. Whether they are going to college, military, or a technical career, those problem solving skills will be essential. I believe that problem solving skills are created in the math classroom. I hope to help move Kentucky students forward toward success.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F.1 Functions are a great example of how the math classroom builds problem solving skills. This standard focuses on students having a deep understanding of functions, how quantities relate to one another, and using multiple representation of the function. Students look at real world examples, create equations that represent the example, then create tables, and make predictions about upcoming data. This is an essential standard to starting to become a problem solver. Students take what they have and they create representations of that, dig into the information they have, make models, and have rich, math discussions. In this standard I would highlight models. Students need to see those mathematical models to really grasp this standard and dig deeper into functions.

Q20

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Mathematics_Principal_Signature_Page%20(1).pdf (82.7KB)

#62

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 12, 2025 8:52:47 AM
Last Modified: Friday, September 12, 2025 11:16:32 AM
Time Spent: 02:23:45
IP Address: 170.185.66.177

Page 2: Application

Q1

Name:

Cody Philpot

Q2

Provide your school email address for contact.

cody.philpot@corbin.kyschools.us

Q3

Name of district in which you work:

Corbin Independent

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KAPE

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

16

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

High School: Algebra 2, Geometry, AP Calculus

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been our HS Math department chair since 2020 and have been an instructional coach for our district since 2021 mentoring both new teachers and leading department PLCs. We have made several positive curriculum changes over this time period and have seen steady growth in our math proficiency over that time frame.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

My Masters degree is Applied Mathematics with concentration in Secondary Mathematics allowing me to teach dual credit and college classes. I have taught adjunct at ECU for several years as well as College Algebra and College PreCal here at the HS under University of the Cumberland's dual credit program.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not, just in organizing classes and curriculum maps for our school.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Was named Instructional coach of the month for SESC once. Have led Mathematical Practice initiative in our school and have led PLCs since implementation about 4 years ago.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Experience- I have taught every math class that we offer other than Algebra 1 and I have still served as support for those teachers. I have seen what skills lead to success for students and which ones are the most difficult to master. 2. Leadership within my district. I spend a lot of time working with all levels of math teachers in our district, we have spend a lot of time trying to make sure we are vertically aligned to give our students the best chance at success. 3. I work well with others. Serving in several leadership roles within the school, I have maintained positive and trusted relationships with everyone.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

To do "real world math", students' foundation has to be strong. I think that using math concepts in context help set that foundation in order for students to truly understand. But I also believe that some things may have to be introduced in a way that encourages knowing the algorithm or process to be able to use those as tools in real world problems.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.N.4 Use units in context as a way to understand problems and to guide the solution of multistep problems.

I've come to believe that this is a very important standard because so many students jump in to problems blindly not thinking about what numbers represent or mean. Understanding units sometimes helps with the setup of a problem but always helps with context and understanding of whether solutions make sense for the problem at hand. This really has been highlighted for me in an Applied Math class I've been teaching at ECU...the numbers themselves are easy to deal with but students rarely look to the units for any help with the context or have any understanding of the quantities at hand.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signed.pdf (22.3KB)

#63

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 2:05:57 PM
Last Modified: Friday, September 12, 2025 3:09:07 PM
Time Spent: Over a week
IP Address: 170.185.66.173

Page 2: Application

Q1

Name:

Tabitha Frederick

Q2

Provide your school email address for contact.

tabitha.frederick@corbin.kyschools.us

Q3

Name of district in which you work:

Corbin

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

19

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

3rd math, but spent 17 years in 6th grade math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

District team lead in mathematics for Knox County where I worked to create syllabi, pacing guides, learning targets and assessments.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certification in Middles Grades Math-

Working through the national board certification process enhanced the opportunity for me to dive deeper into math standards as well as analyzing my own teaching and professional learning opportunities. The growth I made as a teacher through this process helped me to better use data to see gaps in instruction or learning. I also improved on reflecting on my own teaching practices and was able to gear my professional learning opportunities toward areas I needed to improve most in.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Curriculum leader for Knox County, ensuring that high quality learning targets were created and aligned correctly to each standard

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

PLC Math lead

Lead PD on Kentucky Academic Standards and standards breakdown

Vertical Alignment PD for EdCamp at my school

Awards:

North Star award for curriculum work

GreenLeaf Award from a former student for being their most influential teacher

2024 Campbellsville Middle School Teacher of the Year for Knox County

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Data Driven- I love to look at data and see where breakdowns are for students to ensure they can become successful; Thorough-I believe in breaking down standards thoroughly to ensure all parts of the standard are taught; High Expectations- I hold high expectations for ALL Students, but I am realistic in knowing that students are on all different levels. I believe that learning should be accelerated, not remediated by embedding previous standards into the students current standards.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision is for all students to have a conceptual understanding of math. I believe this develops critical thinkers and problem solvers. Breaking down the standards and ensuring the nouns and verbs are identified can help teachers create rigorous assessments. This will create data that teachers can use to drive instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.EE.9

This standard is important because it helps students understand the relationship between variables. This is not only important for math, but also for science. The clarifications and illustrations given with this standard highlight the intent of the standard. It is also important to note the coherence piece of the standards to see how the grade before and after vertically align.

Q20

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#64

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Collector: Web Link 2 (Web Link)
Started: Thursday, September 11, 2025 1:37:44 PM
Last Modified: Friday, September 12, 2025 3:36:24 PM
Time Spent: Over a day
IP Address: 170.185.97.226

Page 2: Application

Q1

Name:

Joanna Stevens

Q2

Provide your school email address for contact.

joanna.stevens@garrard.kyschools.us

Q3

Name of district in which you work:

Garrard County

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

None

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

15

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

AP Calculus

AP Computer Science Principles

Algebra 2

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

High School Math Teacher at Garrard County High School, 2019-Present

Teaching Algebra II, AP Calculus, and AP Computer Science Principles

Previously taught Algebra I

Mathematics Teacher Leader,, 2020-Present

Mathematics Instructional Coach, 2020-Present

New Teacher Mentor, 2020-2022

High School Math Teacher at Lincoln County High School, 2011-2019

Taught Algebra II, AP Computer Science Principles, Algebra I, Geometry, Precalculus, and Math Strategies

Math Content Lead Specialist, 2013-2019

Leadership (formerly Turnaround) Team Member, 2012-2019

Academic Team Head Coach, 2012-2019

KTIP Resource Teacher, 2015-2017

TPGES Peer Observer, 2014-2017

Math Instructional Coach, 2015-2016

Writing Program Review Standard Lead, 2012-2015

Patriot Academy (Summer School) Coordinator, 2013-2014

Extended School Services Coordinator, 2012-2014

School-wide Coaching Session Instructor, 2013

ACT Preparation Teacher, 2011-2014

High School Math Teacher at Lafayette High School, 2010-2011

Taught Algebra I, Algebra II, and Math Concepts

Career Preparation Committee Member and Career Day Speaker

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certification in Mathematics Adolescence and Young Adulthood, 2014 - 2029

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I served as an Amplify Professional Learning Specialist from 2023-2024. I presented to teachers about Desmos Classroom and the curriculum for grades 6-Algebra 1. I am no longer employed by Amplify.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Mathematics Standard Advisory Panel, KDE, 2018

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Presented at NCTM at annual meetings in San Diego, Los Angeles, Washington DC; and virtually
Presented virtually at NCTM 100 Days of Professional Learning
Presented to teachers in Kentucky, Louisiana, Texas, Florida, Utah, Mississippi, Arkansas, Arkansas, and Qatar
Presented at Advanced Kentucky Teacher Meetings and Student Study Sessions.
Kentucky Board of Education Ex-Officio Teacher Member, 2022-2023
National Board Certification in Mathematics Adolescence and Young Adulthood, 2014 - 2029
Kentucky High School Teacher of the Year, 2014
Desmos Fellow, 2018
Desmos Certified Presenter, 2018 - Present
Amplify Professional Learning Specialist, 2023-2024
Advanced Kentucky AP Computer Science Principles Mentor, 2019-2025
College Board AP Computer Science Principles Reader, College Board, 2020
Advanced Kentucky AP Calculus Mentee, 2020-2023
Code.org Teacher Insights group, 2020-2021
CS Principles Teacher Feedback group, Code.org, 2023-Present
#KyGoDigital SouthEast SouthCentral Regional Planning Team Member, 2018-2019
Next Generation Instructional Design participation, The Fund, 2015-2016
Breakthrough Accelerator Project for Culturally Responsive Pedagogy and Math, Gates Foundation, 2021
Mathematics Virtual Item Reviewer, KDE, 2020
Mathematics Range-Finding Committee Member, KDE, 2020
Mathematics Assessment Writer, KDE, 2018-2019
Mathematics Standard Advisory Panel, KDE, 2018
Teacher Effectiveness Steering Committee (TESC), KDE, 2015-2017
Kentucky School Finance Study Advisory Committee, 2014

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Innovative - I have developed lessons and presentations to help students learn math and enjoy learning math. I have experience with designing and revising content for students. Data-Driven - I utilize assessments and results to guide my instruction. I will rely on data during the standards review process. Leadership / Collaboration - I have collaborated at the department, school, district, state, and national levels on initiatives. The standards process will rely on collaborative work with colleagues.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to ensure that every student experiences math as rigorous, relevant, and attainable. I believe students should be empowered through learning that is meaningful, personalized, and connected to their communities. Math instruction should go beyond procedures to cultivate critical thinking, collaboration, creativity, and problem-solving, helping students see how mathematics applies to their lives and their dreams. By using data-driven practices and integrating innovative strategies, I strive to make learning accessible for all students while maintaining high expectations. I see success coming through educators working together across the state to build coherent, equitable standards that prepare students not only for college and careers, but also for active citizenship.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F.4 Graph functions expressed symbolically and show key features of the graph, with and without using technology

This standard helps students see patterns and relationships, instead of just equations and numbers. Students will utilize graphs in science, business, technology, sports, and everyday life. Being able to explain and interpret a graph is a powerful skills for college, careers, and citizenship. This standard helps make math visible. Graphing helps us understand the world and communicate ideas clearly.

Q20

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#65

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Started: Saturday, September 13, 2025 6:20:08 AM
Last Modified: Saturday, September 13, 2025 7:08:57 AM
Time Spent: 00:48:48
IP Address: 38.62.139.171

Page 2: Application

Q1

Name:

Nicole Martin

Q2

Provide your school email address for contact.

nicole.martin@daviess.kyschools.us

Q3

Name of district in which you work:

Daviess County Public Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA/ NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

22

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Second grade ELA and Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught mathematics in both the general education and special education settings. I have a total of 20 years of experience teaching mathematics. About 10 years ago, I attended a workshop for hosted by KCM in Bowling Green.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am certified in General Education k-5, Special Education k-12. I have a Rank 1 in Administration.

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any experience in the development or revision of standards,

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM - Bowling Green -attended

District workshops on Number Talks and how to utilize those in the classroom

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have a background in Special Education. Because of this, I have passion for equity, inclusion, and accessibility. I have experience teaching across all grade levels K-5 and have first-hand knowledge about how the standards build on each other at each grade level. Throughout my many years in education, I have learned how students learn and common misconceptions they may have.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Mathematics should be high-quality engaging instruction that fosters a deep conceptual understanding. Students should be able to apply what they have learned to real world situations. Students are able to make connections across mathematical domains.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. This standard is important because place value is the foundation for understanding numbers. Students need an understanding on how numbers are composed and decomposed. They will use this understanding of numbers when they move on to learning addition and subtraction strategies in the second grade. They will continue to use this knowledge when they are learning multiplication and division later in elementary school. I would highlight that students are building on the prior knowledge of 2 digit numbers (1st grade) and that students need a deep understanding of the base 10 system. Students need more than just a simple understanding of each digit; they need to understand the value of each digit.

Q20

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#66

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Started: Friday, August 29, 2025 1:00:40 PM
Last Modified: Monday, September 15, 2025 11:40:16 AM
Time Spent: Over a week
IP Address: 170.185.130.212

Page 2: Application

Q1

Name:

Melissa Fischer

Q2

Provide your school email address for contact.

melissa.fischer@ksb.kyschools.us

Q3

Name of district in which you work:

Kentucky School for the Blind

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Kentucky Education Association (KEA), National Education Association (NEA), Principals of Schools for the Blind (POSB-STEM)

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

24

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Grades 5-9

Math 5, Math 6, Math 7, Math 8, Algebra 1

ECC (Expanded Core Curriculum)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Over the past 24 years, I have had the privilege of teaching in diverse mathematics classrooms. My teaching journey began at a state agency school in Kentucky, followed by a year at a public middle school where I taught both general education math and in a self-contained special education classroom. Subsequently, I relocated to Indiana, where I spent six years at an alternative school, instructing students in grades 8 through 12. During this time, I also served as the High School Math Department Chair.

Afterward, I returned to Kentucky to teach middle school math for grades 6-8 at a private institution for five years. Currently, I am the Middle School Math Lead at the Kentucky School for the Blind, where I have been teaching mathematics to students with visual impairments in grades 5-9 for the past 11 years.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

. My teaching certifications include:

Math in grades 5-9

Teacher of Visual Impairments (TVI)

Special Education (LBD)

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I am not sure if this is what your asking but I will include it here. I have been on a few committees where I have reviewed Kentucky test questions for bias with the University of Kentucky, KDE and Pearson.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have had a number of opportunities working with Pearson, and KDE to review testing items to ensure they are aligned with academic standards. Through these experiences, participants have had individual time to review the items, as well as time via zoom or Teams to discuss and review suggestions. I feel both components were very helpful. The documents were provided in a secure online digital format as well.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

. I have attended the following:

POSB (four years)- this is a math/technology collaboration with other schools for the blind

FOCUS in math

Math Exploration

Developing Math Reasoning

Illustrative Mathematics Training

IXL Math Training

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Three defining characteristics that make me a strong candidate for standards review and revision are knowledge, collaboration, and diversity. Over the past 24 years of teaching, I have gained a wealth of experience across various educational settings, from traditional classrooms to co-teaching in special education and currently working in a specialized school for visually impaired students. These diverse experiences have equipped me with a keen insight into what to prioritize in order to ensure our standards effectively meet students' needs. My extensive teaching background has solidified my understanding of the standards for grades 6-8, which further enhances my qualifications. Additionally, I have taken on leadership roles as a lead teacher, co-taught in classrooms, and served on numerous committees in professional settings. These collaboration skills will enable me to work effectively with others on this committee to achieve our goals professionally.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

. My vision for the math standards in Kentucky is to establish them in a way that ensures our competitiveness with other states across the country. I advocate for a curriculum that incorporates standards, providing all students with equal opportunities to learn the same material. Additionally, I believe that delivering highly engaging lessons is crucial for keeping students engaged and challenged while maintaining a safe learning atmosphere.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. This standard is important for 6th grade and beyond because it is the beginning of understanding integers. Integers are a concept that is used throughout middle school math and even higher-level math. Students need to have a good foundation of integers/positive and negative numbers and it starts here. As stated in the standards it is important to make sure educators know and share: positive and negative temperatures or elevations, with the understanding that zero means the freezing point Celsius of water or sea level.

Q20

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Started: Tuesday, September 09, 2025 10:03:08 AM
Last Modified: Tuesday, September 16, 2025 2:40:43 PM
Time Spent: Over a day
IP Address: 170.185.97.179

Page 2: Application

Q1

Name:

Angie Stull

Q2

Provide your school email address for contact.

angela.stull@garrard.kyschools.us

Q3

Name of district in which you work:

Garrard County Schools

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM. I attend their math course offerings, and I attend their Intervention, Coach, and Teacher Leader monthly math support meets. I follow NCTM and read some of their professional development books, but I am not paid member.

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

K-5 Math Interventionist/Coach: I push into classrooms K-5

Q7

Years of experience you have as a classroom teacher:

I was in the classroom at various grade levels for 25 years, then moved into math coach/intervention 4 year ago. This is my 5th year in that role.

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I teach small group Math intervention for T2 and T3 students K-5 and provide some math coaching for teachers at those same levels.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I serve as the K–5 interventionist and instructional coach at my school, supporting grade-level teams during PLCs through instructional coaching, data analysis, and planning. In addition, I hold a district-appointed paid position as Math Teacher Leader. In this role, I present monthly at faculty meetings, collaborate with administrators and teacher leaders to guide instruction, and work with district math and special education leaders to support student mathematical proficiency.

This past summer, I aligned 2nd- and 3rd-grade curriculum maps and pacing guides with HQIR resources, ensuring coherence across instruction. Currently, I am leading professional development and PLC work that deepens teacher understanding of the Mathematical Teaching Practices and their connection to the Standards for Mathematical Practice, directly supporting more effective math instruction for students.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

AVMR 1 certified, SNAP certified, I participate in the Kentucky Math Teacher Leader (KyMTL) cohort through KCM each year. I also participate in Coaching and Interventionist support through KCM. I am currently enrolled and working in the Kentucky Numeracy Academy coursework.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

The work we are currently doing is with our district in aligning curriculum, pacing, and math tasks to elementary math standards. I was a part of KDE's work for a year in helping "Integrate Social, Emotional, & Academic development within the KAS for Mathematics" (2021-22) led by Maggie Doyle and Erin Chavez.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM: Kentucky Math Teacher Leader work for the last 2 years. (Including in-person and zoom monthly meets). Last year we developed a capstone project and had a presentation at the end of the year.) I attended KCM's monthly Coaching support last year and am currently enrolled for this years group. This will also be my 5th year in attending KCM's MIT collegial support Zoom support meetings. As a Math Teacher Leader with our district I have led presentations for mathematical learning at our District PD on Fluency K-5, effective questioning techniques, and presented to our community at our district math night on how to help with mathematics at home and used the resource from KDE to send the overview of what their child learns at each grade level. At the school level, I present briefly about math at each monthly faculty meeting, as well as lead PD on staff days. A couple of topics have been Progressions of Fluency Standards and "What does it look like at your grade to Support the First Grade Standard 1.OA.7, and questions to help guide mathematical discourse. I attend Make Math Moments and Build Math Minds Virtual Summits yearly, as well as some NCTM webinars and KCM trainings. I am also SNAP and AVMR certified, and am currently enrolled and doing coursework in the first KCM Numeracy Academy cohort.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Commitment to improved teacher/student outcomes. For the last 4 years I have been doing intervention work with K-5, in addition to 1st-5th classroom teaching over 27 years. This has given me a broad base of understanding in the progression and building nature of the KAS for mathematics. 2. Perseverance and Grit. I had to persevere and be intentional in finding training for myself out of a deep desire to be a better math teacher for my students, in a culture where I had no real understanding of mathematics or mathematics teaching from my experience as a student or my elementary education bachelors and masters coursework. Perseverance was needed in trying to improve outcomes at our school, in helping teachers understand the depth of the standard and what it means to teach with the SMP's in mind. This has been a focus at our school and now our district for the past few years. We also get new teachers or option 6 teachers that need support in understanding the changes we have made in teaching mathematics and also want them to be able to move forward with us, without losing any gained mathematical pedagogy. So, I have been able to develop perseverance and commitment towards onboarding math vision and goals. 3. Passion: From a deficit in mathematics, as a student in not receiving what I needed to have more understanding for mathematics, I strive to be a better teacher of mathematics myself. I have developed a love for real mathematics, conceptual understanding, and discovered the beauty and joy in both learning and teaching mathematics. I want other Elementary teachers to discover this same beauty and love for helping students develop strong abilities for "sense making of mathematics", through sound math teaching practices and understanding what it means to develop student knowledge to the depth of that standard through a supportive and growth minded mathematical community within the classroom, school, and district.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Teaching to the depth of the standard is the bulk of what we work on at the local and district level. We study verbs, the depth of the standards towards conceptual understanding using Standards of Mathematical practices, and we align our assessment questions to that work. Resources are standard work and are based on research and evidence based practices.. Our math communities should be fostering a joy for mathematics while reaching towards conceptual fluency and high-cognitive tasks that develop a student's problem solving ability through strong routines of instruction and mathematical discourse. In this environment teachers would be connecting concrete materials to representations, in multiple ways to make the mathematics "visible" for all students. Every student deserves access to a positive, student centered mathematical community that believes in them and the math gains they can make.. A systematic look at how math builds, the core mathematical ideas and connections that exist across domains, and the positive mathematical learning community that has to be built for positive outcomes for math is critical to moving toward our students preparing for the mathematical world in which they will live.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I work with K–5, but have recently focused on 1.OA.7—understanding the equals sign. Although this is a first-grade standard, the concept behind it is foundational and must be developed across elementary grades to prepare students for more sophisticated mathematics. The equals sign signifies balance, not simply a signal that an “answer” is coming.

In kindergarten, this idea can be nurtured through fluency with structure to 5. For example, using concrete materials and balances, teachers can model relationships such as $5 = 3 + 2$ or $4 + 1 = 3 + 2$. In second grade, place value concepts support the same idea, such as showing 8 tens and 7 ones = 6 tens and 27 ones with base-ten blocks. In third grade, fractions can reinforce the concept of balance: three units of $\frac{1}{4} = \frac{3}{4}$. These examples show how equivalence appears naturally across the standards, even beyond 1.OA.7. Many students, however, leave elementary school without fully mastering this concept. To address this, I work with teachers across grade levels to highlight opportunities to embed equivalence within their existing standards. I use resources such as KDE guidance, The Common Core Mathematics Companion: The Standards Decoded, Achieve the Core, and NCTM to support this work. Our goal is to help teachers explicitly develop the equals sign as a balance across K–5, ensuring students have a strong foundation for future mathematics.

Q20

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#68

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Collector: Web Link 2 (Web Link)
Started: Wednesday, September 17, 2025 9:41:28 AM
Last Modified: Wednesday, September 17, 2025 10:56:20 AM
Time Spent: 01:14:52
IP Address: 170.185.156.217

Page 2: Application

Q1

Name:

Lavina Rogers

Q2

Provide your school email address for contact.

lavina.rogers@mccracken.kyschools.us

Q3

Name of district in which you work:

McCracken

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

MCEA, KEA, NEA, NBCT

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

21

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Second Grade, Math, Reading, ELA, Science, Social Studies

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I was on the school based team to research, review and determine a new whole school Math Curriculum.

I also served as the school representative at the district level to review and plan activities for the new math standards when they were released several years ago.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certification- Middle Childhood Generalist
Masters in Special Education

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I worked with a district level team to correlate the math standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Bridges curriculum training, Using Technology in Math (hosted by Murray State University), Kagan Cooperative Learning, Hands-On Math (hosted by Western KY Coop)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Passionate, Flexible, Team Player

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Standards must be clear, specific, focus on real-world problem solving and grade specific. My vision for math in Kentucky is having standards that would prepare our students for being productive citizens in Kentucky and globally. We need to ensure that our students are prepared to be successful in school and as adults.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Representing and solving real world problems involving math concepts including money, fractions, addition, subtracting, multiplication and division

Q20

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#69

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 11, 2025 7:58:34 AM
Last Modified: Wednesday, September 17, 2025 2:11:51 PM
Time Spent: Over a day
IP Address: 170.185.249.28

Page 2: Application

Q1

Name:

Robin Stacy

Q2

Provide your school email address for contact.

robin.stacy@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA, NCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

27

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th Grade Math

8th Grade Accelerated Math

HS Algebra 1

HS Geometry

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught middle and high school math courses as a special education teacher since 1996. I was a NBCT in special needs with a concentration on middle school math. I was hired in 2006 in Jefferson County specifically to teach special education mathematics in my school and taught all grades for several years. In 2018, I became a regular education mathematics teacher at the 8th grade level which included HS Algebra 1. In 2024, I was asked to be the department chair in our school. My experience with training and presenting to teachers in our school and district began in 2007. I helped to coach other special education teachers in mathematics instruction. This leadership continued as I worked with our district math resource teachers and math leads making recommendations for new materials, curriculums and district professional development. I collaborate with our District Math lead to ensure professional development learning for my building each year through our Systems at Work program. I am currently part of our district cohort for KDE Cultivating Vibrant Learning Experiences in Mathematics. We have completed course 1 and I will be continuing to course 2 this fall.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

not at this time.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not previously worked in this area, however, I feel qualified to begin this work with other mathematics professionals.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I aided the JCPS Math and academic resource team during the initial IM Rollout, collaborated with ILC presenters. Presenter at the District Middle School conference for IM instruction. Was awarded the Academic Innovator Award for Excellence in Instruction in Sept. 2024. Was given the Baird Award for Outstanding PLC in October of 2023.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Experience: with a background in special education, the differentiation of instructional levels/learners I feel that I have a broad outlook on student needs. 2. Knowledge: my departmental leadership and teaching of all three Middle School levels, I know the standards 3. Leadership: my coaching and leadership positions show I have the collaborative skills to work with others as a team.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

The standards are listed by skill, however, mathematics today is about observing and applying relationships and patterns versus knowing an algorithm and computing an answer. Not only do we need to be sure our teachers know the mathematical practices but they are evident in the instruction and HQIR's we choose to use. There should be a direct connection between the standard (skill), the mathematical practices, HQIR's, and the applying of the standard to real life experiences so our students make connections between past knowledge, skills, and future possibilities.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.8.EE.7 Solve linear equations in one variable: The mastery and application of this 8th grade standard lays the foundation for all other math standards in this strand and future levels of mathematics. The concepts of inverse operations, grouping, use of the distributive property, integers, and incorporation of fractions reappear through all mathematics. The skill of solving equations threads through systems of equations, algebra standards, geometric proofs, geometric applications, trigonometry and calculus. When students struggle with the basics of solving equations, they continued to struggle with future topics. Cyclical curriculum, use of manipulatives, differentiation, and mini lesson support are helpful for struggling students. I would ensure that teachers had example equations of different levels. The coherence standard is good but honestly could be more than is indicated.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page%20-STACY.pdf (233KB)

#70

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 17, 2025 3:35:18 PM
Last Modified: Wednesday, September 17, 2025 4:12:33 PM
Time Spent: 00:37:14
IP Address: 170.185.158.218

Page 2: Application

Q1

Name:

Bobby Deason

Q2

Provide your school email address for contact.

bobby.deason@mclean.kyschools.us

Q3

Name of district in which you work:

McLean County Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM / MathCounts Coach

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

9

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I currently teach 8th grade math, math intervention (5-8 standards) and Algebra 1 for 8th graders. This last class is a high-school level course and counts towards graduation credits.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught 8th grade mathematics for 7 years. I spent 2 years teaching freshman Algebra 1 and intervention courses at Henderson County High School. I coached a MathCounts team for 3 years from 2015-2019 at Henderson County South Middle School. In 2019 our team finished second in our region and advanced to state. Our team captain won the UK tuition scholarship. At HCHS I helped to create a new semester course designed to take students in the 50th-69th percentiles on MAP testing and raise them to proficiency. Myself and my co-teacher saw tremendous success including an average percentile growth of 17% after one semester.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

No specialized certification.

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I haven't been involved in the revision of standards but would greatly enjoy the opportunity! I feel like I have great and experience and would be a valuable member of this committee.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have not led any direct professional development for mathematics but I have been instrumental in implementing IXL resources including standardized testing alignments and the diagnostic feature to help track student progress for our middle school. I have led professional development sessions for classroom management.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I am a veteran classroom teacher with traceable success in 3 different schools in 2 counties. 2. I have extensive experience in teaching and tutoring all standards from 5th-9th grade but particularly in 8th grade and Algebra 1. 3. My experience in helping align standards and teaching strategies in HCHS has helped me be involved in student mathematics mastery all the way to the ACT level. In other words, I have not only taught multiple grade-level standards but also know how they build to form a complete mathematics student graduate.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love to see mathematics in Kentucky better serve our students by allowing alternate mathematic routes for students interested in the trade industry. In other words, I would love their to be more common sense application standards that could be used to help students pursuing trades during high school as opposed to the standard Algebra 2 and Pre-Calculus credits.

I would also love to see a more coherent alignment between the 7th grade and 8th grade standards as much of what is taught in 7th grade by way of interpreting graphs and identifying constant of proportionalities change vocabulary and strategy once revisited in 8th grade as the slope standards.

Lastly, I want to see 7th grade standards include more exposure and practice with the coordinate plane since students currently experience a gap in this particular standard from 6th to 8th grade. This would help 8th grade students be better prepared to graph lines, interpret graphs, and understand functional relationships in the coordinate plane.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.NS.6 Understand a rational number as a point on the number line.

Extend number line diagrams and coordinate axes, using appropriate range and intervals, to represent points on the line and in the plane, that include negative numbers and coordinates.

This standard is vitally important as understanding graphs and charts is one of the most easily linked mathematic skill to the real world. These concepts are key to understanding graphs showing investments, progress goals, growth charts, etc.

I find that many of my 8th grade students struggling with basic number sense fluency such as applications for positive and negative numbers, intervals on graphs, and how to properly read the x and y axes on the coordinate plane.

I would seek to find as many real-world situations where graphical interpretation is a necessary skill to navigate life as an educated member of adult society.

Q20

Respondent skipped this question

Upload a signed copy of the principal signature page.

#71

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 17, 2025 11:17:04 AM
Last Modified: Thursday, September 18, 2025 9:34:57 AM
Time Spent: 22:17:52
IP Address: 170.185.156.215

Page 2: Application

Q1

Name:

Kristyn Hall

Q2

Provide your school email address for contact.

kristyn.hall@mccracken.kyschools.us

Q3

Name of district in which you work:

McCracken County Schools

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA/NEA
KCM Numeracy Counts Academy

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

2.5

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Currently, I have only taught in 5th grade math instruction. I have been working through the KCM Numeracy Counts Academy to grow leadership at my school with math instruction. I continue to work on every opportunity I can to grow my leadership role in mathematics instruction at my school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am currently working through the KCM Numeracy Counts Academy, where we are also conducting research of math instruction through the Elevate Academy program in conjunction.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Throughout my career so far, I have had many opportunities to break down standards with curriculum changes within the school and district. I have been able to work through each math standard at various elementary grade levels. Through KCM workshops I have also been able to work to understand standards through decomposition of the true meaning. I feel teams should have access to the standards at a broken down level where each portion of the standard can be understood by how it should be taught. I feel they should also have access to student examples of work at each standard to know what is expected behind the meaning. The mathematical practices listed are important, and should also be taken into consideration with each standard.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I am attending monthly sessions with the KCM Numeracy Counts Academy and Elevate Academy where we are conducting research based on practices learned through the KCM program.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

First, as a teacher one defining characteristic I have to make me a strong candidate is that I am passionate about math education. Math education is so important to student learning, especially with the growth of career fields like STEM and technological movements in the country. Another characteristic I possess that would make me a strong candidate is my passion for researching the standards prior to teaching them. Though I have been teaching the math standards for over a year, I still work to break them down prior to teaching to ensure that my instructional goal matches the goal of the standard. Finally, a characteristic that would make me a strong candidate is that I am a hard worker. I strive to do as much as I can to be involved helping students during instruction and working hard to make sure that students receive the most out of instruction. I want their learning to be maximized so it is effective.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky, is to continue to see an increase in student growth in math skills. By using the math standards towards math instruction, informed decision making with instruction and implementation of tools can help students grow. My goal as a math teacher is to have students understand math not just memorize facts and the standards help guide instruction to allow students to learn the math.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One standard that is important to the grade band being applied for is 5.NF.3 where students are working to understand the connection between division expressions and fractions. This standard is important because when broken down students need to work to understand the meaning behind each number. By having students move beyond rote memorization and have to understand what is happening when they are completing the math. Students work to interpret expressions. Some of the supporting information that I would highlight are the key words in the standard, such as "interpret fractions," "solve problems," and "represent the problem." I would also point out the application of the mathematical practices to ensure that students continue to extend their thinking within the strands. It would also be important to point out the clarification examples of the standard. This gives teachers examples to help guide with building instruction based on the standard. All of these components are important to each standard to provide understanding when building standards based instruction in the math classroom.

Q20

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#72

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 15, 2025 8:00:16 AM
Last Modified: Thursday, September 18, 2025 11:46:10 AM
Time Spent: Over a day
IP Address: 170.185.86.202

Page 2: Application

Q1

Name:

Katie Mills

Q2

Provide your school email address for contact.

katie.mills2@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),

Unsure

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Math Recovery Intervention Specialist, NCTM, KCM Math Interventionists & Math Coach Collegial Support Teams

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

K-5 Math Intervention and Coach

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am a dedicated mathematics educator with 18 years of experience. My qualifications include being an AVMR 1 & 2 practitioner and a certified Math Recovery Intervention Specialist. I have served as a Fayette County Math Lighthouse teacher, co-authoring the district's K-2 Math Framework. My expertise has been shared through presentations at the KCM conference, the Fayette County Early Numeracy Conference, and at the district hub for Interventionists and nationally for Math Recovery.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Educational Leadership, MA Ed.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

n/a

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

While I haven't been directly involved in revising standards, I have extensive experience collaborating with the district to align our curriculum with existing standards. I've also worked closely with district teams and teachers to deconstruct these standards, ensuring they are understood and effectively implemented in the classroom.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

AVMR 1&2, Math Recovery Intervention Specialist, NCTM, KCM (multiple years)

lead PD: Math Recovery, Fayette Primary Numeracy Conference, FCPS Intervention Hub, Kentucky Numeracy Project

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have an 18-year career as a mathematics educator, demonstrating a deep understanding of how standards are applied in the classroom. My qualifications as an AVMR 1 & 2 and a Math Recovery Intervention Specialist demonstrate my specialized knowledge in early numeracy and effective progression for math instruction. My ability to collaborate with a wide variety of educators makes me a strong candidate for standards review and revision.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

In my vision for mathematics education in Kentucky aligns with the goal that all students are mathematically enlightened and empowered, able to competently and flexibly use mathematical ideas to think critically and solve real-world problems throughout their lives. By creating intentional progressions through the Math standards and an increased focus on the 8 Mathematical Practices, Kentucky's standards can lead to the development of high-quality, evidence-based instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.OA.2 Fluently add and subtract within 20 using mental strategies. This standard is so very important to students' ability to structure. Teachers don't generally think about structuring when they see this standard and the corresponding standards in 1st and K. If we insert a parenthetical phrase in the standard, so many more teachers would be able to really understand what the standard means.

Q20

Upload a signed copy of the principal signature page.

K.%20Mills%20Principal%20Signature%20Page%20(1).pdf (241.2KB)

#73

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 18, 2025 12:41:42 PM
Last Modified: Thursday, September 18, 2025 12:45:21 PM
Time Spent: 00:03:38
IP Address: 170.185.158.218

Page 2: Application

Q1

Name:

Bobby Deason

Q2

Provide your school email address for contact.

bobby.deason@mclean.kyschools.us

Q3

Name of district in which you work:

McLean County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

9

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I have completed this survey before. I am resubmitting it under another email handle so that I can attach the principal signature sheet.
Thank you.

Q20

Upload a signed copy of the principal signature page.

Deason%20-%20Principal%20Signature%20Page.pdf (191.5KB)

#74

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 18, 2025 10:42:20 AM
Last Modified: Thursday, September 18, 2025 1:39:49 PM
Time Spent: 02:57:28
IP Address: 170.185.149.186

Page 2: Application

Q1

Name:

Manis Del Shepherd

Q2

Provide your school email address for contact.

manis.shepherd@magoffin.kyschools.us

Q3

Name of district in which you work:

Magoffin

Q4

With what educational cooperative(s) is your district affiliated?

Kentucky Educational Development Corporation (KEDC)

,

Kentucky Valley Educational Cooperative (KVEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th and 8th grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught 7th and 8th grade math for 13 years now. I have also participated in our district's initiative to improve our math teaching through PIMSER. I am currently mentoring our new math teacher as well. I have led several PLC meetings in my building for math.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a Master's in Ed Tech and a Rank 1 in Principalship. I have not taken the certification test yet but I hold the degree. These two degrees have allowed me to see math through a new perspective. I am currently in a grant program dealing with AI in education so I am hoping that I can learn how to use AI in math. I have some experience already using it to make material for my classes, however I have not had students use it as part of an assignment yet.

Having a leadership degree like Principalship has allowed me to view my teaching through a leadership perspective. It has given me a newfound outlook on how my Principal views what I do in my class. It has also helped me coach other teachers in my content area when they ask questions about improving their teaching.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not been part of the development or revision of any academic standards, but my hope is to be and to understand the process.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led a professional development on using AI in the classroom but it wasn't just math focused. It spanned across all content areas.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Knowledgeable in my math standards because I have taught them for many years.; experienced math teacher as I have taught the subject for 13 years now; collaborative and student-centered perspective because through my leadership roles (Academic Coach, Leader in Me facilitator, Drama Coach, etc) I present high expectations for students while maintaining a balance of student engagement and school culture.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I envision mathematics education in Kentucky as a system that empowers all students to see themselves as capable, confident problem-solvers who can apply mathematical reasoning to real-world contexts. Mathematics should not only prepare students for assessments and college or career pathways but also equip them with critical thinking, creativity, and perseverance—skills that extend far beyond the classroom.

At the heart of this vision is a commitment to equity, clarity, and rigor. Every Kentucky student, regardless of background or zip code, deserves access to high-quality mathematics instruction that is consistent, challenging, and responsive to individual needs. To achieve this, our standards must remain clear, focused, and coherent, while also allowing for flexibility in instructional approaches that foster deep understanding.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

7.RP.1, 2, & 3

8.EE.5 & 6

These standards set students up for success in high school algebra 1 and beyond. Their purpose is to teach students to think proportionally which has more real-world context than most realize.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (6.1MB)

#75

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 19, 2025 4:49:53 PM
Last Modified: Friday, September 19, 2025 5:31:58 PM
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IP Address: 172.58.150.161

Page 2: Application

Q1

Name:

Lillian Sachleben

Q2

Provide your school email address for contact.

Lillian.sachleben@christian.kyschools.us

Q3

Name of district in which you work:

Christian County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

5 years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently teaching 4th grade math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been teaching mathematics in Christian County for the past four years and am currently beginning my fifth year in the district. I spent two years teaching 2nd grade as part of a co-teaching team and am now entering my third year as a 4th grade math teacher, where I have served as the sole math instructor.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

N/A

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

While I do not have direct experience with the revision of academic standards, I believe this task will require strong collaboration, open communication, and mutual support among team members. The team completing this task will need to research data on student learning outcomes, use feedback from classroom teachers, and alignment with state and national benchmarks.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

While I have not yet led any professional development opportunities, I am currently participating in the EPIC Numeracy Alliance Cohort. Through this, I collaborate with educators from across the state of Kentucky to improve instructional practices and support student achievement in mathematics.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

attention to detail, collaborative communicator, critical thinker

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I envision mathematics in Kentucky as a discipline that prepares every student to think critically, solve problems, and apply learning to real-world contexts. High-quality standards should be clear, coherent, and research-based, ensuring learning builds meaningfully across grade levels. This vision ensures mathematics is both rigorous and attainable, preparing students for success in life.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.4.NBT.5 Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers.

It is important because it builds the foundation for fluency with multi-digit multiplication, a cornerstone of upper elementary mathematics. Mastery of this standard provides students with efficient strategies for breaking down larger problems, applying place value understanding, and recognizing patterns in numbers. It connects prior knowledge of basic facts to more complex operations, preparing students for division, fractions, and algebraic reasoning in later grades.

Q20

Upload a signed copy of the principal signature page.

Principal%20Page.pdf (3.4MB)

#76

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Sunday, September 21, 2025 9:44:13 AM
Last Modified: Sunday, September 21, 2025 10:22:25 AM
Time Spent: 00:38:11
IP Address: 74.130.57.219

Page 2: Application

Q1

Name:

Amanda Davis

Q2

Provide your school email address for contact.

amanda.davis@daviess.kyschools.us

Q3

Name of district in which you work:

Daviess County Public Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am part of KASA.

I have collaborated with Achievement Partners.

In the past I have been part of the Standards work through the state.

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

Assistant Principal

Q7

Years of experience you have as a classroom teacher:

20

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am an Assistant Principal at a PK-5 school. I work closely with all grade levels PK-5. I do work closely with the MATH teachers and their instructional materials/standards.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I was a classroom teacher (3rd-5th) for 14 years. I then transitioned into an Instructional Coach for PK-5 for six years. During that time my main focus was on the mathematics within the school. Helping teachers connect standards to the HQIR and ensuring that grade level fluencies and essential standards were addressed. As AP I have continued to be part of the mathematics portion of our instruction. I have led Professional Learning opportunities at our school and district level. I have also presented at Achieve the Core conferences focusing on standard work. Mathematics and the standards addressed are a very important and important part of my Instructional Leadership as AP.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

When I became an Instructional Coach, I got a GT endorsement and worked with the Gifted and Talented program at our school and district level.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Back in 2020 I did some seasonal associate work for Great Minds. However, that was only 1 summer.

The work that I do around mathematics now is based on our KY standards and working with teachers on ensuring the standards are understood and addressed within their daily classroom instruction.

When I was chosen for the 2002 Item Review - KDE partnered with Pearson.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have worked with other Instructional Coaches in our district to help teachers understand the KY Math Standards that were adopted in 2019. Unpacking the standards, seeing the coherence vertical alignments with grade levels K-5/6, and how to focus on their specific grade level needs.

In 2020 I was a participant in the Kentucky Math Item Review with KDE. I truly enjoyed this process and eagerly anticipate future work with KDE and mathematics.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

- Achieve the Core math standard alignment
 - District understanding and unpacking the math standards
 - School PL around math standards and how to address within the daily classroom
-

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Collaborative - working together as a team within a grade level and beyond so professional vertical conversations can take place in order to reach the end goal of the process. Integrity - it is important that when looking at standards or review of the standards that you are staying true to the process and ensuring the delivery of results is done in a manner that staff and teachers can understand the why behind a standard(s). Grit - the work behind a review can sometimes be intense and daunting and therefore going in knowing that work that it takes.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I feel that the Math standards are the foundation for our students and that these need to be focused on and addressed in daily instruction. Teachers need to have a strong understanding of the standards and therefore it shouldn't matter which HQIM they are facilitating from, the overall arc of their teaching is grounded in the standards of their grade level. Also, knowing the standards before and after your grade level allow for intentional scaffolding of work keeping within the needs of students and grade levels.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

Students learning and becoming fluent in multiplication/division is essential for mastering standards in fourth grade and beyond. Multiplication learned in third grade addresses the fourth and fifth grade standards of fractions and decimals (and beyond in MS and HS algebra). This work begins in 2nd grade with repeated addition and seeing groups of - but hit hard towards mastery in 3rd grade.

Q20

Upload a signed copy of the principal signature page.

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#77

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 17, 2025 7:45:57 PM
Last Modified: Sunday, September 21, 2025 3:49:44 PM
Time Spent: Over a day
IP Address: 46.110.132.121

Page 2: Application

Q1

Name:

Brittany Miracle

Q2

Provide your school email address for contact.

brittany.miracle@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette

Q4

Unsure

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Currently not a member of any affiliations. Previously KCM trained (MAF team member)

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th grade math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught the math standards for 2-4 grade. Some years without a curriculum and I created curriculum to meet the standards. I have also taught with curriculums such as IReady, Envisions, Investigations, Math In Focus and Illustrative Math. I do not believe in teaching a curriculum page by page, but rather mapping out the standards progression and using the curriculum to best teach those standards. I have been the team lead for planning math for all grade levels I have taught. I am also the intermediate lead member for our Math Improvement Team and the 4th grade lead for the School Improvement Team at my school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Masters Degree: Teacher Leadership

I have been trying to take on leadership roles within my school to enhance our knowledge of best practices within math.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

None

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM MAF team member (2020)

KCM training(2020-2021 & 2022)

AVMR trained (2019)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1.) Strong understanding of mathematical standards and pedagogy - Working with the math standards for the past 13 years (from 2-4 grade), I have deconstructed standards and mapped out units to teach students. I assess these lessons and units by tracking standards mastery. 2.) Open minded and eager to collaborate - I enjoy working with others to develop a better understanding of the standards and math practices. I am eager to provide input and listen to others to better understand and develop the math standards. 3.) Student centered mindset - I am always reading the math standards and thinking about it from my students mindset. I always reflect on what is developmentally appropriate for my students and the progress of skills required for them in order to be successful.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I strongly believe that a good math education is centered around the standards and delivered through good instruction - with or without a curriculum. I believe teachers should know how to read and understand the math standards, understand their vertical progression, have a tool box of strong teaching practices that can deliver good instruction and know how to track standards mastery and provide intervention based on that data.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.4.NBT.5 Multiply whole numbers

- Up to four digit number by a one-digit number
- Two-digit number by two-digit number

Multiply using strategies based on place value and the properties of. operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

This standard is important to my grade band because it is teaching students how to decompose a number using place value in order to solve a multi-digit multiplication problem. It allows students to make a connection to their understanding of rows and columns when building arrays and translates that into a larger more abstract version while developing reasoning for their products. It also builds on their understanding of multiplying by multiples of 10, 100 and 1,000. It is important for teachers to understand that this standard is not asking them to teach an algorithm of steps to multiply, but rather breaking the number apart and finding partial products to solve (area model and partial product). I would highlight "strategies based on place value" as an important component to understand.

Q20

Upload a signed copy of the principal signature page.

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#78

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Sunday, September 21, 2025 3:50:12 PM
Last Modified: Sunday, September 21, 2025 3:57:08 PM
Time Spent: 00:06:56
IP Address: 46.110.132.121

Page 2: Application

Q1

Name:

Brittany Miracle

Q2

Provide your school email address for contact.

brittany.miracl2@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette County

Q4

Unsure

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Former KCM team member

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13 years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th grade - math only

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught the math standards for 2-4 grade. Some years without a curriculum and I created curriculum to meet the standards. I have also taught with curriculums such as IReady, Envisions, Investigations, Math In Focus and Illustrative Math. I do not believe in teaching a curriculum page by page, but rather mapping out the standards progression and using the curriculum to best teach those standards. I have been the team lead for planning math for all grade levels I have taught. I am also the intermediate lead member for our Math Improvement Team and the 4th grade lead for the School Improvement Team at my school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Masters Degree (Teacher Leadership)

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

No experience yet

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM MAF team member (2020)

KCM training(2020-2021 & 2022)

AVMR trained (2019)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1.) Strong understanding of mathematical standards and pedagogy - Working with the math standards for the past 13 years (from 2-4 grade), I have deconstructed standards and mapped out units to teach students. I assess these lessons and units by tracking standards mastery. 2.) Open minded and eager to collaborate - I enjoy working with others to develop a better understanding of the standards and math practices. I am eager to provide input and listen to others to better understand and develop the math standards. 3.) Student centered mindset - I am always reading the math standards and thinking about it from my students mindset. I always reflect on what is developmentally appropriate for my students and the progress of skills required for them in order to be successful.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I strongly believe that a good math education is centered around the standards and delivered through good instruction - with or without a curriculum. I believe teachers should know how to read and understand the math standards, understand their vertical progression, have a tool box of strong teaching practices that can deliver good instruction and know how to track standards mastery and provide intervention based on that data.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.4.NBT.5 Multiply whole numbers

- Up to four digit number by a one-digit number
- Two-digit number by two-digit number

Multiply using strategies based on place value and the properties of. operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

This standard is important to my grade band because it is teaching students how to decompose a number using place value in order to solve a multi-digit multiplication problem. It allows students to make a connection to their understanding of rows and columns when building arrays and translates that into a larger more abstract version while developing reasoning for their products. It also builds on their understanding of multiplying by multiples of 10, 100 and 1,000. It is important for teachers to understand that this standard is not asking them to teach an algorithm of steps to multiply, but rather breaking the number apart and finding partial products to solve (area model and partial product). I would highlight "strategies based on place value" as an important component to understand.

Q20

Upload a signed copy of the principal signature page.

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#79

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, August 29, 2025 1:18:32 PM
Last Modified: Monday, September 22, 2025 11:22:45 AM
Time Spent: Over a week
IP Address: 170.185.249.56

Page 2: Application

Q1

Name:

Brittany Beal

Q2

Provide your school email address for contact.

brittany.beal@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM, KEA

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

High School Mathematics Instructional Lead (district)

Q7

Years of experience you have as a classroom teacher:

22

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I support all high school math courses (algebra 1, geometry, algebra 2, math concepts, personal finance, etc.) as the district high school math instructional Lead

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Since 2010, I've taught secondary math for all grade levels in traditional, alternative, and charter schools. My leadership experience extends beyond the classroom to include publishing a middle school curriculum, serving on the committee that wrote the Texas state standards for financial literacy, and acting as the STEM lead for two years during the opening of the first Goodwill Excel Center, a public charter high school for adults.

My leadership experience also includes 13 years as an instructional coach for both middle and high school math teachers. In my current role, I collaborate with classroom teachers, school leadership, and district administration to support the implementation of our district's High-Quality Instructional Resources (HQIR) and promote best practices in mathematics instruction across all high school math courses.

Q11

Respondent skipped this question

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I also collaborated with a team to write the Texas state standards for financial literacy.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

My professional learning and leadership experiences include developing and leading mathematical education professional development sessions for educators in a variety of facets. In my current role, I lead professional development sessions at least twice a month for high school math teachers and school leaders in the Jefferson County Public Schools district- focusing on implementing our High-Quality Instructional Resources (HQIR), best teaching practices, and data-based decision-making. During my experience working as an instructional coach in the Greater Washington DC metro area, I created and facilitated a professional development seminar series for K-6th grade math teachers on developing differentiated tasks aligned with Common Core standards. Also during this time, I co-wrote the middle school math intervention program, "Start Up Math," and constructed two five-day professional development sessions for teachers to support its implementation.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

My extensive experience makes me a strong candidate for standards review and revision due to my analytic, reflective, and communication skills. My analytic abilities are demonstrated through my work in curriculum and standards development, which includes publishing a middle school math curriculum and serving on the committee that wrote the Texas state standards for financial literacy. As an instructional coach and professional development leader, I consistently apply a reflective practice, guiding teachers to make instructional adjustments based on student data and best practices. Finally, my ability to be a good communicator is evidenced by my ongoing collaboration with a wide range of stakeholders—from teachers to district leaders—as I lead professional development sessions and work to build consensus around effective instructional strategies.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for Kentucky mathematics education is to create a dynamic and relevant learning environment where students move beyond memorizing formulas to genuinely understanding how math connects to their everyday lives. This approach is built on a student-centered model that uses high-quality instructional resources- like Illustrative Mathematics 360 to bridge the gap between abstract concepts and real-world applications. By highlighting the Standards for Mathematical Practice across all subjects, we can help teachers and students see that skills like problem-solving and critical thinking are not just for math class but are essential tools for navigating the world. The goal is to empower every student to see themselves as a capable problem-solver, fostering a growth mindset and ensuring they are prepared for future academic and career challenges.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F.4 is a crucial standard for high school algebra because it deepens students' conceptual understanding of functions by connecting their algebraic equations to their visual graphs. This standard ensures students don't just solve equations but can identify a function's key characteristics—such as intercepts, maxima, and minima—directly from its graph. As students progress from graphing and analyzing simple linear functions to more complex rational and piecewise functions, KY.HS.F.4 reinforces that the visual behavior of the function is a direct reflection of its algebraic structure. This proficiency in translating between the two forms is fundamental for later success in advanced mathematics, as it moves student learning beyond simple computation toward a more comprehensive understanding of function relationships.

To help educators understand the intent of this standard, I would emphasize that it's a bridge between algebraic and graphical representations. This isn't just a graphing exercise; it's about seeing the graph as a narrative of the function's algebraic behavior.

I would highlight the following points to ensure educators grasp the standard's intent:

Conceptual Understanding: The goal is for students to intuitively recognize how changes in the equation—like adding a constant or a negative sign—impact the graph's position and orientation.

Analysis over Computation: Educators should model how to analyze a graph to infer a function's properties, rather than solely relying on algebraic calculations.

Active Discourse: Teachers should use questions that prompt students to explain the relationship between a graph's features and its algebraic form.

Q20

Upload a signed copy of the principal signature page.

[standard%20review%20permiss%20foster-beal.pdf \(211.6KB\)](#)

#80

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Saturday, September 13, 2025 7:43:25 PM
Last Modified: Monday, September 22, 2025 6:14:10 PM
Time Spent: Over a week
IP Address: 74.130.106.129

Page 2: Application

Q1

Name:

Amanda Walden

Q2

Provide your school email address for contact.

mandy.walden@mccracken.kyschools.us

Q3

Name of district in which you work:

McCracken County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA/NEA, I have done a year-long training through KCM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

5; this is my 6th year.

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th grade math and 4th grade writing

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

My first two years of teaching were in 3rd grade math. I then completed a year in 4th and 5th grade math. I am currently in my fourth year of teaching 4th grade math. I have had the highest state test scores in math every year at my current school, so I have shared many self-created resources and lesson plans with my coworkers. I was also asked to mentor a new math teacher last year. I believe in combining spiral review, direct instruction, and student-led instruction to achieve success in passionately teaching students mathematics.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

N/A

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have had no official experience in the development or revision of academic standards. I have, however, created a pacing guide for fourth grade math for our school.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I attended a math PD in the summer of 2023. I also completed a year-long PD with KCM during the 2024-2025 school year. Additionally, I completed the Kentucky Reading Project and based my year-long project on incorporating literacy in mathematics.

I have had the highest mathematics test scores in our school for the last two years. In the 2023-2024 school year, I received students who 35% scored proficient and distinguished on their third grade math KSA. On their fourth grade math KSA (after a year with me), 69% of these students scored proficient or distinguished.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

One characteristic that makes me a strong candidate for review and revision is my attention to detail. I have had many coworkers say that I would thrive in working with data due to my love for math and my ability to dissect information. The second characteristic would be my collaboration skills. I have had many coworkers say that they enjoy my flexibility and ability to get along with anyone while also being a strong leader. A third characteristic is my punctuality. I have a strong belief that if I am not 10 minutes early to something, I am late. I always turn in any assignments, projects, and lesson plans very early due to my lack of procrastination.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to reach more students so that they are successful in math throughout their school career and beyond. It is so important that the elementary standards are implemented well so that students have a strong numeracy foundation to build on. My instruction is 100% standards based, as I believe instruction should be. Standards should be structured to build on each other so that students can succeed from grade level to grade level. Students should love math, and I believe/know that incorporating high-quality instruction that is standards-based allows all students to thrive and discover a love for mathematics.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

A standard from the grade band for which I am applying that I believe is important is: KY.4.NBT.1 Recognize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. This standard is expanded a bit in the fifth grade standards. I think that this is so important for students to understand so that they have a strong number sense. This standard requires students to understand both place value and comparing numbers, which is incredibly important for students. If students do not have a strong grasp on these concepts, they will struggle in mathematics because they will not understand the WHY behind numbers. Supporting information that I would highlight to ensure that educators understand the intent is that students are able to compare the value of a digit in one number vs another number, not just two digits in the same number.

Q20

Upload a signed copy of the principal signature page.

Principal.JPG (356.2KB)

#81

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 08, 2025 1:32:52 PM
Last Modified: Tuesday, September 23, 2025 2:54:36 PM
Time Spent: Over a week
IP Address: 170.185.156.211

Page 2: Application

Q1

Name:

Caroline Jones

Q2

Provide your school email address for contact.

caroline.jones@mccracken.kyschools.us

Q3

Name of district in which you work:

Mccracken County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, MCEA, and KCM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

This is my 4th year.

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th grade - Math, science, social studies

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Since I have been at this school, our instruction has been designed straight from the standard. Lessons are carefully created to meet the specifics of each standard and ensure mastery. I have completed training for Illustrative Mathematics through KCM. I also have experience using simple solutions and IReady. However I design most lessons and activities myself straight from the standard.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a dual certification in elementary education, and learning/behavior disorders. I believe these certifications allow me to break the standards into smaller chunks to better meet the needs of my students. Also, writing learning goals for IEPs has also helped me take my learning objectives to the next level.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Being only a 4th year teacher, I haven't had any experience with writing or revision academic standards. However, I think that having a fresh mind plus the years in the classroom would be an excellent addition to the working teams that are revising our mathematic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have co-led a professional development over Mastery Connect and how to use it to create math formative and summative assessments, as well as, track mathematics data straight from the standards. I was voted most outstanding elementary education student at WKCTC and voted Teacher of the Month for February through West Kentucky Star.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

The first defining characteristic would be detail oriented. I like making sure all my bases are covered down to the very last detail. In order to be successful, the standards need to be very thorough and clear with what is expected to be taught. The next characteristic would be driven. If I am going to do a task, I am going to complete that task with 1000% effort and walk away saying I tried my best and there was nothing more I could do. The last characteristic would be expressive. I think the best way to think is to bounce ideas off other people. By doing this, we are taking the best of everyone's minds and creating a well thought out, concise, and clear standard that would allow our students to be successful.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is teaching students the skills that will set them up for success in whatever life path they choose. I believe that having clear standards will allow teachers to create or find resources that will fit the specific needs of our students and what they need for their futures. I believe that standards should be clear and be able to be understand without having to "break down" the standard. It should be concise and plain to see what is expected of the teacher, which can then translate into high quality instruction. With a better grasp of the standard, teachers are able to find and create resources with ease that meet the standard to the highest degree.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.OA.7 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

This standard is important for this grade band because of the impact it has on future learning. As the students grow in their educational career, the ability to fluently multiply and divide will allow to continue on with the rest of the mathematics domains such as fractions, geometry, and in the future, calculus and trigonometry.

In this standard, I would highlight the word "fluently" to educators. According to Oxford Languages, fluently can be defined as "in a smoothly graceful and effortless manner." This would mean that the students have had explicit instruction and repeated exposure to the skill. Students should be able to recall multiplication facts as easily as they remember song lyrics or their best friend's name. By ensuring this, students will be set up for success as they continue in mathematics instruction with skills such as unlike denominators, long division, and unknown quantities of variables.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (2.4MB)

#82

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Saturday, August 30, 2025 7:49:14 PM
Last Modified: Tuesday, September 23, 2025 4:37:47 PM
Time Spent: Over a week
IP Address: 75.0.205.101

Page 2: Application

Q1

Name:

Amber Snell

Q2

Provide your school email address for contact.

amber.snell@madison.kyschools.us

Q3

Name of district in which you work:

Madison County

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, KCM, KCTM, AFT, EPSB, Advance KY

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

11

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

9th grade - Algebra 1 & Credit Recovery

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have participated as a Kentucky Math Teacher Leader through KCM for several years, starting in 2020, and have been active within the KCM community, participating in professional developments and presenting at their annual conference several times. I served as a teacher mentor within the Advance Kentucky Access to Algebra program during the 2024-2025 school year. The middle school where I worked for the past several years participated in the Math Design Collaborative through SESC, and I had been with the program for 5 cycles. I have been very passionate about math education from grades 6-9 from the perspective of a classroom teacher, as well as working with numerous pre-service teachers from ECU's educational preparation program.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I do not have additional specialized certifications; however, I am a Rank 1 with a Business and Marketing Certification that utilizes my Master's of Business Administration as well. While an option 6 candidate, I constantly use my undergraduate degrees in Psychology and Marketing to extend and engage students in multiple ways within the math classroom. I am able to make real-world connections to our content to support student achievement.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have professional experience in working on the development or revision of academic standards at the state level. I have been very involved in my school and some district, reviewing standards across 6th-9th grades. The standards are the first place I look when working with assessments, planning, and student needs. The working teams need to have a good understanding of the vertical alignment of the standards and any gaps or opportunities for improvement within them.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led several professional learning opportunities at my school and within my district, and I have also presented at the KCM annual conference on at least two occasions. I was awarded the 24-25 ECU Cooperating Teacher of the Year, as well as the 2022 Kentucky Teacher in the Know Member of the Year. I think there may be others, but honestly, I do not remember them. I was Lean Six Sigma Black and Green Belt trained in my corporate world experience and was a Green Belt Trainer.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1 - Understanding of vertical alignment from 6th-9th grades. I have taught multiple grades and multiple grade levels over the past 11 years, some years 3 grade levels in one year, and have a unique understanding of the relationship of the standards. 2 - Attention to detail - I look to understand and make connections and see how those little details impact student achievement. 3 - Strategic thinking - I see things from a big picture, while understanding how the details matter and impact student success.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

We have such a wide variety of learners and needs within our education system in Kentucky. I see students daily who are capable of achieving our most advanced levels of math, as well as students who struggle so much with their daily lives that multiplication facts at a 9th-grade level are a struggle. I would love to be a part of a vision that understands these dynamics and offers different pathways for students as they need them. I have seen students struggle with middle-grade mathematics, only to struggle with high-school math to be finessed through the system, when they really need 7th-grade math skills and some financial literacy to be successful in life. I've also seen students who are bored with their grade level standards, ready for more, but not knowing where those higher levels of math could take them. We have amazing teachers who struggle to know how to teach a 7th-grade class with students on a kindergarten level through an 8th-grade level, and some of that has to do with the speed of the standards.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.8.EE.7 - Solve Linear Equations in One Variable, along with the supporting prior standards and subsequent standards, is one of the most important ideas we teach in math, in my opinion. It is not only the math of solving equations, but the understanding of logical thinking and problem solving when encountered with different types of problems. The ability for students to solve problems through prescribed, precise steps (algorithms) can be helpful for many careers, while the ability to recognize relationships and find efficiency is another important skill to help students in future careers and situations. I would add to this standard the work with multi-step inequalities as we skip from 7th grade to 9th grade having a year gap in inequalities. This continuous connection to linear equations and inequalities from 6th grade through high school math would help with retention and connection.

Q20

Upload a signed copy of the principal signature page.

KAS%20Math%20Blueprint%20Review%20Committee%20-%20Principal%20Approval.pdf (661.2KB)

#83

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 11, 2025 11:19:24 AM
Last Modified: Tuesday, September 23, 2025 7:06:05 PM
Time Spent: Over a week
IP Address: 38.178.126.104

Page 2: Application

Q1

Name:

Travis Butler

Q2

Provide your school email address for contact.

travis.butler@mboro.kyschools.us

Q3

Name of district in which you work:

Middlesboro Independent Schools

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I am not a member of any professional affiliations.

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

22

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently teaching fifth grade math using Eureka curriculum.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have 22 years of experience teaching math to grades 5-12, beginning in 2004 with Knox County Schools. During my first year, I helped raise a school's ranking from the lowest test scores in Kentucky to second in the district and the top half of the state in math. I also consistently achieved the highest math scores among seventh grade teachers.

In 2008, I transitioned to Middlesboro Independent Schools, where I continue to teach. Over the years, I have established clear objectives for all lessons and projects, designed innovative lesson plans aligned with state and school standards, and fostered a problem-solving mindset in my students to boost achievement. By adapting teaching methods to meet individual needs, I've consistently produced outstanding results, including students who scored in the 99th percentile in the state.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I received a STEM certification through the National Institute for STEM Education. This certification taught me how to utilize STEM activities and problem based learning in my math classroom.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I participate in designing curriculum maps and standard reviews each year at my school.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended all math related professional development opportunities that have been provided by my employers.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. With over two decades of math instruction across various grades under my belt, I can bring a deep pedagogical expertise and classroom insight. 2. During my tenure, I have worked with many different curriculums and versions of state and national standards. This knowledge will help me to make the most informed decisions. 3. I have been able to prove my leadership abilities over my career which has shown me how to collaborate, evaluate viewpoints that are different from my own, and contribute constructively to the discussions.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

As a passionate educator with 22 years of experience in Kentucky math classrooms, I envision a mathematics education system that empowers every student, regardless of background, zip code, or prior achievement, to develop deep mathematical understanding, critical thinking skills, and the confidence to solve real-world problems.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I believe that the ratios and proportional relationship standards (6.RP) for 6th grade are the most important. This is the bridge from arithmetic to algebra where students learn to see multiplicative relationships instead of just additive ones.

Q20

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Mathematics_Principal_Signature_Page%20(1).pdf (61.3KB)

#84

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 15, 2025 9:41:30 AM
Last Modified: Wednesday, September 24, 2025 11:09:26 AM
Time Spent: Over a week
IP Address: 170.185.147.194

Page 2: Application

Q1

Name:

James Riley

Q2

Provide your school email address for contact.

james.riley2@madison.kyschools.us

Q3

Name of district in which you work:

Madison County

Q4

With what educational cooperative(s) is your district affiliated?

Kentucky Educational Development Corporation (KEDC)

,

Southeast/Southcentral Education Cooperative (SESC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

2

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

8th Grade Mathematics

8th Grade English/Language Arts

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

My work in mathematics instruction includes designing common assessments, breaking down KAS into student-friendly language learning targets that focus on clarity and relevance, and incorporating and adapting engagement strategies for mathematics.

Leadership I have provided includes implementing writing strategies and resources at the school level. This includes making common rubrics and outlines, providing and reviewing writing samples, and creating writing prompts with rigor and relevance that align with the KAS for mathematics.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

N/A

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any experience with the development or revision of academic standards; however, I was strongly encouraged to apply for this opportunity by Dr. Jamie-Marie Miller at EKU.

Support I feel should be available for working teams include clear/shared objectives for the group as a whole and for each individual, clearly defined outcomes with set due dates, and shared resources to help guide design and revision.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Professional learning opportunities attended by me include:

- Breaking Down a Standard in the KAS for Mathematics PD (In Dr. Jamie-Marie Miller's Middle Grades Methods Course at EKU)

Other credentials I have include being awarded the opportunity to complete my student teaching semester as a long-term substitute teacher based on my academics and references at Eastern Kentucky University.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Attentive, Thorough, and Cooperative

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky involves standards that implement real-world uses for mathematics, as much as possible, while also focusing on the skills needed for higher level math classes in upper education. An emphasis on real-world application will help translate to many aspects of evidence-based instruction, most important clarity. The more applicable the standards become to the real-world, the better students will understand the "why" for each learning target associated with each standard.

Additionally, I would like to see the standards translate to show an understanding that students now are accustomed to technology and place an emphasis on application of math skills. This will not only help with clarity, but also make the content more relevant - highlighting another important research-principle of relevancy.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

A standard from the KAS for Mathematics that is important to the grade band I teach is KY.8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.

This standard is important to my grade band because it reviews KY.6.NS.3, for students must be able to fluently add, subtract, multiply and divide multi-digit decimals using an algorithm for each operation. Additionally, it applies and extends previous understandings of the properties of operations as noted in KY.7.NS.2.

The standard is also important at the 8th grade level because performing operations in scientific notation serves as a review of the properties for integer exponents (KY.8.EE.1). This standard will also prove beneficial for students in higher-level science and mathematical courses, for it is seen again in almost all science domains at the high school level. Additionally, the standard provides real-world applications for students that allow them to easily see how they could apply the content in their own lives, helping with relevance and clarity.

Supporting information I would highlight to ensure educators understand the intent includes:

- Reviewing the rules for multiplying, dividing, adding, and subtracting signed numbers.
- Placing the standard after teaching the properties of integer exponents, because the properties are used in operations with scientific notation
- Highlighting common misconceptions, such as the need to ensure the answer is written in scientific notation by double-checking only one non-zero digit is to the left of the decimal.
- Highlighting and understanding how various technologies will display scientific notation such as the use of a capital E in place of the 10 to a power.
- Highlighting appropriate units for real-world problems that feature these operations.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20(1).pdf (7.8KB)

#85

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 22, 2025 11:55:38 AM
Last Modified: Thursday, September 25, 2025 8:04:57 AM
Time Spent: Over a day
IP Address: 170.185.54.219

Page 2: Application

Q1

Name:

Minlie Jones

Q2

Provide your school email address for contact.

minlie.jones@carlisle.kyschools.us

Q3

Name of district in which you work:

Carlisle County Schools

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

N/A

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

4

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I teach 7th Grade Math, 8th Grade Math, and one section 8th Grade Reading.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught in a total of school districts using varying curriculum. I also received my undergraduate work in Tennessee giving me insight to their standards. In Kentucky, I have taught using Illustrative Mathematics and Manuvering the Middle as primary curriculums. I currently supplement using All Things Algebra and Envision. Our math department is only two teachers, so we both take leadership in that department.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

N/A

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had this experience before.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

In 2023-2024, I attended the Building Thinking trainings led by WKEC. This was a multi-day training throughout the year where we learned strategies to implement, and then we could practice in between trainings.

My co-math teacher and I have also had the opportunity to present to other districts and to our other district teachers about what our classrooms look like. We did this because our test scores for the 2024 KSA were nearly 70% proficient/distinguished.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I am organized. I am going to come in prepared with what was needed of me and be able to explain my thinking. I am good with keeping up with due dates and communication, which means I can be trusted with valuable tasks. 2. I am eager. Since teaching at Carlisle, I have seen students become successful math teachers which has ignited a fire in me to continue to learn and grow. I recognize that I am young and do not carry the same experience as others, however, I think I bring the eagerness and liveliness to the table to keep our students at the forefront of discussion. 2. I am young which gives me motivation. These are the standards I will be teaching for years to come. I want to be at the table for discussion because I am motivated to ensure these standards are best for teachers and students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I want students to see purpose in what they are learning. I realize this becomes more difficult in the higher grades. However, my focus would be in the middle school standards. I think the standards should link to real world examples where the students see value in what they are learning. If the students see the value in what they learn, then they are more likely to want to learn. This leads to higher quality instruction where students want to learn and can demonstrate their learning on more than a multiple choice test.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

I think this standard is important because it translates into 7th and 8th grade and into high school. This is a foundational block for equations. I think it is important because I have taught a group that did not strongly understand this standard and another group that did understand it. The one that mastered the standard before 7th grade is now learning at a deeper level in 8th grade. The other group is not successfully mastering the standard in 7th grade for two-step equations. I think it is important to highlight the use of inverse operations rather than just figuring the answer out in their head. This will become important for inequalities and knowing when to flip the signs.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (8.4KB)

#86

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 24, 2025 11:14:20 AM
Last Modified: Thursday, September 25, 2025 1:00:23 PM
Time Spent: Over a day
IP Address: 170.185.36.180

Page 2: Application

Q1

Name:

Debra Garey

Q2

Provide your school email address for contact.

debra.garey@boone.kyschools.us

Q3

Name of district in which you work:

Boone County

Q4

With what educational cooperative(s) is your district affiliated?

Northern Kentucky Cooperative for Educational Services
(NKCES)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

None

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

23

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

9th Grade Algebra I

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

District Leader in the Math Design Collaborative
Presenter for GATES Foundation on Formative Assessment Lessons
Teacher Leader on Flipped Eastern Kentucky (through NKU, 2 years)
Teacher Leader on Externships (through NKU, 2 years)
Teacher Leader on Flipped Classrooms (thorough NKU, 4 years)
Cultivating Vibrant Learning in Mathematics Workshop, Series 1 and 2 (KDE)

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Reading and Writing Specialist K-12

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

The experience I have is unpacking the standards into meaningful units and aligning standards up and down. I also have experience leading teachers to implement newly release standards, and incorporating the Effective Mathematics Teaching Practices into their instruction.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Algebra I Ambassador for Conner High School in Boone County Math Circles (Creating units and common assessments for standards)
Team member curriculum adoption
Hope Street Fellow
Led workshops in student engagement
Led workshops in formative assessment
KTIP Mentor
Supervising Teacher for student teachers from NKU and Thomas More

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I know the standards, I understand vertical alignment and the connection from start to finish, I have stayed engaged in many aspects to positively impact my students' experience and preparation for success, I have no interest in moving out of the classroom.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Implementing the 8 Effective Mathematics Teaching Practices in the classroom is critical to high quality evidence-based instruction. The standards are necessary to assure the right content is covered, but they need to include support to ensure the practices are implemented as appropriate with each standard. My vision for Kentucky is that we start focusing on instruction and assuring the practices are being implemented in plans, versus the past practice of covering the standard and checking it off a list. The practices need to be worked into the standards.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HA.F.1 Understand properties and key features of functions and the different ways functions can be represented.

This standard connects the high school math experience. As they learn the individual types of functions, understanding the properties gives meaning to the math. It crosses over into other content areas and life. The supporting information that would be given to teachers would include the many places functions offer vibrant learning experiences, which would include, but are not limited to, investments, credit card debt, mortgages, paychecks, pop culture, historical trends, vertical motion, medical research on body functions, and business trends. There are so many places the abstract idea comes into every area, and the connection between the Algebra and the context gives meaning to the standards.

Q20

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#87

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 1:58:34 PM
Last Modified: Thursday, September 25, 2025 4:20:32 PM
Time Spent: Over a week
IP Address: 170.185.214.201

Page 2: Application

Q1

Name:

Allison Cowles

Q2

Provide your school email address for contact.

allison.cowles@warren.kyschools.us

Q3

Name of district in which you work:

Warren County

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

6

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 1- 9th grade

Algebra 3- 12th grade

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a member of our district's Standards Focus Team for the past three years. On this team, I helped develop the Scope and Sequence for Algebra 1 that is used by the district. I also helped develop the District Common Assessments used by all Algebra 1 teachers in the district.

Within my school, I am a member of the Algebra 1 PLC, and I often take the lead on instructional decisions. Additionally, I developed a curriculum for Algebra 1 and Geometry support within our school's SWORD class time. This included reviewing all Algebra 1, Algebra 2, and Geometry standards to ensure students were well-prepared to take those classes.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a Master's Degree from Western Kentucky University in Gifted Education and Talent Development. I have been asked to teach at Super Saturdays this fall. I also conducted research on number sense in high school math students a part of finishing my degree.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

As previously mentioned, I serve on our district's Standards Focus Team, which created the Scope and Sequence for Algebra 1. This process included intense discussion and understanding of the Algebra 1 standards. I have also taught 6th-grade through 9th-grade math, so I have a very good understanding of the vertical alignment of standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I completed a year-long Building Thinking Classrooms cohort last year within my district, where I worked with math teachers to become proficient in Building Thinking Classrooms procedures. I have also attended an Open Middle professional development course through GRECC.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Enthusiastic: I am very interested in and passionate about making accessible to all students. I am passionate about developing standards that flow logically, are clear to educators, and encompass what students need to know to be successful in following grades. Reliable: I am committed to things that I am a part of. I strive to make things of good quality consistently. If a part of this committee, I will be diligent in creating high quality standards each time for each area of content. Ambitious: I set high goals for myself in all that I do. I persevere through difficult situations. There will likely be times where creating the standards will be difficult, but my desire to create a well developed set of standards and my perseverance will help me through that.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I hold a firm belief that proficiency in mathematics stems from a strong understanding of foundational skills and making sense of these skills, not just memorizing them. While I believe many of the current standards point in this direction, I believe the quantity of standards in many grades makes it difficult for classroom teachers. I hope to create a set of standards that acknowledges students' current understanding and builds on that. I also hope to create a set of standards that focus more on understanding and less on procedure.

I would also love to create more reference problems for standard clarifications. I believe some of the current standards are too vague. This vagueness can create disunity across the state. Clear clarifications and precise language that is aligned throughout all levels will ensure all students in the Commonwealth are receiving the same high-level, rigorous education.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

The standard I chose was KY.HS.A.16. This standard discusses a student's ability to understand the equality of equations in different forms. When teaching this, I equate equations to a balance beam. Whatever you do to one side of the equation, you must do to the other to keep it balanced.

I chose this standard because a student's ability to understand how to solve an equation and why they do the steps that they do is critical to their success in all levels of high school math. In Algebra 1, students use this skill to solve multistep equations and inequalities, as well as evaluate functions for different values. In Geometry, students solve equations to find missing sides and angles of various shapes. In Algebra 2, students solve more complex equations, such as quadratic equations, and must understand how to solve one-step equations to understand how to find zeros on a graph. In precalculus and calculus, equations allow students to analyze functions.

Although I believe the clarification currently given for this standard does a good job of supporting educators, I believe more language should be added to clarify what the standard means by "equality of numbers asserted at the previous step". In the clarification, something could be added, such as $2x+4=10$ is equivalent to $2x=6$.

Q20

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KDE%20Signature%20Page%20for%20App%20(1).pdf (6.4MB)

#88

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 25, 2025 3:50:55 PM
Last Modified: Thursday, September 25, 2025 4:25:45 PM
Time Spent: 00:34:49
IP Address: 170.185.157.210

Page 2: Application

Q1

Name:

Ruth Birney

Q2

Provide your school email address for contact.

ruth.birney@mccreary.kyschools.us

Q3

Name of district in which you work:

McCreary County School District

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM, NEA, Kentucky Numeracy Counts Academy

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

18

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I currently teacher Grade 5 Math.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been teaching math 17 out of the 18 years I have been teaching in grades K-6 in Delaware and Kentucky. I also have experience teaching special education students in math. I am the 5th grade team lead and mentor other teachers in math within my building. In addition, I have been a breakout speaker at Kentucky Center of Mathematics Conference for two years now, showing other teachers, administrators, and math coaches how to use a standards-based data tracker I created with a colleague. I am also a content writer for the Kentucky Numeracy Counts Academy.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Kentucky Numeracy Counts Academy Content Writer. I am the Academic Team Coach for my school and had a certification in special education in Delaware for 14 years before moving to Kentucky.

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Kentucky Numeracy Counts Content Writer. I worked on Manual 1 last year and am currently helping to write Manual 2.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I am constantly looking at content standards. In Delaware, we used the Common Core Standards. When I moved to Kentucky I had to become very familiar with how these two standards differ throughout K-5. In addition, I have had the opportunity to dive deep into the K-5 Kentucky Academic math standards when working with the Kentucky Numeracy Counts Academy. When working with team I would want access to research based practices and any data that exists based on our current KAS. In addition our teams would need time to collaborate vertically K-5 but also dive deep into individual grade level standards. Additionally, teams should have access to input from stakeholders including teachers, administrators, families, and community partners to make sure the standards are practical for classroom implementation.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Numeracy Counts Academy Content Writer, Kentucky Center of Mathematics Breakout Speaker for two years, KCM Math Fluency two-day workshop attendee, and math standards alignment training within our school focusing on SMPs and MTPs.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have a deep understanding of the KAS through my combined experience of a classroom teacher, team lead, and Kentucky Numeracy Counts Content Writer. When reviewing standards for revision, it is extremely important to have a complete understanding of the standards as they are so adjustments can be made where needed. I am also a team player. I believe that the best work happens when a team of people come together and share ideas. I have seen firsthand through my work with Kentucky Numeracy Counts Academy what can happen when experienced educators come together and listen and share ideas. A third characteristic I would say defines me is I am someone who perseveres and refuses to quit. Regardless of the challenge/deadline, I will work, reflect, make changes, and continue to persevere until the goal/objective is met.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to see math come alive. Math is not meant to be taught only using a book or worksheets from Teachers Pay Teachers. Our teachers need high quality resources that align with KAS. In addition, teachers need to fully understand the KAS as well as the SMPs and MTPs in order to teach our students how the standards are meant to be taught. Students should be exploring with manipulatives and learning math in various ways. Math should be fun and engaging. In order for this to happen, I think it is important that MTPs and SMPs are built into the standards. We currently have a clarifications document that is extremely helpful to new teachers. I think we could take this document even further. If it is not clear how standards are meant to be taught, teachers will not be able to instruct children in the correct way.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One standard that I think is extremely important within the grade level band of Kindergarten is K.MD.1 "Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object." This is the first time kids are asked to think for themselves and choose how items are sorted. Students should not be locked into sorting a certain way but instead be able to discuss how they sorted their items and learn from their peers who sorted items differently. This is an important in the later grade levels as well. In fifth grade, students have to take this even further and come up with their own questions and type of graph to display their data. This standard also helps students think for themselves and choose a strategy that works for them, which is so important in math. There are so many ways to get to the correct answer when solving different math equations; students need to be taught that they need to choose the most efficient and fluent strategy that works for them. It is important for children to understand that their strategy might be different than another student's strategy and be able to have valuable discussions around these ideas.

Q20

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#89

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 26, 2025 12:45:22 PM
Last Modified: Friday, September 26, 2025 1:21:36 PM
Time Spent: 00:36:13
IP Address: 170.185.40.177

Page 2: Application

Q1

Name:

Stephanie Smith

Q2

Provide your school email address for contact.

stephanie.smith@boyd.kyschools.us

Q3

Name of district in which you work:

Boyd County

Q4

Kentucky Educational Development Corporation (KEDC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCTM

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

District MTSS Coordinator

Q7

Years of experience you have as a classroom teacher:

22

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently serving as the District MTSS Coordinator focusing specifically at the elementary level.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am an experienced educator and District MTSS Coordinator with a background teaching grades 3–5 and middle school math. As a District Math Interventionist, I supported targeted instruction, led professional development on effective Tier 1 math practices, and implemented the CRA model school-wide. I have presented at district and KCM conferences on Clear Learning Goals and High-Level Tasks, led a book study on Developing Number Knowledge, and analyzed student data to guide domain-specific instruction. Additionally, I have facilitated Family Math Nights and use STAR CBM data to create actionable goals that drive student growth.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold certifications in Elementary Education (Grades K–6) and Math (Grades 5–9), and I am National Board Certified in Middle Childhood Generalist.

With certifications in Elementary Education and Math (Grades 5–9), as well as National Board Certification in Middle Childhood Generalist, I bring a comprehensive understanding of mathematics instruction across a range of grade levels. My background enables me to design and deliver developmentally appropriate math instruction for elementary and middle school students, addressing both foundational skills and more advanced mathematical concepts. Through my experience as a classroom teacher and District Math Interventionist, I have implemented targeted interventions, analyzed student data to identify learning needs, and led professional development focused on high-quality math instruction. My National Board Certification reflects a commitment to instructional excellence, data-driven decision-making, and fostering meaningful learning experiences for all students.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I served on the Math Leadership Team in Fayette County, where we worked to decompose math standards by analyzing each standard to determine what students needed to know, understand, and be able to do to meet it. This work was then shared out at each school. This allowed teachers to plan targeted, standards-aligned lessons and assessments, identify prerequisite skills, and track progress on specific learning objectives within broader standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Participated in the Kentucky Math Interventionist (KMI) Collegial Support Group, collaborating with fellow math interventionists across the state and learning from KCM Regional Consultants.

Completed AVMR Levels 1 & 2 training, gaining strategies to design, implement, and analyze math instruction tailored to individual student learning and to administer diagnostic assessments that enhance understanding and achievement.

Completed a book study on Developing Number Knowledge, which deepened understanding of mathematical concepts, challenged instructional practices, and provided practical guidance for assessments and targeted instruction for struggling students.

Collaborated frequently with principals, MTSS teams, and teachers during PLCs to analyze data, create flexible groups, and share research-based resources to increase students' mathematical understanding and fact fluency.

Implemented the CRA (Concrete-Representational-Abstract) model within intervention blocks to support conceptual understanding.

Presented on Clear Learning Goals and High-Level Tasks in the math classroom at both district and KCM conferences.

Hosted Family Math Nights, providing students and families with materials and guidance to create and play math games.

Credentials:

Certified in Elementary Education (Grades K–6) and Math (Grades 5–9)

National Board Certified Teacher (NBCT), Middle Childhood Generalist

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am a strong candidate for reviewing and revising Kentucky math standards due to my deep content knowledge and certifications in Elementary Education (K–6), Math (5–9), and National Board Certification in Middle Childhood Generalist. I bring extensive experience in decomposing standards and using student data to inform instruction, identify gaps, and create actionable learning targets.

Additionally, I have demonstrated leadership in math instruction through professional development, conference presentations, and supporting teachers in translating standards into clear learning targets.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I envision math education as rigorous, equitable, and student-centered, with standards guiding high-quality, evidence-based instruction. I believe it is essential that standards clearly define what students should know and be able to do, as they provide teachers with a roadmap for effective instruction. Clear standards guide lesson planning and assessment design, clarify learning goals for students, and help teachers identify prerequisite skills to scaffold learning. This approach also promotes consistency across classrooms, ensuring all students have access to rigorous, high-quality, and equitable mathematics instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

Fluency with multiplication and division within 100 is a critical foundation for future mathematical learning. 3rd grade students should be able to efficiently use strategies, understand the relationship between multiplication and division, and apply properties of operations to solve problems accurately and confidently. This skill supports higher-level concepts, including multi-digit multiplication, fractions, and algebraic thinking. Additionally, it helps students recognize patterns, make connections across operations, and develop flexible problem-solving strategies that are essential for success in later grades.

Q20

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#90

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 26, 2025 4:13:02 PM
Last Modified: Friday, September 26, 2025 4:51:47 PM
Time Spent: 00:38:44
IP Address: 170.185.114.186

Page 2: Application

Q1

Name:

Beth Roberts

Q2

Provide your school email address for contact.

beth.roberts@henderson.kyschools.us

Q3

Name of district in which you work:

Henderson County Schools

Q4

With what educational cooperative(s) is your district affiliated?

Green River Regional Educational Cooperative (GRREC)

,

West Kentucky Educational Cooperative (WKEC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA, KCTM, NCTM, KCM

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am a district math coach. I service all math teachers k-12. My focus is on k-8.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Classroom middle and high school math teacher only from 1992-2004

Classroom and department chair from 2005-2018

District Math Coach from 2018-present

Assistant Chair of Committee for Mathematics for KY 3 years

Mathematics KY State Ambassador

Mathematics Assessment Committee Member

Standards Reviewer in 2004

State Scorer for Math Portfolios 2 years

CTE math teacher for 4 years construction geometry, medical math, ag math, machine tool math

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

NO

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have been through the adoption of new standards since 1992. 4.0, 4.1, common core, and KY standards. I have led our district in deconstructing standards numerous times. I have done all the modules on the standards page. I have been on the review committee in the past for standards and assessments both regular education and alternate assessments. I have developed a protocol to review the standards based on our curriculum that focuses on the mathematical practices and the standards intents.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Leading my district in the movement to teach mathematical reasoning instead of algorithmic approach. Leading my district to build on fluency as not just doing the math one way but flexibly. I am a Math is Figureoutable Journey Leader. I have researched math instruction from Jennifer Bay-Williams, Pam Harris, Cathy Fosnot, Graham Fletcher, David Sousa, Peter Liljedahl and Maegan Giroux, Kyle Pearce and Jon Orr and others.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am veteran teacher with K-12 experience in the math standards. I understand the vertical importance of the standards. I am know our current standards very well from k-8. I have helped write assessments for out district that are standards based. I am excited about math education and the direction the mathematical practices are going.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

The standards drive our vision of mathematics. I believe that students should understand the math not just do the math. I believe that the mathematical practices should be used to teach the content. The content in inner connected and not just a single skill. I believe that our future is to develop young age appropriate mathematicians that can explain what is happening in the math with strong number sense. I believe that mathematical reasoning has to take precedence over algorithmic math. AI is changing the way we need to view math education. We must go deeper in the learning and connecting the math. Just doing math and steps of solving problems is not acceptable if we are going to grow productive adults in a future we don't know what will be yet.

High Quality Math Instruction will have to be more than a book of how to problems. It must foster the mathematical reasoning that it takes to build understanding within the math. Students must be able to model their thinking to develop a math problem not just mimic the steps of the teacher.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.RP.1,2,3 This more than just solve proportions. This is using the unit fraction to build proportions and how they are connected to real world scenarios. Using Ratio Tables to solve multiple different problems is more effective than just cross multiply and then divide. Having students build the ratio table based on how the values or idea of the proportion has to established. This cross product approach locks students into thinking math is memorizable steps not using connections to build the ratios. Same with Bat and Ball, or butterfly. if you have to have a gimmick to do the math then you don't understand the true relationship of the numbers or proportions in this case. The intent of this standard is build relationships between comparisons of like items. Building $\frac{4}{5}$ is four $\frac{1}{5}$'s. knowing this just simple change in how we speak about fractions is huge in the understanding of how to work with fractions and their meanings. Rate problems now take on a deeper meaning if students truly understand the unit rate instead of just knowing all fractions with a numerator of 1 is a unit fraction. There is more but.....

Q20

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#91

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Saturday, August 30, 2025 9:13:10 AM
Last Modified: Friday, September 26, 2025 6:53:05 PM
Time Spent: Over a week
IP Address: 174.97.223.253

Page 2: Application

Q1

Name:

Sarah Shaffer

Q2

Provide your school email address for contact.

sarah.shaffer@sesccoop.org

Q3

Name of district in which you work:

N/A: Southeast/South-Central Educational Cooperative

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM, KCTM, NCSM, KCM, PIMSER, CEC

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

26

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

None - Educational Consultant supporting K-12 and regional colleges and universities

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a 4th and 5th-grade math teacher. I have also served as a curriculum specialist, district mathematics coach, and now Educational Consultant for SESC. Helped to train the SESC region in mathematics standards and topics such as NCTM's Effective Math Teaching Practices and high-quality instructional materials, understanding the Standards for Mathematical Practice. I conduct numerous KMIT classroom observations each year, and support schools in PLC conversations related to mathematics. I recently participated in the content creation for the KCM - Numeracy Counts Teacher Academy, and I am participating in the PIMSER Leadership Academy.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Master's in Curriculum & Instruction - understanding of progressions of learning and assessment (served as PreK-12 Curriculum Specialist)

Rank 1 - Gifted Education (served as K-12 Director of school program), specifically coordinated lessons, activities, and competitions for school levels, advocated for individualized student placements, and group collaboration with college professors.

EDS- Principal, Instructional Supervisor, DPP

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Praxis - served for gifted education assessment when becoming a requirement for certification in Kentucky, approximately 2015-2016?

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have worked with regional school districts, schools, and teacher teams to support understanding of the architecture of the current and previous academic standards. I have assisted with deconstruction, development of curriculum, and pacing guides.

I have a passion for standards understanding, curriculum development, and the connection to the role of high-quality instructional materials for learning.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Here are a few in the last few months (I can provide many more, if needed) that I have led:

- *Making Math Make Sense: Word Problems & Strategies for K-5 Success
- *Healing Math Minds: Recognizing and Overcoming Math Trauma
- *KMIT (Kentucky Mathematics Innovation Tool) Training
- *Building Number Sense: Understanding Math Progressions with Number Lines K-4
- *Effective Interventions for Struggling Math Learners: Insights from the WWC Practice Guide
- *Building Strong Foundations in the K-5 Math Classroom
- *The Big Picture
- *Facilitating Meaningful Math Discourse
- *Conversations that Count
- *Teaching for Thinking
- *Flip the Script: Boost Thinking with Reversibility Problems
- *Math Fluency
- *Using your HQIR Effectively

I have attended:

- *PIMSER Admin Academy
 - *Cultivating Learning (EMTP 1)
 - *PATTERNS Fractions (EPIC)
 - *NCSM, NCTM, and KCM Conferences
 - Multiple webinars
-

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1) I am analytical and detail-oriented: I try to consider the unintended consequences with changes and often find the gaps or missing pieces when looking at content. 2) Collaboration/Communication: I feel that having diverse perspectives is essential to success! I also believe it is important to learn from everyone that you are able to collaborate with. 3) Continuous Improvement and Best Practices-I have a mindset focused on ongoing learning and improvement, which is vital for keeping standards relevant and forward-looking. I stay informed about emerging trends, new research, and best practices.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

The current standards have raised the bar for Kentucky students. I also greatly appreciate the integration of the Standards for Mathematical Practice. I think some additional clarifications are needed for some standards, but the work is not bad. I do believe that we also need to consider effective math teaching to incorporate the understanding of best practices in instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

MP.2, MP.8

This standard is important for this grade band as it is the beginning of the work for the development of students' understanding of multiplication and division. It is also essential because of the definition and emphasis on what fluency is, and the time that it takes to understand.

Supporting information would be strategies to help students develop the relationship between multiplication and division, and examples of contextual word problems. Also developing ways to monitor student understanding without the use of timed tests.

Q20

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Mathematics_Principal_Signature_Page%20(1)%20(1).pdf (67.5KB)

#92

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 24, 2025 2:08:31 PM
Last Modified: Monday, September 29, 2025 10:20:12 AM
Time Spent: Over a day
IP Address: 170.185.194.177

Page 2: Application

Q1

Name:

Michelle Tanner

Q2

Provide your school email address for contact.

michelle.tanner2@robertson.kyschools.us

Q3

Name of district in which you work:

Robertson County

Q4

Kentucky Educational Development Corporation (KEDC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA , NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

24

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

6th Grade math

8th Grade math

High School Geometry

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught math for 11 years. I have taught middle school and high school math. I was a mentor to the high school math teacher when I was moved to the middle school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

n/a

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have helped to align the standards in my school district. In teaching middle and high school math, this also allows me to see the alignment.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended multiple Kentucky math conferences throughout the years. I have also attended multiple professional developments.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Honesty: I will be honest with you about how I feel about the standards and how they need to change or be developed further. 2. Adaptive: I am able to adapt to different groups and ways of thinking. 3. Cooperative: I am able to work in groups and not let my own personal feelings get in the way. I am able to work with all types of people and will work well with others.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe that the students need more hands-on work in math. They need to struggle in order to get "better." In my classroom, we have a poster that talks about not worrying about how fast you are, but putting forth the best effort in the class. It also states that struggling to get to the answer grows your brain. Students need more than just a formula to learn how to do math.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.EE.3. This standard deals with the use of positive and negative rational numbers in any form. This is where the real world problems are to be solved using these numbers. The real world is not just positive numbers. Negative numbers are used in just about anything that you can imagine. Students need to know how to use these type numbers in life. I would highlight the fact that the standard states that we need to assess the answers reasonably and make sure they make sense. This is an issue with students at times. They need to know if their answer is even close to being correct.

Q20

Upload a signed copy of the principal signature page.

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#93

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 03, 2025 2:32:21 PM
Last Modified: Monday, September 29, 2025 12:16:34 PM
Time Spent: Over a week
IP Address: 162.206.219.52

Page 2: Application

Q1

Name:

Nichole DeMotte

Q2

Provide your school email address for contact.

nichole.demotte@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools.

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NCTM, KEA, NEA

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

K-5 Math Coach

Q7

Years of experience you have as a classroom teacher:

20

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently not teaching a specific grade level, but I support grades K-5 in math.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

For more than half of my 26 year career in education, I have been a math leader in my school. I have my elementary math specialist degree. I served as a district staff developer for math and science. I currently am the math coach at my school. I am also participating in the KY Numeracy Counts cohort as a participant and will be a content creator for year 2.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have my Elementary Math Specialist degree from U of L. This background knowledge about the teaching and learning of math would be applicable to this process.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had any experience in the development or revision of academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

As stated above, I have an elementary math specialist degree. I have both led and attended numerous math professional developments. I have attended and presented with Jenny Bay Williams about basic fact fluency at our school. I presented Number Talks PDs several times. I am currently leading a math cohort at my school. I have participated in several math virtual summits. In addition, as stated above, I am participating in the KY Numeracy Math Cohort and also serving as a co-creator for year 2.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Analytical thinker - I can break down difficult language and inconsistencies, and identify gaps or overlaps in content. This will help ensure the standards are both precise and effective in guiding instruction. 2. I am collaborative - I work well with a team by listening to others' perspectives, value diverse input, and work toward consensus rather than pushing my own agenda. This will ensure the final product reflects multiple voices and is practical for real classrooms. 3. Adaptability - I can handle change positively and adjust my thinking when new information arises. I am solution-focused.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to ensure that every student has access to high-quality, evidence-based instruction that builds deep conceptual understanding, procedural fluency, and the ability to apply mathematics to real-world situations. Grounded in the Kentucky Academic Standards, this vision calls for the use of coherent, research-aligned instructional resources; rich tasks that promote reasoning, problem solving, and productive struggle; and assessment systems that identify needs early and guide responsive intervention. Teachers must be well-prepared with strong content knowledge and pedagogical strategies, supported through ongoing professional learning and coaching, and equipped with the time and tools to collaborate effectively. Instruction should foster mathematical discourse, encourage persistence, and integrate equitable practices that close opportunity gaps, ensuring all learners—regardless of background—can thrive. By aligning standards to curriculum, instruction, assessment, and professional growth, Kentucky can cultivate classrooms where students not only achieve proficiency but also develop confidence, curiosity, and a lifelong capacity for mathematical thinking.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

A critical Grade 5 standard is **KY.5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions**. This standard is especially important because it is the first time students are expected to divide with fractions, which can be conceptually challenging but is essential for later work with ratios, proportions, and algebraic thinking. To support understanding, instruction should go beyond teaching the “invert and multiply” rule and instead focus on building meaning through visual models—such as fraction bars, number lines, and area models—and through real-world contexts like sharing and partitioning problems. These strategies help students see division as both “how many groups?” and “how much is in one group?”, which strengthens their reasoning and supports a smoother transition to more abstract procedures. By prioritizing conceptual understanding alongside fluency, educators can ensure that students develop a solid foundation for success in middle school mathematics.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (234.7KB)

#94

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 29, 2025 11:14:21 AM
Last Modified: Monday, September 29, 2025 2:18:32 PM
Time Spent: 03:04:10
IP Address: 170.185.222.204

Page 2: Application

Q1

Name:

Kelsey Gilvin

Q2

Provide your school email address for contact.

kelsey.gilvin@williamstown.kyschools.us

Q3

Name of district in which you work:

Williamstown Independent Schools

Q4

With what educational cooperative(s) is your district affiliated?

**Northern Kentucky Cooperative for Educational Services
(NKCES)**

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:
Curriculum Coach

Q7

Years of experience you have as a classroom teacher:

12

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently working closely with a new math curriculum that is being implemented in grades k-5

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I work closely with all elementary teachers that are currently working with a new math curriculum

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Supervisor of Instruction

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have participated in the standards revision process before and feel it is a necessary part of our educational process

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Reveal Math Professional Development

Amplify Professional Development

KSA Professional Development

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have knowledge of the standards. I am motivated to provide the best revisions for our students to be successful and I am passionate about providing rigorous learning standards for our students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for math education in Kentucky is that all students feel confident and capable as mathematicians while building a strong understanding of math concepts and how they connect to the real world. The standards give us a clear guide for what students need to learn, but it's how we bring them to life in the classroom that matters most. Lessons should be engaging, hands-on, and focused on problem-solving, with plenty of opportunities for students to talk through their thinking and try out different strategies. When instruction is student-centered, flexible, and supportive, kids not only grow their math skills but also develop the confidence they need to be successful in school and beyond.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

This standard is important in 3rd grade math because it helps students understand that multiplication and division are not just facts to memorize, but strategies they can use to solve problems in different ways. This makes solving problems easier and more efficient, builds confidence with math, and sets a strong foundation for future skills in algebra and higher-level math.

Q20

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Principal%20Signature.pdf (647.3KB)

#95

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Saturday, September 27, 2025 5:42:15 PM
Last Modified: Monday, September 29, 2025 2:20:28 PM
Time Spent: Over a day
IP Address: 172.59.80.8

Page 2: Application

Q1

Name:

Lindsey Alvey

Q2

Provide your school email address for contact.

lindsey.alvey@daviess.kyschools.us

Q3

Name of district in which you work:

Daviess

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NBCT

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

14

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade- Math and Writing

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught 3 years in Kindergarten, 6 years in 3rd grade where I was responsible for math and writing instruction, 2 years in 4th grade teaching math and am not teaching 5th grade math for the 4th year. I am an active member of PLC's who advocates for high-quality math instruction. I was a member of the year long Math Milestones Cohort in my district last school year. I have been a member of the academic committee math focus area for the past 5 years at my current school.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certified Teach- Middle Childhood Generalist- This certification and recertification process required me to reflect on my own math instruction, as well as the work of my students. I studied common errors, misconceptions and gaps in learning.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have responded to surveys sent from the Dept. of Ed. that asked for feedback on math standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

- Math Milestones with Student Achievement Partners- year long professional development
- District led Math Fluency PD
- Eureka, Eureka Squared and I-Ready Curriculum PD
- School-Wide Math Committee and Math PD's

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Deep Content Knowledge and Instructional Experience- With over fourteen years of teaching experience across grades K–5, I bring a comprehensive understanding of how mathematics develops throughout a student's academic journey. My daily work with the Kentucky Academic Standards, Eureka Math Squared, and pacing guides has sharpened my ability to identify both strengths and inconsistencies within curriculum design. Because I see firsthand how students interact with the standards, I am able to provide practical insights on what supports learning effectively and where adjustments are needed to ensure clarity and coherence. 2. Commitment to Equity and Student Achievement- I am deeply committed to ensuring that all students, regardless of background, ability level, or learning style, have access to high-quality mathematics instruction. In my classroom, I analyze MAP data to drive interventions, differentiate instruction, and collaborate with interpreters and support staff to meet the needs of students with accommodations. This experience equips me to approach standards review with an equity lens, ensuring that revisions are rigorous yet accessible and provide multiple entry points for success. 3. Collaborative Leadership and Professional Involvement- My involvement in professional cohorts such as the Math Milestones Cohort, Future Leaders Academy, and district-led professional development has allowed me to work closely with peers and leaders across the state. These opportunities strengthened my skills in collaboration, consensus-building, and instructional leadership. I have led professional development, mentored colleagues, and contributed to curriculum conversations; experiences that will allow me to work productively on a standards review team while ensuring decisions are both research-based and grounded in classroom practice.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is one in which every student develops both strong procedural fluency and deep conceptual understanding, allowing them to think critically, solve problems creatively, and apply mathematics confidently in real-world contexts. Mathematics should not be viewed as a set of isolated skills to memorize but as a connected discipline that builds reasoning, perseverance, and problem-solving habits that prepare students for future academic and career success. Standards must be accessible and practical, written with a balance of rigor, depth, and clarity.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

Operations and Algebraic Thinking (5.OA.1): Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

This standard is a cornerstone for upper-elementary mathematics because it bridges the gap between arithmetic and algebra. Fifth graders are transitioning from computation with whole numbers and fractions into more abstract reasoning. By introducing the structure of expressions, this standard develops students' understanding of the order of operations and prepares them for middle school algebra, where they will represent and manipulate expressions and equations symbolically. Mastery of this skill ensures that students not only compute accurately but also reason about the structure of mathematical statements.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%20Page.pdf (4MB)

#96

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Sunday, September 28, 2025 1:10:09 PM
Last Modified: Monday, September 29, 2025 8:53:25 PM
Time Spent: Over a day
IP Address: 172.59.84.198

Page 2: Application

Q1

Name:

Tabitha Clark

Q2

Provide your school email address for contact.

tabitha.clark@nicholas.kyschools.us

Q3

Name of district in which you work:

Nicholas County Schools

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),

Kentucky Educational Development Corporation (KEDC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Kentucky Center for Mathematics

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

I have had five years of experience as a classroom teacher and five years as a substitute teacher.

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I currently teach fifth grade and I am departmentalized so I teach math only blocks all day.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am extremely passionate about math and teaching. I have been a part of math instruction as early as my 11th grade year when I was an afterschool paid math tutor for my high school. In more recent years, I have been fortunate to be able to take a leadership role within my school in regards to math. I have been able to observe multiple math classes across all elementary grade levels at other districts, attend professional developments and research for data proven strategies as well as deliver professional developments at my school. I am a large part of changes that are taking place to increase or students' math proficiency. I help lead not only our elementary math department but also my fifth grade team.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold a Masters of Education in Leadership and I am currently enrolled in the two year Numeracy program through KCM. I believe both are instrumental in the leadership role I have taken for our math department.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have experience in the development or revision of academic standards, however I have experience breaking down math standards. This opportunity would be a dream come true for me and I believe I could be an asset to the standards review team.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I am enrolled in the two year Numeracy Program through Kentucky Center for Mathematics. I am also participating in Cultivating Vibrant Learning Experiences in Mathematics. I also attend as many math related professional developments as possible.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

My passion for math and education are what I believe would be defining characteristics for someone in this role. In addition to my love for math, I enjoy breaking down the standards. Second, I am extremely detail oriented which is an asset in this review process. Lastly, I do have leadership experience, however, in this process my team based skills will also be key. I know when to take a leadership stance and when to focus on teamwork.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe we are off to a great start in building mathematical proficiency in Kentucky's schools. However, I believe parents are still struggling with many of these standards because were not taught with these standards in mind. While I can easily understand area models used in mathematics, many of the parents I have worked with have had trouble with them, this causes a disconnect at home and can have a negative impact on a student's learning outcome. I would like to find a greater balance that will make any work completed at home more supportive than it currently is.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I am choosing a fifth grade standard, KY.5.NBT.6, divide up to four-digit dividends by two-digit divisors. The reason I chose this standard because division is a key concept and skill that is taught across multiple grade levels. It is essential for each teacher to ensure grade level standards are met. I need to make sure to address the division standards for 4th and 6th grades, not to teach them but for students to understand the purpose and reason for 5th grade division standards. I think it is important for all standards encompassing so many grade levels to be taught in this manner. It helps educators understand the intent of why this standard moves from one grade level to another.

Q20

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#97

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Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 3:19:57 PM
Last Modified: Tuesday, September 30, 2025 9:19:34 AM
Time Spent: Over a week
IP Address: 192.24.249.58

Page 2: Application

Q1

Name:

Emily Earls

Q2

Provide your school email address for contact.

emily.earls@boone.kyschools.us

Q3

Name of district in which you work:

Boone

Q4

With what educational cooperative(s) is your district affiliated?

Northern Kentucky Cooperative for Educational Services
(NKCES)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

NKCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

6

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Geometry and Algebra II

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been the Geometry ILT leader for the past 4 years at my school. The past 3 years I have worked with other geometry teachers from the district to create and revise common district assessments. We met almost monthly to discuss instructional strategies and assessment alignment.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

None

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

n/a

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had an opportunity to develop or revise academic standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I worked with a professor from NKU recently on finding connections between abstract algebra concepts and high school curriculum. We explored abstract algebra ideas and then created lessons for high school geometry and algebra 2 students.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I am passionate about creating, analyzing and improving math curriculum. 2. I have 6 years of classroom experience now with geometry. I have a good understanding of how the standards function in a real classroom. I know where the students thrive and where they tend to struggle. 3. I am analytical and reflective. After having served on the district math unit studies I have spent a lot of time diving into the standards and discussing what they look like in different classrooms.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I hope that Kentucky education can move towards a focus on conceptual understanding, procedural fluency and application. I would love for more teachers to see the importance of showing the "why" before the "how". And then introducing students to problems where they can apply these transferable skills to a real-world problem.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.A.2 Use the structure of an expression to identify ways to rewrite it and consistently look for opportunities to rewrite expressions in equivalent forms. If students can make connections between different structures they can see how different equivalent forms may be more useful. Instead of students just learning "this is another way to write it" they will see the purpose in it and have better understanding of why we need another equation.

Q20

Upload a signed copy of the principal signature page.

Mr.%20Wilson%20Signature.pdf (15.7KB)

#98

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Sunday, September 28, 2025 7:15:15 PM
Last Modified: Tuesday, September 30, 2025 3:40:02 PM
Time Spent: Over a day
IP Address: 24.209.74.153

Page 2: Application

Q1

Name:

Forrest David Spillman

Q2

Provide your school email address for contact.

forrest.spillman@somerset.kyschools.us

Q3

Name of district in which you work:

Somerset Independent

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, AP Reader via College Board; KCTCS & Campbellsville University adjunct faculty

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

25

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

AP Statistics

Dual Credit Statistics STA 220

Dual Credit Technical Algebra MAT 126

Dual Credit Liberal Arts Mathematics MAT 141

Dual Credit College Algebra MAT 150

Dual Credit Finite Math MAT 165

Dual Credit Elementary Calculus MAT 170

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a mathematics and statistics instructor at the high school level since 2000. Beginning in 2003, I began a stint as an adjunct faculty member in the KCTCS system, alongside teaching high school mathematics. I began teaching dual credit courses at the high school level in 2019. I have been an AP Statistics Reader with the College Board since 2011 and starting in 2022, I began being a Table Leader in that process, supervising other Readers throughout the country.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Certified Mathematics Grades 5 - 12 (I have only taught grades 9-12 in my career)

Dual Credit / Adjunct Faculty Credentialed via KCTCS & Campbellsville University

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Application for KAS for Mathematics and Assessment Blueprint Review Committee (RC) and
Advisory Panel (AP) members

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I have worked in Rangefinding sessions with Pearson via KDE at various times starting in 2019 and will be doing so again in November 2025.

I have also helped develop scoring guidelines for the Alternate Math Assessment. I believe this was primarily through the University of Kentucky.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I was accepted into this type of role in 2017-2018 and worked in that era of the revision of standards for mathematics.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I was selected by the Somerset Pulaski County Chamber of Commerce for the Excellence in Education Award in 2020.

I have led various sessions with Advance Kentucky with both students and fellow educators regarding AP Statistics. Some of these sessions were professional developments for instructors, other sessions were Saturday review sessions for the AP Exam for students pursuing AP credit.

Additionally, I have been assigned as a mentor for various other AP Statistics instructors throughout the state in the Advance Kentucky program.

As previously mentioned, I am credentialed through KCTCS and Campbellsville University to teach adjunct / dual credit courses.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Experience -- I have 25 years of experience in the teaching of mathematics AND have participated in this process previously in 2017-2018. Versatility -- I believe that I have taught a very wide range of mathematics courses from traditional high school courses such as Algebra 1, Geometry and Algebra II. In addition to those courses, I have taught AP Statistics since 2002 and since 2019, I have taught a very wide range of dual credit math courses to students who are both STEM focused and non-STEM. Teamwork -- I feel that I thrive in a collaborative environment that exists in the revision of the math standards. In 2018, I greatly enjoyed working with other education professionals in this process and I feel that I am a person who listens to the opinions of others, yet can respectfully explain my own opinions, even when they might differ somewhat from others. I like finding middle ground with others through compromise and teamwork. I am a problem solver and I want to work with others who have different perspectives from my own to build consensus and solve problems.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I think it is important that our students are provided the utmost opportunities no matter what their career or professional plans might be. Not all students are destined to be STEM majors and we should keep that top of mind. At the same time, our math standards should not sell those students short and should allow them the best possible preparedness for careers that require a strong background in mathematics. I think our standards should be clear, concise and focused. I want them to represent all areas of mathematics as they relate to the 21st century and we should be open minded to elevating some standards that may have more importance now than what they have had in the past. We should listen to post secondary partners as to what kinds of quantitative requirements that those institutions require. We should adapt as needed to these partners, but we should also include demands of the workforce and training programs that require less than a four year or even two year degree. I would love to see a wide range of mathematics educators to be a part of this process, bringing lots of varied perspectives to the table.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

I would classify all standards from Statistic and Probability as being of special importance to me. These standards show up in the traditional Algebra 1, Geometry and Algebra II sequence. For me personally, I teach AP Statistics, but I also teach different levels of dual credit statistics for different colleges. These standards are what I spend a majority of my day teaching. In addition to teaching these standards in courses explicitly titled 'statistics', I also teach them in courses such as Finite Mathematics, as well as Liberal Arts Mathematics, which is a course for non-STEM students to help them fulfill Gen Ed quantitative requirements at colleges ranging from KCTCS, all the way to the University of Kentucky, as well as various private colleges in our state. I think that oftentimes, many math teachers struggle with these standards and are hesitant to teach them. They are also reluctant to teach courses that are heavy on these standards. I would like to see greater supports for ALL math teachers with regards to these specific standards.

Q20

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Forrest%20Spillman%20Principal%20Permission%20for%20Standards%20Review%202025.pdf (9.3KB)

#99

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 30, 2025 7:27:29 AM
Last Modified: Tuesday, September 30, 2025 4:35:24 PM
Time Spent: 09:07:55
IP Address: 170.185.191.218

Page 2: Application

Q1

Name:

Holly Coffey

Q2

Provide your school email address for contact.

holly.coffey@pulaski.kyschools.us

Q3

Name of district in which you work:

Pulaski

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),
Kentucky Educational Development Corporation (KEDC),
Southeast/Southcentral Education Cooperative (SESC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I have been very involved with KCM in the past but am not currently a member.

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

23 years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th grade math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Recently I have served as our school's Math Intervention Teacher K-5 and am currently teaching 5th grade math. I have taught K, 1, 4, and 5 with most of my service years spent teaching 4th grade math. In these roles I have...

Collaborated with K-5 teachers to help provide meaningful math instruction. Partnered with classroom teachers to co-plan and co-deliver math lessons that align with state standards and support differentiated instruction. Provided coaching and modeling to enhance instructional strategies that promote student engagement, conceptual understanding, and math fluency.

Offered opportunities for teachers and administrators to observe effective teaching practices. Coordinated and facilitated classroom demonstration lessons and instruction, allowing teachers and school leaders to observe high-impact teaching methods.

Designed and led district PD on effective "What I Need" (WIN) time practices and math strategies, including flexible grouping and targeted instruction. Trained educators in research-based math strategies to improve instructional delivery and student outcomes.

Provided training for implementation of Bridges Math Intervention.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a Master's degree in Curriculum, Instruction, and Assessment and a CEO Rank 1 through the KEDC. While working on my Rank 1, my emphasis was mathematics instruction and assessment.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have served on committees before to align our district's curriculum to the standards. I was also involved in implementing changes the last time our standards changed.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

In our district, I have been a leader in math. I am very proud to say that my students continually lead the way in growth from one year to the next and I am always willing to help out other teachers in our district to offer advice on teaching strategies and ideas. I have led district PD as mentioned in question 10. I have attended several KCM trainings and conferences over the years. I have also received the PRISM award in our district for innovative teaching.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am very passionate, reliable, and hard working. In my 23 years of teaching I have been extremely passionate about helping all students learn. I absolutely love math and believe that all students can learn to be good at math. I am also very reliable. I have 120 sick days saved because I believe that you have to show up in order for kids to know that you truly care. Lastly, I am a hard worker. I have willingly taken on extra responsibilities and consistently stay after school to prepare.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Over the last several years, I have watched as more and more students move on to another grade level without truly being prepared. Several people want to keep blaming COVID, but the fact of the matter is that students aren't being taught number sense in a way that they can truly understand the math that is before them. My vision is that all teachers will be prepared to reach all students and we can see a day again where students are moving on to the next grade level more prepared than ever before. If teachers understand the standards and use them properly for instruction and assessment, we should see better results across all grade levels.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.OA.1 Interpret and demonstrate products of whole numbers.

This standard is very important for 2nd grade to begin laying the foundation for in standard KY.2.OA.4. 3rd grade must then focus a lot of time on teaching this standard so that in 4th grade they can become fluent with standard KY.4.OA.1

So much of what intermediate math teachers are expected to teach relies on basic multiplication and number sense. Some standards, such as this one, are very important. It's amazing how many students make it to 5th grade and do not understand this standard.

Q20

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#100

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 30, 2025 8:18:08 PM
Last Modified: Tuesday, September 30, 2025 8:34:06 PM
Time Spent: 00:15:58
IP Address: 98.28.144.220

Page 2: Application

Q1

Name:

Angela Kilburn

Q2

Provide your school email address for contact.

angela.kilburn@corbin.kyschools.us

Q3

Name of district in which you work:

Corbin Independent

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM (KYMTL)
NBCT, Early Adolescence Mathematics

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

This is my 13th year of teaching math. I taught 4th grade math my first year and 5th grade math every year after.

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade Mathematics

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

New Teacher Mentor

5th Grade Team Leader

5th Grade Math Content Leader

Teacher Leader for Building Implementation Team Math Practices

KCM- KY Teacher Leader

NBCT, Early Adolescence Mathematics

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certified Teacher in Early Adolescence Mathematics, Rank 1.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I was a student teacher during the roll out of the new academic standards (KAS). My supervising teacher was a large part of deconstructing those standards and rolling them out to the 5th grade math team at our school. I attended some of those professional development meetings with her.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Teacher leader for the Building Implementation Team on the Mathematical Practices for Teachers
KCM Teacher Leader
New Teacher Mentor (Mathematics for 4th and 5th grade)
5th Grade Math Content Team Leader
Math Coach
Difference Maker CISD December 2023
Led PD on effective math assessments in Edulastic at our District Impact Conference (8/2023)

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1.) Strong mathematical content knowledge- I possess strong mathematical content knowledge, not only about what students should know, but also about understanding developmentally appropriate progressions of mathematical ideas. It allows me to connect ideas, understand what needs emphasis, and know where misconceptions arise. 2.) Effective Collaborator- I am an effective collaborator, not only in my grade and school, but also in my district. I have led mathematics sessions at our yearly district Impact conferences, mentored new math teachers, effectively led our 5th grade math PLC's for several years in a row, continually increasing our overall Proficient/Distinguished percentages. I am a team player, who values the input of all parties in the discussion. I can effectively communicate with my colleagues and work to meet the needs of our students. 3.) Reflective- I am a reflective teacher. Going through the National Board Certified Teacher process was one of the hardest yet most rewarding professional developments in my career thus far. It taught me how to be more reflective of my own practices daily and strive to be better each day. I am open to implementing new ideas and constantly growing and improving. I welcome constructive feedback, and understand everything can be improved through hard work, attention to detail, persistence, reflecting, and revising.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that EVERY student has the opportunity to engage in meaningful mathematical experiences and critical thinking connected to the real world. High quality standards are essential for providing clear expectations while supporting teachers in translating them into evidence based instruction which balances conceptual understanding and procedural fluency.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

5.MD.3- Recognize volume as an attribute of solid figures and understand concepts of volume measurement,

Instead of teaching the volume formula first, it is important that teachers focus on conceptual understanding by modeling with unit cubes before teaching the formula. This allows students to understand that volume is the amount of cubic units a 3-D solid (right rectangular prism for 5th) contains without gaps or overlaps. Then they understand not just the formula, but also where the formula comes from and how it connects with the area. Then they are able to conceptualize it to solve real world problems with volume and think deeply to be able to reason about it.

Q20

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#101

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, October 01, 2025 8:34:52 AM
Last Modified: Wednesday, October 01, 2025 8:57:09 AM
Time Spent: 00:22:17
IP Address: 216.79.19.6

Page 2: Application

Q1

Name:

Christina Scaggs

Q2

Provide your school email address for contact.

Christina.scaggs@ashland.kyschools.us

Q3

Name of district in which you work:

Ashland Independent Schools

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

N/A

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

23

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been the lead 5th grade math teacher in two districts for 22 years. I have attended numerous Kentucky Center for Mathematics conferences. Additionally, I have over 1000 hours collectively of professional development in math instruction.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

N/A

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not yet had experience revising or developing the standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM conferences

Appalachian Rural Systems initiative (2 weeks)

KEDC common core deep dive

Making Math Magic 200+ hours

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am in constant "revision" mode as a math teacher. My goal is to continuously try to improve instruction and a deep conceptual understanding of all things number sense. I am motivated and have a strong drive as an educator.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe the standards are extremely rigorous as they are however I would love to see opportunities/time to allow students to develop a rich conceptual understanding.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

5.NBT.1 If a student can master this standard it provides a number sense basis that is essential for building a strong mathematical foundation.

Q20

Respondent skipped this question

Upload a signed copy of the principal signature page.

#102

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, October 01, 2025 8:55:23 AM
Last Modified: Wednesday, October 01, 2025 10:42:11 AM
Time Spent: 01:46:47
IP Address: 170.185.128.216

Page 2: Application

Q1

Name:

Isaiah Banks

Q2

Provide your school email address for contact.

isaiah.banks@knott.kyschools.us

Q3

Name of district in which you work:

Knott County

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

N/a

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

5

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Math

6th Math

7th Math

8th Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked with teaching the math standards for the last five years. I have worked in some math Cadres and PLC groups with structuring pacing guides and clarifying standards. I have worked with primary and high school teachers to align standards and practices within our building and district.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have a rank 1 in Instructional Leadership.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I would say I have no direct experience with developing or writing standards, but I have worked with aligning, restructuring the pacing of standards, and teaching the standards using high yield instructional strategies and the math practices.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Building Thinking Classrooms Instructional Seminar
Maneuvering the Middle Engagement in Math PD

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Detail Oriented, I am well-versed in mathematics standards from grade 4 through high school, work well in a collaborative environment

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is centered on ensuring that every student, regardless of background, community, or learning need, develops a deep, conceptual understanding of mathematics and the confidence to apply it in real-world contexts. High-quality mathematics instruction should not only address procedural fluency, but also promote problem-solving, critical thinking, and reasoning skills that prepare students for college, career, and civic life.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.8.EE.6 is a pivotal standard in grade 8 because it connects geometric reasoning with algebraic representations by showing why slope is constant along a line and how this leads to equations of lines in the forms

y
 $=$
 m
 x
 $+$
 b
 $y=mx+b$ and

y
 $=$
 m
 $($
 x
 $-$
 x
 1
 $)$
 $+$
 y
 1
 $y=m(x-x$
 1

$) + y$
 1

. This standard bridges middle school proportional reasoning with high school algebra, making it essential for students' long-term success in mathematics. It emphasizes slope as both a geometric property and a rate of change, preparing students to interpret and model real-world situations. To ensure educators understand its intent, instruction should begin with visual models using similar triangles, connect to prior work with proportional relationships, and progress toward multiple representations that deepen understanding and prepare students for functions and systems of equations in high school.

Q20

Upload a signed copy of the principal signature page.

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#103

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 18, 2025 4:11:47 PM
Last Modified: Wednesday, October 01, 2025 2:42:21 PM
Time Spent: Over a week
IP Address: 170.185.24.218

Page 2: Application

Q1

Name:

Olivia Winkle

Q2

Provide your school email address for contact.

olivia.winkle@anderson.kyschools.us

Q3

Name of district in which you work:

Anderson County Schools

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM, NCTM

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

Math Coach

Q7

Years of experience you have as a classroom teacher:

21

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

K-5

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught mathematics in regular classrooms in all grade levels K-6. In addition I spent 9 years as a math intervention teacher for grades K-3. During the years I was an interventionist I led professional learning activities for my school, district, as well as statewide through the KCM. For the past three years I have served as a school-based mathematics coach for grades K-5. I provide professional learning around the KAS for Mathematics including the SMP and EMTP's for all teachers in my building and across my district.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have an Education Specialist Degree from the University of Louisville with an Elementary Math Specialist Endorsement.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I don't have experience with standards development or revision but have a great deal of experience helping teachers understand the K-5 math standards and the coherence within. I believe that working teams will need to have a deep understanding of how the learning goals progress through the standards from pre-school and kindergarten early numeracy ideas through the middle school standards. Descriptions and examples of these progressions should be available to working teams.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led Sessions at KCM and KCTM Conferences throughout the years on topics such as conceptual place value understanding, fluency development, and counting and cardinality. I hold an Education Specialist Degree from the University of Louisville with an Elementary Math Specialist Endorsement. I am also a former Math Recovery Specialist with a high level of training in early numeracy development.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

First, I have over 20 years of experience teaching mathematics in all grade levels K-6. Secondly I served as a leader for implementing the Common Core Standards for Mathematics in 2009 and the KAS for Mathematics in 2018-2019. The combination of the my teaching experience, and the amount of PL I have received around the KAS for Mathematics makes me a strong candidate for the review team.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe that Kentucky Teachers are the most important resource in our classrooms. By providing them with a high-quality, coherent standards document, and professional learning around the standards we are, in turn, creating for students an equitable, relevant, and cohesive learning experience based on deep conceptual understanding that will develop them into the problem solvers of tomorrow.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases:...

I am selecting this standard as I believe it is one of the most important foundational standards in all of K-5 Mathematics, as well as one of the least understood. Place value is often taught as memorizing the names of the positions and little time is given to the deep understanding of composing and iterating units and composite units. This standard also fails to elaborate on the understanding students need for flexibly decomposing a number to work with it for subtraction or division. For example, most students do not know that 542 can be 54 tens and 2 ones (something that is important to know when dividing 542 by 9. They may not know that it can also be 5 hundreds, 3 tens and 12 ones; an important understanding if subtracting $542 - 268$. I would add to this standard that students must also be able to flexibly decompose 2 and 3-digit numbers as needed to carry out operational strategies.

Q20

Upload a signed copy of the principal signature page.

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#104

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, September 04, 2025 8:50:00 AM
Last Modified: Wednesday, October 01, 2025 2:44:39 PM
Time Spent: Over a week
IP Address: 170.185.150.184

Page 2: Application

Q1

Name:

Mary Garnett Zollner

Q2

Provide your school email address for contact.

mary.zollner@marion.kyschools.us

Q3

Name of district in which you work:

Marion County

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

Instructional Coach

Q7

Years of experience you have as a classroom teacher:

17

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

High school--first year as an instructional coach but taught Geometry and Algebra 2 most recently

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Prior to becoming an instructional coach in a new district, I was the standards guru for my department. I often checked the standards when preparing lessons and when leading creation of common assessments. I would often bring up standards and question why lessons were or were not being taught when I was teaching something but not the lead teacher for that course.

As an instructional coach, I am leading creation of common assessments and implementation of a new HQIR. Both are focused on meeting the state standards.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I hold a Professional Certificate For Teaching Mathematics in grades 5-9 and 8-12. I also am approved as a Mathematics Program Consultant. Having taught at the high school level and now being an instructional coach for 6-12 has allowed me to see students' progression of math through many grades.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

n/a

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not been part of any formal standards process. I was part of a Rangefinding team that helped determine scoring for the KSA math test.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Led PD on Thoughtful Assessment/Formative Assessment Strategies this past summer

2024 CKEC Innovative Educator award

Access 2 Algebra Content Coordinator and Testing Coordinator

Modern Classrooms Project Expert Mentor and Distinguished Modern Classroom Educator

Attended PD on Vibrant Learning, Building Stronger Lessons with the 7 Components, Modern Classrooms Project, Kagan Structures and Win Win Discipline, Project Lead the Way, Laying the Foundation

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

First, I am very detail-oriented. I notice the minutiae. When looking at the standards, I nitpick the verbs and descriptions to help determine the depth and breadth of which a concept should be taught. Second, I am organized. This will help with standards review and revision to make sure concepts are ordered appropriately and that work is equitable. Last, I have good communication skills. I can communicate verbally while also being able to listen, and I can communicate effectively through written word. It will be imperative for the committee members to share ideas, listen to others, and offer feedback. I can do this successfully.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

While I would love for all students to love and enjoy math, I know that is not how humans are created. Thus, math education must be designed to engage students by fostering real-world connections. There has been a renewed focus on this with some of the standards, but there could be more. In addition, math must be accessible to all students. Standards should push students without being burdensome. I appreciate having the plus (+) standards which assist with differentiation and moving high flyers. Similarly, the standards should clearly describe the depth and breadth of content so that it can realistically be covered within a school year. The standards should be descriptive enough that it is clear to a teacher what instruction should occur.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

This standard is important because the concept of parallel and perpendicular lines comes up throughout Geometry beyond discussing parallel lines and a transversal and writing equations of parallel and perpendicular lines. Parallel lines help prove why the sum of the angles in a triangle add up to 180 degrees. When discussing the types of quadrilaterals, parallel and perpendicular lines are used to define them and to prove their properties on a coordinate plane. Parallel and perpendicular lines are also used to discuss the properties of 3-D figures. When discussing circles, perpendicular lines are, among other things, applied to tangent lines. Parallel and perpendicular lines are used throughout the course of Geometry, so the standard KY.HS.G.22 is incredibly important.

The way the current standard is written seems broad to me because there are many ways to use parallel and perpendicular lines to solve geometric problems. I would offer specific examples or calculations that students should be able to do under the Clarifications column of the standards document to help educators understand the intent.

Q20

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#105

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, October 01, 2025 1:26:23 PM
Last Modified: Wednesday, October 01, 2025 3:00:34 PM
Time Spent: 01:34:11
IP Address: 170.185.184.220

Page 2: Application

Q1

Name:

Nicole Kidd

Q2

Provide your school email address for contact.

nicole.kidd@pike.kyschools.us

Q3

Name of district in which you work:

Pike

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

17

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th grade math and science

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught 4 or 5th grade math my entire teaching career. Two years ago my school was awarded a mini-grant from KCM and did intensive work with our standards, creating a math pact, and working on number sense routines; This work was done in partnership with Kelly Stone at KCM and Leslie Texas. I am currently enrolled in the KCM Numeracy Counts Academy.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Bachelors with the emphasis in mathematics

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

NA

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

As stated above I have done work with Kelly Stone to help develop our schools timeline and mapping using the assessment standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have attended district level professional development and trained math tutors in conjunction with the Americorps/UNITE program in the eastern KY counties. I am currently enrolled in the KCM numeracy counts academy and I was inducted into the Distinguished Educators Hall of Fame at the University of Pikeville in 2024.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

One characteristic that I have that would make me a strong candidate for the standards review and revision is that I am able and willing to collaborate with others. I love to collaborate with other educators to become a better teacher. Another characteristic is I have practical classroom experience and the content knowledge with 17 years of experience. Lastly a characteristic that would make me a strong candidate is I have a growth mindset and a willingness to grow and change teaching practices to help my students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics in Kentucky is that all students have a strong number sense and are able to thinking critically and logically about mathematics content. I think that the Kentucky standards for mathematics have a great framework with conceptual, procedural, and fluency all built in and focusing on the mathematical practices. I think with some adjustments in conjunction with the Numeracy Counts legislation Kentucky mathematics is on the way to lead our country in mathematics instruction.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.4.NBT.4 Fluently add and subtract multi-digit whole numbers using an algorithm.

This standard is so important to students because it is insuring that they are able to add and subtract larger numbers. This is a skill that they will use regularly in their day to day lives and it paves the way for the introduction of adding and subtracting decimals in the 5th grade. One thing that I would highlight from this standard to help ensure that educators understood the intent is that the standard says an algorithm not the algorithm. Sometimes teachers only focus on the standard algorithm when teaching this standard when they actually need to be exposing students to multiple ways to solve such as models and expanded form as well.

Q20

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#106

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, October 01, 2025 7:31:04 AM
Last Modified: Wednesday, October 01, 2025 3:44:09 PM
Time Spent: 08:13:04
IP Address: 170.185.147.189

Page 2: Application

Q1

Name:

Bethany Neel

Q2

Provide your school email address for contact.

bethany.neel@madison.kyschools.us

Q3

Name of district in which you work:

Madison County

Q4

Southeast/Southcentral Education Cooperative (SESC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

22

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

3rd grade math and science

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have worked in Mathematics Education in Kentucky for 23 years. I have served as a classroom teacher in grades 3 and 4, as well as cotaught and provided intervention in grades K-5.

I have experience in math leadership at the school, district, and state level. I have led professional learning at the school and district level related to standards, instruction, and intervention.

I have worked with the KY Center for Mathematics, first as a participant, and then as a contributor and leader. My contributions include leading Enacting Effective RTI and sessions at the KCM Conference, creating content for the KY Numeracy Counts Teacher Academy and KCM Math Hub, and collaborating on the new versions of the Fluency Readiness Assessments.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have an endorsement in English as a Second Language and a Master's Degree in Teacher Leadership with an emphasis in mathematics. The ESL endorsement has enabled me to support English language learners in my math classroom by implementing best practices for language development and providing supports and scaffolds that enhance both mathematical and language learning.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I participated in an assessment item review group for KY state accountability testing with Pearson in October 2019. My role was to determine if and how test items were aligned with grade level content standards and the Standards for Mathematical Practice.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Previously, I have only provided public feedback for standards development and revision. I did participate with a group that aligned test items to the KAS and SMPs when Pearson was developing new test items. However, I have worked extensively with the K-5 standards in supporting teachers and creating content for the KY Numeracy Counts Academy.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Professional Learning Opportunities I have attended include: Building Thinking Classrooms, KCM Conference, Math Recovery Teacher, and many school, district, and KCM learning opportunities about instruction, assessment, and standards

Professional Learning Opportunities I have led include: Content Creator for KY Numeracy Counts Academy, Enacting Effective RTI (KCM), Leading sessions at KCM and NCTM Conferences, Add+Vantage Math Recovery Courses, Many sessions about instruction and assessment at the school and district level

Credentials: Master's Degree - Teacher Leadership with an emphasis in Mathematics

Awards: Lexmark Inspire Award, KCM Trailblazer Award, Campbellsville Teacher of the Year

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Experience with standards - I have worked extensively with all the K-5 grade level content standards and standards for mathematical practice, and have some familiarity with 6-12. I have worked with teachers to interpret, plan to teach, and assess the standards. Through my work with the KY Center for Math, I have become familiar with the progressions, coherence, and relationships among the standards throughout the K-5 grade band. 2. Passionate about math education in KY - I believe that positive outcomes in math for Kentucky students begin with quality instruction based around clear, rigorous content and practice standards. I have shown my dedication to math education in Kentucky through my involvement in various state initiatives. 3. Technical writing experience - I have experience with technical writing, especially related to mathematics. Through my work on the KY Numeracy Counts Academy, Fluency Readiness Assessments, contributions to the KCM Math Hub, and writing MAF grants, I have the experience and skills necessary to focus on the technical and detailed aspects of this type of work.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I believe that all students in Kentucky deserve access to high quality instruction in mathematics that provides experiences that help them see math as a vehicle for success as well as the connections between the mathematics they are learning and their daily life and their future careers. Students should also learn to use mathematics as a lens through which to view and make sense of the world and find joy.

The standards are the foundation for everything that is taught in the classroom, and need to provide clear guidance for the content to be taught as well as the practice standards that communicate HOW math should be taught. This guidance provides clarity to teachers and students, for instruction and assessment. The resulting high quality instruction for ALL students improves student outcomes.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One content standard that stands out to me as being vital in the K-5 grade band is KY.2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.

Building true fluency within 100 is foundational for mathematics moving forward. To master this standard, students need to be able to flexibly work with two digit numbers, and understand and make use of the base ten place value structure. It requires students to apply the number sense they have been building, and choose, use, and communicate their strategies.

Work with this standard supports expanding students' range of numbers in the place value system, allowing them to add and subtract larger numbers, work with decimals, multiply by tens, use of powers of ten, by relying on this knowledge. It gives students the basis for mathematical properties that will be useful to them throughout their math learning.

It is important to emphasize that the standard says strategies, plural. This standard is not about teaching a procedure that students follow, but rather about capitalizing on the number sense and place value knowledge students are developing.

Q20

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#107

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 22, 2025 12:00:47 PM
Last Modified: Wednesday, October 01, 2025 4:25:02 PM
Time Spent: Over a week
IP Address: 170.185.51.176

Page 2: Application

Q1

Name:

Ashley Smith

Q2

Provide your school email address for contact.

ashley.smith@calloway.kyschools.us

Q3

Name of district in which you work:

Calloway County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

I have previously been a member of the following:

KEA

KCM

KCTM

NCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

20

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

3rd Mathematics, Science and Social Studies

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been a part of numerous trainings and organizations in my 20 years of teaching. Earlier in my career, I participated in PIMSER's Developing Algebraic Thinking for 3 years. During that time, I participated in decoding the Kentucky Standards for Mathematics and reviewed CATS testing questions for 4th grade Mathematics.

Partnering with a math grant from Math Achievement Grant, I was a Math interventionist for 2 years. This included being trained in Math Recovery and Add+VantageMR with a certificate of a KCM Intervention Specialist. I am typically apart of any math teams in my district including the curriculum selection committee.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I was trained in Math Recovery and Add+VantageMR through KCM and hold a certificate of KCM Intervention Specialist.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Prior to 2010, I was on the committee that deconstructed the Kentucky Core Math Standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

- PIMSER Developing Algebraic Thinking
- Math Recovery Intervention Specialist
- Add+Vantage Math Recovery
- KCM Intervention Specialist
- LETRS trained
- Reading/Writing Master's Degree
- Kentucky Teacher of the Year Nominee

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I have a solid content expertise in elementary mathematics focusing on conceptual understanding, fluency and application. I have been heavily trained on how to teach early numeracy and develop skills that led to higher order thinking in mathematics. 2. I have an intense passion for quality math instruction. I have worked with numerous teachers over the years to develop appropriate instruction to correct misconceptions in students and increase their knowledge in mathematics. 3. I can think analytically and provide attention to detail. In my experience, I understand what is developmentally appropriate for students of all learning abilities and will help develop standards that reach these goals.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is developing conceptual understanding that leads to procedural fluency. I want to work with teachers to provide coherent, vertically aligned standards that reflect developmentally appropriate teachings for students. These standards will translate to high-quality, evidence-based instruction by providing the training and resources for teachers to utilize them in an effective manner.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

A standard from the KAS for Mathematics that is important to third grade is KY.3.NBT.2, "Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction". This strand is important because it builds the foundation for number sense. It also is the bridge between conceptual understanding and fluency for the students.

Q20

Upload a signed copy of the principal signature page.

Principal%20Signature%202025.pdf (190.7KB)

#108

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 2:11:01 PM
Last Modified: Wednesday, October 01, 2025 4:28:12 PM
Time Spent: Over a week
IP Address: 170.185.249.183

Page 2: Application

Q1

Name:

Sarah Jessica Murphy

Q2

Provide your school email address for contact.

sarah.murphy@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

JCTA, KEA, NEA

Q6

No

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

5 years in an elementary classroom, 4 years teaching intervention, 6 years instructional coaching

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I currently am the Math Coach in a K-5 elementary school.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

As a K-5 Math Coach, I support math instruction through planning, data analysis, teacher coaching, facilitating Math PLC, and leading professional development. I've modeled lessons, co-taught, and provided push-in support to classroom teachers to support math instruction. I have helped teams internalize the KAS and understand the progression of standards within a grade level and from K-5. I am on our Instructional Leadership Team, I lead the Math Team, and I have helped set our school-wide vision for math instruction.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

No, however I have worked with a variety of learners in math.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not yet have any experience developing or revising standards. If selected for the process, I think that KSA data and a wide range of student work samples could be helpful for teams. We should have an overview of any shifts to Kentucky's Vision for Students so that all of our work is aligned. It would also help to have the findings of the KAS survey to have perspectives from across the Commonwealth. If there is any context or data that we have for post-secondary readiness around math, or any new research around math teaching and learning, that could help as well.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have led professional development at my school in the following topics: number sense, math centers, student engagement in math, learning goals, three reads protocol, and student discourse (5 practices). In 2023, I was selected to participate in KMIT training with Amy Torres and Casey Watson so that I could use the instrument in my work. I also supported two other schools by completing KMIT walkthroughs in their buildings. In 2024-2025, I participated in the KCM Collegial Coaching meetings and a KCM Fluency training.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am detailed, I think critically, and I have a strong sense of possibility.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I agree with our current vision outlined in the beginning of the KAS document. Math is meaningful, and students understanding numbers conceptually and within context is what they need to be successful in school and in life. Our Commonwealth depends on the education of our children, and the standards are the blueprint for teaching and learning.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.

This standard is important for 2nd grade because it is an application of the core work of the grade level. To master this standard, students must have mastered place value and properties of operations. This foundation is essential for building on more advanced mathematics as they progress through the upper grades. Being able to comprehend, represent, and solve the variety of word problem types is a way to ensure that our students understand the math within context, which is how they will experience it most frequently in their life. To help educators understand the intent of the standard, I highlight the appendix with the addition and subtraction situations during PLC. These examples make the different problem types very clear.

Q20

Upload a signed copy of the principal signature page.

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#109

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Tuesday, September 02, 2025 8:49:21 AM
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IP Address: 170.185.86.159

Page 2: Application

Q1

Name:

Ashleigh Roe

Q2

Provide your school email address for contact.

ashleigh.roe@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, KCM, KCTM, and NCTM

Q6

Other - Please identify your current role.:

Are you currently assigned as a classroom teacher?

District-Based Instructional Coach serving grades 6-8

Q7

Years of experience you have as a classroom teacher:

14

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I taught 7th grade and an accelerated course with 8th grade standards embedded. I support all grade levels in math 6-8 in my current role.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I began my teaching career as a 3rd grade teacher for two years. I enjoyed teaching math so I decided to become middle school certified. I then taught 7th graders for 12 years. During that time as a middle school math teacher I was able to participate in KCM's Kentucky Math Teacher Leader (KyMTL) cohort, I was a co-facilitator in a KCM/KDE collaboration Math Teaching Practices (MTP) Cohort, I have been a cooperating teacher hosting student teachers, I have served for several years as the KCTM - Vice President for Middle Schools, I served as my schools math department chair for 8 years when in the classroom, have presented at the KCTM and KCM conference, and I have created and facilitated other math professional learnings in my current role as a district-based instructional coach.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have an educational technology endorsement and a reading/writing k-12 endorsement. There is a strong connection in the SMP's and MTP's, as well as the content standards, that encourage literacy connections in math. I have supported close reading work, with math teachers over the past two years. I have encouraged the use of written expression in the math classroom utilizing KDE's Writing Across Disciplines resources, specifically for math.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had experience in developing or revising the academic standards. When the standards came out in 2019 I participated in comparing the new standards to the previous standards to be able to support other teachers in my role as department chair in my school. I have also facilitated conversations about vertical alignment and coherence and I feel that would be crucial for working with standards in the future. Having research to support the decisions being made would be crucial. Having resources available and organized so that time is not spent on finding "things". Also, developing a shared understanding as a team in the work, including establishing norms and clear expectations.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

KCM conference presenter, KCTM conference presenter, attendee of KCM and KCTM conferences, district-based professional learning (PL) developer/presenter on close reading/writing with math teachers, co-planned and delivered district-based PL on implementation of HQIR, KyMTL participant, KCM Math Coaching Support cohort, Co-facilitated KCM/KDE MTP cohorts, mentor teacher in Kentucky Math Teacher Mentor program for prospective teachers of math, CKEC course offerings related to math, and KDE's Cultivating Vibrant Learning Experiences in Mathematics
I am the KCTM Vice President for Middle Schools.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am passionate. I want kids and teachers to be excited about math in middle school still. I began teaching in elementary school and I did not notice as much of a negative attitude towards math from students as I did when I entered into teaching middle school. I want to sprinkle my passion and enthusiasm for teaching and learning math to middle school teachers and kids. I believe having coherent, appropriate, and manageable content standards supported by SMPs can ignite that passion in teachers and students alike. I am knowledgeable. I began my career as an elementary teacher and always enjoyed teaching math which led to my desire to become middle-school math certified as well. I spent 12 years as a 7th grade teacher and also taught some 8th grade and Algebra standards in some courses. I have always sought to further my understanding and involvement in math education in Kentucky, including taking advantage of opportunities within my district as department chair, KCM, KCTM, and participating in book studies to name a few. The past two years I have had the opportunity to support math teachers 6-8 and dive into standards and HQIR with all grade levels. I lead from an asset-based approach. I find the positive in colleagues, students, and everyone around me. I prefer to focus on what kids can do as opposed to what they are not doing, yet. Building confidence in students when I was a classroom teacher and building confidence with fellow educators and administrators is something I am very proud of.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

Diving deep in the standards, especially the past couple years in my role connecting math standards with various components of literacy, the opportunity is already there for students to be able to show (write) and speak about how they understand math. The Standards for Mathematical Practice (SMP's) are important and the way that content standards should be taught, an HQIR helps to bring context and life to the standard. There are intentional connections made in the KAS to SMP's but in my experience working with teachers and administrators they do not see how important the connection could be. In middle school, I would like students to still explore math concepts and continue to build that conceptual understanding as opposed to going straight to procedures and encouraging the use of various strategies to show their understanding of math. I want all students to see themselves as a math person because math is more than just being able to solve an equation using a sequence of steps that a teacher asked someone to memorize. I would want there to be fewer content standards in each grade level to provide the time for students to explore problems and teachers to adjust instruction to support their most striving learners. This would also allow time for students to show their understanding of the standards.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.7.NS.1 places such an emphasis on "understanding" adding and subtracting rational numbers. This is important because operating with positive and negative numbers will be applied in other 7th grade standards, 8th grade standards, beyond middle school, beyond high school, and just life. If students just memorize a rule, then they don't understand why the rules exist and that can cause issues in their number sense moving forward. The standard mentions using visuals such as number lines and connecting to absolute value from previous grade level. Making connections in math is so important for students. In the clarifications possible add more explicit examples of using a number line. The standard also places emphasis on real-world contexts. It is important for students to see how math is a part of our world and not just see skill and drill numerical type practice problems all the time. Also, 7.NS.2 focuses on multiplication and division and also places emphasis on understanding, so it is important that students are not just memorizing rules but actually understanding why.

Q20

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#110

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, October 02, 2025 2:07:58 PM
Last Modified: Thursday, October 02, 2025 2:37:39 PM
Time Spent: 00:29:40
IP Address: 170.185.36.177

Page 2: Application

Q1

Name:

Tammy Stickrod

Q2

Provide your school email address for contact.

tammy.stickrod@boone.kyschools.us

Q3

Name of district in which you work:

Boone County Schools

Q4

With what educational cooperative(s) is your district affiliated?

Northern Kentucky Cooperative for Educational Services
(NKCES)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCTM, KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

25

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Algebra 2 & Transitions

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught all levels of mathematics from Algebra 1 to Calculus AB and BC including Dual Enrollment College Algebra and Statistics. I have also served my district as an instructional coach at the middle school level for 5 years leading teachers through identifying priority standards and grouping standards in units.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Instructional Leadership

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

N/A

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

N/A

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have lead professional learning for middle school teachers about dissecting a standard to focus on the verbs and action of the standard.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I have a strong work ethic and knowledge of mathematics, I value others opinions, I get along well with others.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love to see student move from wanting to learn how to memorize procedures to being willing to develop problem solving skills and not being afraid to fail forward and persevere in problem solving.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F.1 Understand properties and key features of functions and the different ways functions can be represented.

c. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship.

It is crucial for students to understand the application of the algebra as it relates to the graphical representation. Students often times have no idea what the algebra means in context of the function that is modeling a real world situation because they don't understand the key features of the graphical representation.

Q20

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#111

COMPLETE

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Started: Monday, September 22, 2025 5:11:13 PM
Last Modified: Thursday, October 02, 2025 3:29:33 PM
Time Spent: Over a week
IP Address: 174.225.181.69

Page 2: Application

Q1

Name:

Michael Dennis

Q2

Provide your school email address for contact.

michael.dennis2@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KCM, NCTM, NEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

12 years in the classroom and 6 years in other roles (instructional coach, instructional supervisor, principal)

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently teaching 6th grade math and accelerated 6th grade math (6th grade and 7th grade standards).

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught 6th grade math for eight years and 7th grade math for four years in 2 different districts and through three sets of academic standards. I spent several years as an instructional coach working with K-12 math teachers focused on instruction, curriculum implementation, and ensuring instruction and assessments are aligned to grade level standards. I have led PLCs and Data Teams in schools and at the district level. I have also been the math department chair in both schools in which I have taught math, and continue to be a mentor to several math teachers.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

In addition to my professional certificate for teaching middle school math and Instructional Leadership Supervisor Of Instruction, I also have the certification for Mathematics Program Consultant. This has allowed me the opportunity to work with K-12 math teachers in a few different districts in many capacities. These opportunities included coaching teachers, prioritizing standards, developing intervention plans, and unpacking standards.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

In 2016 I was contracted through Carnegie Learning to present at the Philadelphia Math Counts Institute. While Carnegie was the event organizer, my presentation was independent and presenting at the conference was my only affiliation with them.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

While I have not been directly involved with the development of standards, I have provided feedback for revisions and worked to implement and support teachers in implementing standards. When working with teachers around the standards, I am able to leverage my experience to consult when necessary, but can rely on my coaching experience to ask questions and facilitate discussions as needed.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I have presented at several math conferences around a variety of topics. I led a session about changing math anxiety into a mathematical mindset at both KCM and NCTM conferences. I have also led other sessions at the KCM conferences, including: slope is more than rise over run, increasing the cognitive demand of mathematical tasks, launching with real-world problems (also at the Philadelphia Math Counts Institute), and writing like a mathematician. I have also presented at Shelby County new teacher induction, PEBC Investigating Thinking Strategies, Kentucky Association of School Librarians, and the School on Fire Institute for Creativity and Innovation in Education. I was a PEBC Lab Host for Thinking Strategies Institutes, a member of the KCM Elementary Master Coaching Program, Shelby County Middle School Teacher of the year, have a problem published in Open Middle, and have lesson components cited in Minds on Mathematics (Hoffer, 2012).

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I think the most relevant characteristic that would make me a strong candidate is my experience. I have worked with math teachers from pre-school all the way to Calculus, and that has provided me a unique perspective around the standards and the progression of standards throughout the grade levels. Second is my aptitude for coaching. I am comfortable asking questions and facilitating conversations and am constantly thinking about alternate perspectives. Last is my attention to detail. I spend a lot of time analyzing the standards and ensuring the instructional tasks and assessments are aligned to them as written.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education is to ensure all students are equipped to be mathematically literate and confident to be successful outside of the math classroom. This would require additional focus on application of math skills rather than just operations. We also need to intentionally teach the moves mathematicians make in addition to the standards, such as the standards for mathematical practice, interdisciplinary literacy strategies, and ensuring students can work among and between all mathematical representations. The standards are an essential part of this vision because it ensures that all students follow a thought out prescribed path that is appropriate for their grade level and prepares them for future success in the math classroom and outside it as well.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

One of the standards I spend the most time thinking about is KY.6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems. It is so important for several reasons. First, every year I observe so many of my students struggle to think proportionally because many are still thinking additively and are working towards thinking multiplicatively, so ratios and rates are difficult. Second, the importance of this standard weighs on me when I think about the foundation it sets for later grades. If this students struggle with this concept, percents and constant of proportionality will be even more difficult in 7th grade, and if they struggle with those standards I worry about how they will grasp the concept of slope in 8th grade.

Q20

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#112

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Collector: Web Link 2 (Web Link)
Started: Wednesday, September 24, 2025 11:08:22 AM
Last Modified: Thursday, October 02, 2025 4:31:47 PM
Time Spent: Over a week
IP Address: 170.185.95.206

Page 2: Application

Q1

Name:

Amy Stephens

Q2

Provide your school email address for contact.

amy.stephens@fulton.kyschools.us

Q3

Name of district in which you work:

Fulton County

Q4

West Kentucky Educational Cooperative (WKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KAPE

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

21 years

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

4th Grade Mathematics and Social Studies

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught Mathematics in the Elementary since 2010. I was a part of the math network for the WKEC at that time. I was also on the committee for the last standards review. I have since gotten married but my name was Amy Rose. I do not know if I can serve on the committee again but would love to have this opportunity to represent far Western Kentucky.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have taught mathematics since 2010. I am a classroom teacher but have my masters in Special Education and my 30 above in Supervisor of Instruction. My passion is looking at standards and curriculum alignment and helping other teachers with this. I served on the committee last time as well. I enjoy standards work.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I'm not really sure if this is yes but after the last standards came out I vetted test questions for the online assessment for math.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have done a lot of work in Frankfort representing Western Kentucky in the past. I also was on the Assessment Review and Development Team the last time the standards were reviewed. My last name was Rose at the time. I have worked teaching math for many years.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Math network
RDC committee last time standards were reviewed
Supervisor of Instruction degree and passed Admin Praxis
Gone over math standards with colleagues
Sponsor to the National Beta Club for our Elementary

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am experienced with the math standards and the review process. I have a passion for standards work and making sure curriculum is aligned. I am a very dedicated and hard worker.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision is that everyone understands the difference in standards and curriculum and all teachers understand what the standards mean. I think it is important that all teachers understand what the standards are saying and they know how to properly teach them. I believe it is important for all students to have a high quality education using curriculum that is evidence based and covers all standards that are needed to be covered for each grade level.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.3.NBT.3 Multiply one-digit whole numbers by multiples of 10.

KY.3.OA.7 Fluently multiply and divide within 100

KY.4.NBT.5 Multiply whole numbers up to 4 digit by 1 digit, 2-digit by 2-digit

KY.5.NBT.5 Fluently multiply multi-digit whole number (not to exceed 4-digit by 2-digit) using the algorithm

Multiplication builds on each other beginning with the facts in third and working up to 4 digit by 2 digit in 5th. This is so important because of multiplication being embedded throughout the math content. You need it for Measurement and Data as well as in Geometry. This will be a skill that they will need to know for the rest of their school years in math. The word fluently means to do something effortlessly which is why these standards are so important. I would make sure that educators understood what that means and why it is so important.

Q20

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#113

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Wednesday, September 24, 2025 6:19:16 PM
Last Modified: Thursday, October 02, 2025 7:37:55 PM
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IP Address: 38.62.137.241

Page 2: Application

Q1

Name:

Jana Bryant

Q2

Provide your school email address for contact.

jana.bryant@daviess.kyschools.us

Q3

Name of district in which you work:

Daviess County Public Schools

Q4

Green River Regional Educational Cooperative (GRREC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, NEA, KCM, KCTM, EdReports - Math and Multilingual Math Reviewer, Rivet - Math, NBCT - AYA, Math

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

32

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Grades 10-12, Geometry, Algebra 2, Financial Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

Standards Advocate with Student Achievement Partners (led the Ky team), part of the 2019 Ky Math standards revision team, Vetted High Quality curriculum for EdReports and Rivet, consulting work with Student Achievement Partners for the Math Milestones work

Serving 13 years as the District Math Instructional Coach, this year relocated to teach high school due to federal issues withholds and critical need, teacher shortage

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

NBCT, ESL endorsement - vetting high quality curriculum for EdReports grade 6-12 for over 7 years, vetting HQIR for Multilingual supports for EdReports currently, grades K-12.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

Yes

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I did get trained to be an Illustrative Math facilitator so that our district could pilot this curriculum and I could lead this work. However, our district didn't adopt IM.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Served on the final reviewing (advisory) team for Ky 2019. Strong experience with math standards since I led the Ky Standards work with Student Achievement Partners and continue to vet high quality curriculum with EdReports. Have served on the KSA assessments process through OAA for many years.

Supports - any revisions or suggestions perhaps that other states have had come through recently in regards to standards that KY needs to be made aware of.

I realize that KY continues to offer personalized learning opportunities for 11-12th grade but some Ky schools need more guidance around what is to be taught in the Algebra 2 course.

Working teams will need guidance on the new Personal Finance requirement as it pertains to math and guidance over other courses that used to be offered like Financial Math.

Teachers and students need to know which formulas might be available to them within the drop down menus. Is there a listing of what math formulas students are expected to memorize.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Standards Advocate with Student Achievement Partners (led the Ky team), presented nationally and throughout the state on CCSS.

Part of the original EdReports team that created the rubric for vetting HQIR. Continue to help revise their rubrics.

Ann Booth Math Award through KCTM
NBCT, AYA - Math, 2009, 2019

Have led district professional learning for adoption, launch, implementation, coaching on Eureka Math, Eureka Math Squared, Pearson Envision and Illustrative Math.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Strong standards alignment knowledge, PreK-12. 2. Dependable, leader and conscientious - Led work where consensus and agreement helped curate, finalize and create rubrics for EdReports, Rivet, report summaries for HQIRs. 3. Major advocate for strong mathematics instruction in order to advance our teaching and students' mathematical achievement.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

KY academic standards for mathematics ensure every student has an opportunity to experience high quality instruction in order to reach math proficiency. It is imperative that these Ky standards translate to the availability of high-quality, evidence-based instruction in classroom and help transform the materials teachers and students have access to within their learning.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F.1 Understand properties and key features of functions and the different ways functions can be represented ...c. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship.

This standard is important for students to make sense of function within context. Students are able to predict trends, communicate and understand data, and describe real world situations.

Q20

Upload a signed copy of the principal signature page.

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#114

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Sunday, September 28, 2025 8:21:51 PM
Last Modified: Thursday, October 02, 2025 8:42:53 PM
Time Spent: Over a day
IP Address: 98.29.124.177

Page 2: Application

Q1

Name:

Laura Beth Pennington

Q2

Provide your school email address for contact.

laura.pennington@franklin.kyschools.us

Q3

Name of district in which you work:

Franklin County

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA
NEA
KCTM
Kentucky Center for Mathematics - Teacher Leader (KYMTL)
GoTeachKY Ambassador Alumni

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13 years completed, currently in my 14th year of teaching

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

6th grade math, 6th grade accelerated math, 6th grade math intervention

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I am currently in my fourteenth year of being a math teacher. I have taught math in several grade levels including sixth grade, seventh grade, eighth grade, Algebra 1, and Honors Geometry. In addition to my regular teaching roles, I have also served as math department chair for three years at my current school. I am also currently in my second year as a teacher leader in the Kentucky Center for Mathematics Math Teacher Leader Program.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I currently hold a certification in learning and behavior disorders. Although I have not been the special education teacher of record for any classes, I pursued this degree to help me ensure that I understood populations in my classroom and school that I was not as familiar with so that I could best meet their needs. I have also co-taught mathematics classes for numerous years and used my special education knowledge to assist me in writing lesson plans and implementing differentiated instruction.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have previously served on a study hosted by the Office of Assessment and Accountability within the Kentucky Department of Education that worked to review the KSA and Alternate KSA assessment items to determine the standards alignment and the depth of knowledge rating for each question. TParticipating in the assessment review proved to be very valuable to my teaching and my leadership within my math department because I had a better understanding of how to create assessments within my school and districts that were cohesively aligned with the standards and spanned multiple depths of knowledge. Within my own district, I have been tasked with creating a curriculum blueprint for the district for my grade level. With this development I not only worked to make a curriculum blueprint that was aligned with the KAS for Mathematics for my grade level, but also worked to ensure that the curriculum was aligned and cohesive among the grade bands to ensure smooth transitions for students as they progress through their math career.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

During my time as a math teacher, I have sought out various opportunities to advance my skills as a math teacher. I have participated in two different cohorts through the Kentucky Department of Education. One cohort ran through the 2021-2022 school year and focused on integrating social, emotional, and academic learning within the Kentucky Standards for Mathematics. In this program, I worked with KDE mentors to deconstruct standards, complete assignment review protocols, and integrate the CASEL competencies into lessons I was teaching in my classroom. I also created work samples that were submitted to KDE to be used in the state resource library. During this cohort, I represented the cohort by serving as a panel member for the annual Kentucky Center for Mathematics Conference (2021).

During the 2022-2023 school year, I participated in another cohort through KDE that also worked on deconstructing standards, completing assignment review protocols, and integrating CASEL competencies into lessons while helping develop the "Roadmap" to implementing High Quality Mathematics Instruction.

I have also been selected to serve as math department chair for my school by my administration. This provided me with the opportunity to help lead and guide my fellow math teachers in the planning and implementation of their math curriculum, as well as leading a professional learning community within our department where we continued to learn together about the latest research in mathematics instruction.

Most recently I have served as a teacher leader in the Kentucky Center for Mathematics Kentucky Mathematics Teacher Leader program. I am currently in my second year of involvement and am working with another teacher leader to focus on supporting the staff within my school in the implementation of our new HQIR.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Three defining characteristics that I possess that I believe make me a strong candidate for standards review and revision are my attention to detail, my in depth knowledge of the standards, and my dedication to my profession. When it comes to my work, I like to make sure that I am paying attention to the little details to ensure everything goes smoothly. I believe that this would be beneficial in standards review and revision because I understand that the KAS for Mathematics are the basis for all math instruction throughout the state so ensuring the clarity in their delivery is of the highest importance so that all that use them can easily understand them and follow them. I also feel that my in-depth knowledge of the standards across multiple grade levels would be beneficial for standards review and revision because it will help ensure the cohesiveness of the standards among grade bands since the math builds throughout a student's math career and the connections should be made evident for those using the KAS for Mathematics. Finally, I feel that my dedication to my profession would make me a strong candidate for this program because I am committed to carving a pathway of success for all students by constantly seeking out new opportunities to expand my knowledge of mathematics and effective teaching and assessment practices to improve my skills as a teacher and to best meet the needs of all of my students.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

When I think about my vision for mathematics education in Kentucky, I think about how math should be made accessible to all students so that they can develop number sense and problem solving skills that will allow them to be productive members of society by having the skills necessary to support themselves. All people need to have basic math skills in order to perform daily functions in our society and it is our job as mathematics educators to ensure they have the skills to do so. In order for this vision to come to fruition, it is imperative that the standards are solid and cohesive so that they can serve as the foundation for curriculum development in our state. A solid foundation will allow teachers to have a clear picture of what the end goal is for students so that they can prepare them for assessments that measure their mastery. It will also allow for proper vertical alignment and planning among all grade levels

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.RP.3 - Use ratio and rate reasoning to solve real-world and mathematical problems

This standard is important to the grade band (6-8) that I am applying for because it teaches the foundational skills that students will need in order to determine if data is proportional and connected, and eventually find the slope of a line and write equations of lines and use that information to draw conclusions and problem solve situations with mathematical evidence. I would like to highlight the coherence between the standards in sixth, seventh, and eighth grade for teachers so they can see the importance of understanding the basic level skill so that students are fully equipped to apply the concepts in deeper ways throughout the remainder of their math education. I think it is important for teachers to understand the end result that is expected from students in relation to a standard so that they can appropriately plan and prepare their curriculum and lesson to ensure student success.

Q20

Upload a signed copy of the principal signature page.

[L%20Pennington%20Principal%20Signature%20Page.pdf \(470.3KB\)](#)

#115

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, October 02, 2025 1:26:18 PM
Last Modified: Thursday, October 02, 2025 9:19:15 PM
Time Spent: 07:52:56
IP Address: 170.185.207.182

Page 2: Application

Q1

Name:

Michelle Gross

Q2

Provide your school email address for contact.

michelle.gross@spencer.kyschools.us

Q3

Name of district in which you work:

Spencer

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

Kentucky National Board Certified Teacher Network
Kentucky Society for Technological Education (KySTE)
Ohio Valley Educational Cooperative Teacher Navigator Program

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

22

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

In addition to teaching 7th grade math, I also worked on the initial committee with OVEC on the Kentucky Academic Standards.

I also serve as our school's math department chair.

I am a National Board Certified Teacher Candidate Mentor, where I often mentor math teachers who are pursuing their National Board certification.

I have been a Student Teacher Mentor, working with four math student teachers over the years.

I have been a Local, State & National Conference Presenter for NCTM and KCTM.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

National Board Certification in Early Adolescent Math

K-12 Literacy (Reading & Writing) - My literacy endorsement helps me better teach math because I understand the connection of teaching math literacy to students.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I worked with the OVEC district in the development of the 2010 Kentucky Math Academic Standards.

I worked with elementary, middle, high school and college professionals in order to develop clear and student friendly learning targets as well as create an appendix for the standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Publications:

1. Dream Homearama Video Fall 2024

Elevated Studios -- https://drive.google.com/file/d/17GLKsSsTWyB_ErNxyzzN9HksSDA1WKcB/view

2. Deeper Learning Destinations Article March 2023

OVEC Deeper Learning -- <https://drive.google.com/file/d/1uIpw7PdF7InMP5P7GhuSFPRhKuRfWQbc/view>

3. Publication, Project-Based Statistics: Capitalizing on Students' Interests April 2019

<https://www.jstor.org/stable/10.5951/mathteacmidscho.24.6.0330>

Mathematics Teaching in the Middle School, NCTM

Awards:

1. Kentucky Achievement Award Winner & current finalist for Kentucky Teacher of the Year (winner will be announced October 7, 2025)

2. Presidential Award for Excellence in Math & Science Teaching Finalist 2011 & 2019

3. Received recognition as a finalist for Kentucky Excellence in Teaching Award Recipient Spring 2019
Campbellsville University

Professional Learning Presentations:

1. 2024 Momentum Deeper Learning Conference,
 2. 2024 KySTE Conference,
 3. 2022-2023 OVEC Deeper Learning teacher PDs,
 4. 2018 NCTM Annual Conference,
 5. 2011 AMLE National Middle School Conference,
 6. 2011-2012 KCTM Annual Conferences
 7. Several professional developments in our district.
-

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Experienced - I have 22 years in the math classroom, primarily in 7th grade. I understand the progression of the math standards and how they connect to subsequent grade levels. 2. Growth Mindset - I have a willingness to adapt and improve. I understand that learning never stops and I like to model that for my students. 3. Collaborative - I enjoy working with other teachers and share strategies for teaching and learning math.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to provide high-quality, evidence-based instruction that helps students make meaningful connections between math and the real world. By aligning instruction with the Kentucky Academic Standards and the Standards for Mathematical Practice, we can ensure students develop strong conceptual understanding, problem-solving skills, and perseverance. This approach supports our Profile of a Learner by fostering curiosity, agency, and effective communication in every student. Ultimately, math education should empower students to apply their learning in authentic contexts and become confident, capable learners.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

7.RP.2: Recognize and represent proportional relationships between quantities.

This standard is important for 7th grade because it sets the foundation for equivalency, which prepares students for algebraic thinking. Students need to connect finding the constant of proportionality using graphs, tables and equations and make connections among the three.

Q20

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#116

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, September 12, 2025 12:39:47 PM
Last Modified: Friday, October 03, 2025 11:17:01 AM
Time Spent: Over a week
IP Address: 170.185.147.187

Page 2: Application

Q1

Name:

Ashlie Griggs

Q2

Provide your school email address for contact.

ashlie.griggs@madison.kyschools.us

Q3

Name of district in which you work:

Madison County

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),

Southeast/Southcentral Education Cooperative (SESC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Are you currently assigned as a classroom teacher?

Other - Please identify your current role.:

District Math Instructional Coach

Q7

Years of experience you have as a classroom teacher:

21

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

I am currently working with and supporting all teachers of mathematics in grades 6-8 in Madison County.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I was a classroom teacher of Mathematics for 21 years in grades 7 and 8. During that time, I was a department chair, I served on the Math Task Force to align instruction and assessment in my county, and I supervised both interns and student teachers. I have been serving as a district math coach since 2017 with the focus on improving mathematics instruction across the district.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have been a National Board Certified Teacher since 2010. This required me to take part in an intensive self directed professional development and reflection system. I was required to analyze my instruction and the student outcomes that were a result of that process. I also renewed my certification in 2021 that required me to demonstrate my continued progress in the classroom. This required me to look at my impact on teacher capacity and growth as well as my impact on student success.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

Although I did not directly work with the development or revision of the standards, I did work with teachers through the implementation of the current KAS for mathematics. I think that working teams need to have access to both the prior and current standards to look for discrepancies/gaps that have occurred in the rollout of the current version. Teams also need time to discuss those issues with teachers that are working to implement the standards. This should be done in conjunction with assessment development for the purpose of question alignment to the standards that will be implemented.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Trainings led for multiple schools in my district:

Introduction to the Math Teaching Practices and Student Mathematical Practices; Rich Task Implementation; CRA instruction; Implementing the 5 Practices for Orchestrating Productive Math Discussion; High Level Cognitive Demand (KCM and District); Productive Struggle (KCM and District); Progressions of Numeracy - Strategies and Tools that work across middle and high school; Building Number Sense in the Middle School; Tackling Writing in Math; Engagement in the First 5 Minutes of Class; Fostering Perseverance; Never Say Anything a Kid Can Say - Boosting Student Engagement (District Principal's Academy); Grade Level Math for All Students (District Principal's Academy)

I have attended and presented at the KCM conference (multiple times), attended multiple KCM PDs, various PD sessions virtually from Pam Harris, Robert Kaplinsky, Make Math Moments, Christina Tondevoid and others.

I am a National Board Certified Teacher and I have my Rank 1 in Principalship.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. I have been working with the standards in a coaching capacity since the last revision rollout, so I am familiar with all of the middle school standards. 2. I work with multiple teachers across my district, I have experienced planning with the standards at all middle school levels and in 5 different buildings, so I know some of the feedback around the ease/frustration of working some of the current standards. 3. I am passionate about making sure that the standards are teacher and student friendly, so that teachers will be able to communicate them easily.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love to see the Kentucky teachers using the Math Teaching Practices from NCTM with consistency in their classrooms to implement standards that are clear and concise. I think the coherence that was provided during the last standards review was a great beginning to this. When I look at the elementary standards, I see strategies referenced and visuals shown. It would be great to have that extend to middle school. Many of the middle school teachers that I work with are most familiar with the standard algorithm and expect that to be the sole strategy used. If the teachers had access to a document or additional coherence that showed those different strategies that incorporated examples of CSA (Concrete, Semi-Concrete, Application) they would be exposed to strategies that could be leveraged to reach every learner and not just those students that are procedural. Those visuals or a supplemental document could help reach more learners of different levels and learning modalities.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems.

This standard has many parts (tables, graphing, simplifying, application to real-world scenarios) in 6th grade to make it explicit. The skills from this one standard feeds into 7th grade RP.2, which is all about proportional relationships which include the tables, graphing, application but it also includes writing and solving equations. All of this feeds into so many critical 8th grade skills that are the foundation of high school math and are critical for high school success for our students. Gaps in these skills show up in at least 4 different 8th grade standards in 2 different domains (Expressions and Equations as well as Functions). There are vocabulary changes and small shifts that occur as students progress through 6, 7, 8 and beyond. Explicit vocabulary connections within the coherence could clarify this.

Q20

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#117

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, October 03, 2025 11:26:41 AM
Last Modified: Friday, October 03, 2025 2:06:29 PM
Time Spent: 02:39:47
IP Address: 99.104.174.53

Page 2: Application

Q1

Name:

Robyn Ballinger

Q2

Provide your school email address for contact.

robyn.ballinger@jefferson.kyschools.us

Q3

Name of district in which you work:

Jefferson County Public Schools

Q4

Ohio Valley Educational Cooperative (OVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

JCTA, KEA, NEA, CEC, KySTE

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

8

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade - All content

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught math in the special education setting, and co-taught math in the general education setting in all elementary grade levels (K-5). As the special education teacher embedded in a 5th grade team, I currently provide leadership in providing accommodations and modifications to ensure all students have access to and can be successful in achieving the grade level standards.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am certified in general education K-5, special education: learning and behavior disorders K-12, special education: moderate to severe disabilities K-12, and hold a Teacher as Leader endorsement.

Q12

Yes

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any experience in developing or revising the academic standards, however, I am familiar with the standards across K-5. Working teams should have access to the revisions that have been made in the past to ensure that prior changes have had a positive impact on student achievement.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I am currently enrolled in the Kentucky Center for Mathematics Numeracy Counts Academy. Both the lessons, and the opportunity to collaborate with colleagues across all grade levels has deepened my understanding of the Kentucky Standards for Mathematical Content, and the Standards for Mathematical Practice.

I am a KY Innovative Teacher Fellow designing and promoting vibrant learning experiences in all content areas for students across the state. I am also a KDE GoTeach KY Ambassador Mentor, working to recruit and retain new teachers in Kentucky. I have presented at both the JCPS Academic Innovation Summit, and the KDE Vibrant Learning Collaborative on designing spaces and lessons that make learning possible for all students. In the 2024-2025 school year, I was a KDE Fellow, and received the Louisville Metro Disability Coalition's Breaking Barriers Award, as well as the VFW's State Teacher of the Year Award.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am a continuous learner. I acknowledge that I don't know everything, however I have the passion and work ethic to seek out the information I need. I am a conscientious collaborator. I work to listen to the viewpoints of others before creating and sharing my own. I also bring a big picture perspective to the table. Having working in general education classrooms, and special education classrooms, and closely with both teachers and administrators, I can see all the different facets of education.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I envision a future for mathematics education in Kentucky that provides our students with the tools and knowledge they need to be successful in a 21st century workforce. Students need to know not only the rote facts that can be memorized, but also how to apply them to be creative problem solvers. In order to do so, students need to be exposed to authentic learning experiences that will allow them the opportunity to be exposed to, and practice, multiple ways of solving problems. In our classrooms, from kindergarten through 12th grade, we should see students who are able to take some agency in their own learning, and standards that allow them to do so.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.5.MD.5 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. This standard is important to 5th grade mathematics instruction because it's where the operations and algebraic thinking, and measurement and data standards connect to solve real world problems. While it's important that students know their facts, most frequently learned in the operations and algebraic thinking standards, it's more important that they know how to apply them when working with the other standards. I would continue to highlight to educators that students need to have the problem solving ability to apply the math skills they are learning. Not only is this necessary to generalize these skills to everyday life, but authentic learning opportunities are also crucial to student engagement.

Q20

Upload a signed copy of the principal signature page.

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#118

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Thursday, October 02, 2025 12:07:54 PM
Last Modified: Friday, October 03, 2025 3:45:17 PM
Time Spent: Over a day
IP Address: 170.185.97.196

Page 2: Application

Q1

Name:

Emma Lawson Winkler

Q2

Provide your school email address for contact.

baleigh.winkler@garrard.kyschools.us

Q3

Name of district in which you work:

Garrard County

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

7

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Honors Algebra 1 (9th Grade), AP Precalculus (11th-12th), Senior Transition Math (12th- fall semester), Dual Credit College Algebra (11th-12th- spring semester)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have taught for seven years as a high school mathematics teacher, including Algebra 1, Geometry, and Precalculus. While I design most of my lessons, I have experience implementing Desmos Curriculum and Math Medic lessons. I also reference Math Nation and Flipped Math for examples, problems, and support for different learners in the classroom. Each week, I lead Algebra 1 professional learning communities and share various strategies and activities that promote engagement and deeper thinking in the classroom.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

No.

Q12

Respondent skipped this question

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have experience working with academic standards through both curriculum development and vertical alignment efforts within my district. I have collaborated with colleagues to unpack the Kentucky Academic Standards for Mathematics and to create standard-aligned instructional materials, common assessments, and pacing guides.

While I have not yet had the opportunity to serve on a standards review team at the state-level, I believe that ample time should be dedicated to reviewing public feedback. Engaging with public comment ensures that the revised standards reflect the diverse perspectives of educators, families, and community members across the state.

I would also value the opportunity to collaborate across grade levels during the review process. It's essential to understand when mathematical concepts are first introduced, the context in which they're taught, and the grade level by which students are expected to demonstrate mastery. Because mathematics is inherently cumulative, having a clear understanding of the standards that both precede and follow a given concept is crucial for ensuring coherence and progression.

In addition, access to relevant data, such as student performance on Kentucky State Assessments, and support from those working in mathematics and mathematics education at the post-secondary level, would be helpful.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I lead weekly professional learning community meetings for Algebra 1 teachers and I was the 2023 Garrard County High School Teacher of the Year. I have attended KCM, An Introduction to Co-Teaching by SESC, Desmos Curriculum Orientation, Worked Examples by CKEC, Differentiating and Team Teaching: Distance Learning Edition by KEA, and Building Thinking Math Classrooms by CKEC, AP Precalculus APSI, as well as many others. I co-led district-wide professional development sessions on instructional math routines (Which One Doesn't Belong, Notice and Wonder, How Many), thinking math classrooms, and classroom community.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

My instructional experience, open-mindedness, and commitment to collaboration make me a strong candidate for standards review and revision. While this is only my seventh year teaching, I have taught various levels of Algebra 1 for all seven years, Geometry for two years, and Precalculus/AP Precalculus for five years. During my time, I have taught students from various ethnic, economic, and academic backgrounds, including English-language learners and special education students. I believe that my teaching experience, which began in the 2019–2020 school year, along with the challenges faced since then, has given me a deep understanding of the standards and a well-rounded perspective on their application in the classroom. However, I also accept that in many ways, I do not have a lot of experience and I have only taught under one set of Kentucky Academic Standards for Mathematics. I am always open to the ideas and opinions of other educators who are more seasoned in their careers or work with different demographics of students. I practice this daily in my own school. I plan each day with the Algebra 1 team, I communicate with the Geometry and Algebra 2 teachers about retention and learning gaps, and I seek the advice of my department leader and other experienced teachers within the school. I value collaborating with a team toward a common goal and take pride in being an active contributor.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that every student feels empowered, confident, and capable as a mathematical thinker. I hope to help create a future where no student says, "I'm just not a math person." Instead, I want all students to see themselves as capable of reasoning, problem-solving, and succeeding in mathematics.

I envision classrooms where students are comfortable communicating their thinking, sharing answers aloud even if they're unsure, and actively working with one another to develop a deeper understanding of the content.

Creating a student-centered, engaged learning environment starts with strong, clearly defined academic standards. When standards are grade-level appropriate and focus on both procedural fluency and conceptual understanding, teachers are able to design high-quality, evidence-based instruction that supports all learners.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.F1 is extremely important at the high school level. This standard plays a critical role in Algebra instruction, as it focuses on the characteristics of functions. One of its key goals is to develop the vocabulary students need to be able to discuss, compare, and analyze functions. When students are confident with the mathematical language, it empowers them to share their thinking with others, engage with complex tasks, and make meaningful connections between different representations.

I would particularly highlight part (e), which emphasizes the comparison of functions that are expressed in different ways. Mathematics is fundamentally about recognizing patterns and making connections, which is the core idea behind part (e). Emphasizing these connections helps students develop a deeper understanding of functions and prepares them for more advanced mathematical reasoning.

This standard also works in tandem with KY.HS.F4, which focuses specifically on the graphs of functions. When students have a strong conceptual foundation from KY.HS.F1, particularly with vocabulary, they are better equipped to recognize patterns among the graphs of function families and make connections between the visual representation and the real-life situation it models.

Q20

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#119

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Collector: Web Link 2 (Web Link)
Started: Friday, October 03, 2025 1:18:37 PM
Last Modified: Friday, October 03, 2025 3:59:09 PM
Time Spent: 02:40:31
IP Address: 217.180.201.62

Page 2: Application

Q1

Name:

Valerie Hairston

Q2

Provide your school email address for contact.

Valerie.Hairston2@fayette.kyschools.us

Q3

Name of district in which you work:

Fayette County Public Schools

Q4

Central Kentucky Educational Cooperative (CKEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, FCEA

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

16

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7th-grade accelerated math.

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

With a unique perspective gained from a prior career as a computer programmer and auditor, I have dedicated myself to mathematics instruction at various levels. I specialize in driving student growth, having successfully closed opportunity/achievement gaps as an intervention teacher and consistently challenged advanced students. I have led successful Mathcounts teams and served as the AVID math teacher.

My leadership roles include serving as Math Department Chair and acting as a Lighthouse Teacher through a TNTP-sponsored initiative, where I collaborated closely with the organization to observe best practices across the district and drive their implementation at my home school. I also leveraged my unique insight—gained from teaching 6th, 7th, and 8th grade concurrently—and made significant contributions to the district's Math Resource Curriculum Selection Committee. Most recently, I have focused my expertise on direct support for my peers as an Instructional Coach for mathematics teachers.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Endorsement for Teaching Instructional Computer Technology, Primary Through Grade 12.

This endorsement has been foundational to my practice, particularly in aligning instruction with the rigor of the Kentucky Academic Standards for Mathematics. I have consistently leveraged this expertise to design and integrate digital tools, simulations, and data visualization software that enhanced conceptual understanding and increased student engagement with the Standards for Mathematical Practice. For example, I used technology not just for basic practice, but to:

*Facilitate modeling with mathematics (SMP.4) through dynamic geometry software.

*Support precision (SMP.6) and construct viable arguments (SMP.3) via collaborative digital platforms.

My Teacher Leader Endorsement has directly prepared me for the collaborative and analytical work required on the Advisory Panels and Review Committee. The training solidified my ability to:

*Analyze instructional practices against established standards (as demonstrated in my role as a TNTP Lighthouse Teacher).

*Facilitate professional learning around KAS implementation and vertical alignment (a focus of my service as Math Department Chair and Instructional Coach).

*Translate curriculum goals into measurable outcomes, which is essential for reviewing and contributing to the Assessment Blueprint.

These endorsements have not only guided my own mathematics instruction but have also positioned me to support my peers in implementing high-fidelity KAS.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I have not had any experience.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

As an Instructional Coach, I have delivered professional learning during our District's professional learning days before the start of the school year (usually on how to use our math resources). I have collaborated with our SPED department to develop a 3-part Co-Teacher training program. I have attended Deeper Learning 2024 (San Diego, CA) and the 2025 Arts Integration Conference (Boston, MA). I have provided PL for teachers from the Arts Integration Conference.

FCEA 2020 Award for Teaching Excellence

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

1. Proven expertise in vertical standards alignment (6th, 7th, & 8th grade). The first year we implemented our new curriculum resources, I taught all three grade levels concurrently and gained unique insight as to how the standards progressed through the grade levels. Supporting (math) at school as a coach where there is one math teacher per grade level allows vertical alignment support. This experience is vital for ensuring that the standards are logically sequenced, avoid unnecessary repetition, and build complexity appropriately, directly addressing a common challenge in curriculum design. 2. Leadership in curriculum adoption and standards-based instruction. I worked on the team with the curriculum selection committee for our math resources and have served as Math Department Chair and served as an active member in the Math Representative community. I can evaluate standards not just for content, but for their practicality and teachability. My experience in resource selection means I understand the real-world implications of standards language of instructional materials and teacher training. 3. Commitment to equity and impact across the full student spectrum. I have been an intervention teacher where students continued to show growth with closing the opportunity/achievement gap and I have worked with advanced students. I can critically assess the standards and blueprint to ensure they are written clearly enough to support effective differentiation, provide necessary rigor for advanced students, and are accessible enough to close achievement gaps for struggling learners.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is that every student is empowered to see mathematics not as a hurdle, but as a universal, critical tool for inquiry, career readiness, and confident citizenship. There are 3 core beliefs for this vision:

1. Equity of access and outcomes: Mathematics instruction must proactively address the diverse needs of all learners. The standard must be the floor, not the ceiling, ensuring all students are challenged to think deeply.
 2. Conceptual understanding as the foundation: Rote memorization is insufficient. Instruction must prioritize the 'why' behind the 'how'. This will ensure students build the conceptual scaffolding necessary for sustained learning and application in context.
 3. Mathematics as a dynamic process: Students must be active mathematical thinkers. Classrooms should be places where students routinely engage in the Standards for Mathematical Practice (SMPs) -- justifying their reasoning, modeling real-world situations, and strategically using technology.
-

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.8.EE.B.6

This standard is important for grades 6-8 because it connects the core ideas from grades 6 and 7 and serves as the gateway to high school Algebra. This standard unifies the Middle School Strands (Coherence):

Grade 6 (Ratios and Rates): Students first understand ratios and unit rates.

Grade 7 (Proportional Relationships): Students graph proportional relationships and interpret the unit rate as the constant of proportionality (k).

Grade 8 (Linear Equations): KY.8.EE.B.6 formalizes the connection by showing that the constant of proportionality (k) is geometrically represented as the slope (m) and that the slope is constant because of similar triangles. This bridges proportional reasoning to linear functions.

This standard also establishes geometric proof. Because students are required to use similar triangles to explain, they are constructing viable arguments (SMP.3). This provides a rigorous foundation for geometry and function analysis in high school.

Mastery of this standard (built on conceptual understanding) can be the single most important predictor of success in Algebra I. This can also act as a filter for college and career readiness.

Q20

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#120

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, October 03, 2025 6:38:46 PM
Last Modified: Friday, October 03, 2025 7:54:40 PM
Time Spent: 01:15:53
IP Address: 74.215.152.72

Page 2: Application

Q1

Name:

Cheri Luck

Q2

Provide your school email address for contact.

cheri.luck@boone.kyschools.us

Q3

Name of district in which you work:

Boone County School District

Q4

Unsure

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

KEA, KCTM

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

13

Q8

Middle School (6-8)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

7 grade general ed math

7 grade advanced math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I've been on the district committee for the last four/five years analyzing and unpacking standards. This committee has also created common assessments for our middle schools in our district.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I am cerfied/endorced with the EL community. I implement SOAP strategies to help English Language Learners understand the math they are learning. I use NCTM methods of modeling concepts to help them understand mathematics concretely.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

The last few years has entailed for grouping analyzing ang grouping standards in different aspects than what the district has been used to. Once these standards have been grouped with direct correlation and relationships between skills, the curriculum map was planned for the district.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

I've provided and modeled instructional strategies to other teachers. I am currently the math department chair person for our building.

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I am knowledgeable with our current standards and mathematical practices. I have experience with providing feedback. I am a team player and motivator trying to lead instruction towards a positive direction.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I envision math to be more hands on, enabling students to relate to real world scenarios. Hands on activities allows for multiple skills to be practiced with one scenario. It seems these days students need immediate gratification. Hands on activities is a quick solution for students to retain the math skills and be satisfied with finding solutions.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY standard 7.RP.3 - percentages in the real world. Percentages are everywhere. Since we live in a buyers/sellers world, students need to understand all aspects of money and it's relationship to percentages. Taxes and interest rates are main topics of discussion for voters and has been for the last few years now, especially where the housing market is concerned. Students need to understand the affects of percentages as a rate and not just another number!

Q20

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#121

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Monday, September 29, 2025 5:41:37 PM
Last Modified: Friday, October 03, 2025 10:54:03 PM
Time Spent: Over a day
IP Address: 170.185.128.215

Page 2: Application

Q1

Name:

Amanda Banks

Q2

Provide your school email address for contact.

amanda.banks@knott.kyschools.us

Q3

Name of district in which you work:

Knott County Public Schools

Q4

Kentucky Valley Educational Cooperative (KVEC)

With what educational cooperative(s) is your district affiliated?

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

None at this time

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

5

Q8

High School (9-12)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

Geometry (9th & 10th Grade)

Algebra 2 (10th, 11th, & 12th Grade)

Pre-Calculus (11th & 12th Grade)

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

For the last 5 years, I have taught Math at various levels (6th, 7th, 9th, 10th, 11th, & 12th grades). During each class I have taught, I have used the KAS Math Standards to align my assessments and instruction. I have worked in PLCs groups to create pacing guides, assessments, and learning intentions that align to the standards for each course, making note of priority standards and vertical alignment.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

Masters in Teacher Leader with Technology Endorsement

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

Respondent skipped this question

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

I do not have any experience in revising standards; however, I have worked in collaborative groups to clarify standards, align standards to courses, and pacing of standards. As teams work to develop and revise standards, I think they will need access to prior and future grade level standards as well as access to national standards.

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

Building Thinking Classrooms Seminar
Maneuvering the Middle- Building Engagement in Math
KVEC Session: Teaching Math with Manipulatives
KVEC Session: Deconstructing The Math Practices
KMIT Observations and Conferences
Math Cadre Focusing on Orchestrating Productive Mathematics Discussions
Worked on/ with Standards Based Grading

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

Team Player: When working in collaborative teams, I work to ensure that all members feel heard and all viewpoints are considered. I am willing to do whatever needs done to help the team be successful. Organized and Detail Oriented: Whether managing large amounts of data, reviewing documents, or coordinating collaborative work, I prioritize clarity and precision. My ability to stay organized ensures that I can carefully analyze standards, track feedback, and maintain accuracy throughout the review and revision process. Highly Knowledgeable in my Content Field: I understand how standards translate into instructional decisions and student outcomes. When I do not understand or need clarification, I am willing to ask questions or do research.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

My vision for mathematics education in Kentucky is to ensure that every student develops a deep understanding of mathematical concepts, confidence in problem-solving, and the ability to apply mathematics in real-world contexts both within and outside of the classroom. I think that students should have access to high-quality instruction that encourages mathematical discourse and problem based learning to help them develop life long skills and problem solving strategies.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.HS.N.4

I think that is standard is important because it can be applied in various courses during high school and even outside of the classroom. Students need to understand and effectively use the context clues to help guide their problem solving. As it is, I think that the clarification could list some formulas that is referenced in KY.HS.N.4.a. The clarification includes various types of graphs but nothing about formulas.

Q20

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#122

COMPLETE

Collector: Web Link 2 (Web Link)
Started: Friday, October 03, 2025 11:04:19 PM
Last Modified: Friday, October 03, 2025 11:27:30 PM
Time Spent: 00:23:10
IP Address: 206.170.9.109

Page 2: Application

Q1

Name:

Kelsey Taylor

Q2

Provide your school email address for contact.

kelsey.taylor@nelson.kyschools.us

Q3

Name of district in which you work:

Nelson County

Q4

With what educational cooperative(s) is your district affiliated?

Central Kentucky Educational Cooperative (CKEC),
Green River Regional Educational Cooperative (GRREC)

Q5

List any professional affiliations, including those specific to mathematics, of which you are a member. (eg., KEA, NEA, AFT, KCM, KCTM, NCTM)

none

Q6

Yes

Are you currently assigned as a classroom teacher?

Q7

Years of experience you have as a classroom teacher:

11

Q8

Elementary (K-5)

Select the grade band panel for which you are applying.

Q9

Indicate the grade level and content/courses that you are currently teaching. If your grade level is high school, please include course title(s).

5th Grade Math

Q10

Briefly share your work in mathematics instruction, including any leadership you have provided.

I have been teaching fifth grade math for 7 years and been teaching fifth grade for a total of 10 years. Within that time, I have spent time digging into the standards and helping build pacing guides as well as curriculum maps for 5th grade. I am currently in year two of the EPIC Numeracy Alliance course work to continue to grow as a teacher. I am specifically focusing on teacher leadership to learn how to share what I am learning with other teachers while I am also growing as an educator. I have been very focused on the Standards of Mathematical Practices and ensure that students understand the why behind how math works.

Q11

Do you have any specialized certifications and/or enhanced certifications such as, but not limited to, (and provide examples like Gifted Endorsement and others that would be applicable here)? If so, explain your experience with mathematics instruction as related to your specialized certificate.

I have my Master's Degree in Special Education and am currently working on my Rank 1 through the EPIC Numeracy Alliance. With that, I am focusing on teacher leadership with math instruction.

Q12

No

If you described any specialized certificates and certifications in question 11, in the previous four years, have you been the special education teacher of record?

Q13

No (If you answer no, please skip to question 15.)

Are you currently, or have you previously been, associated with any curriculum or assessment vendor?

Q14

If you answered yes to question 13, please explain your association including roles, description of the work completed and dates of association.

I am not recognized as the special education teacher, however, I am certified for that. I also have been co-teaching in math specially for 7 years.

Q15

Describe any experience you have in the development or revision of academic standards. Include any supports you feel should be available for the working teams.

none

Q16

Please list professional learning opportunities you have led, attended or completed focused on mathematics instruction and/or any credentials, awards and/or endorsements you may possess.

EPIC Numeracy Alliance

Q17

Identify and explain THREE defining characteristics that make you a strong candidate for standards review and revision.

I would say I am attention driven when completing a task. I don't ever halfway complete something or do a task that is not to my best ability. I am also understanding so I can look at situations from different perspectives and take other's feedback into consideration. Lastly, I would describe myself as a problem solver and use critical thinking to find the best outcome in a situation.

Q18

Describe your vision for mathematics education in Kentucky, including how standards may translate to high-quality, evidence-based instruction.

I would love to see the math standards clearly defined and have every aspect of what the student needs to learn at each step described. I believe that teachers need to see more examples of possible work as well as models that could represent a standard. I also would like to see the SMPs more integrated within the standards and even listed explicitly on how they are to help the student understand the math concepts better. Once the standards are clearly established, then tasks that start the student with basic learning of the skills then build to applying their knowledge would be the best high-quality, evidence-based instruction. It is important for the students to be able to apply the knowledge they have learned, however, the students also need the chance to practice the skill before putting it with a situation.

Q19

Identify a standard from the KAS for Mathematics that is important to the grade band for which you are applying. Why is the standard important for this grade band? What supporting information, if any, would you highlight to ensure that educators will understand the intent?

KY.5.NF.1 Efficiently add and subtract fractions with unlike denominators (including mixed numbers) by... • using reasoning strategies, such as counting up on a number line or creating visual fraction models • finding common denominators

This standard is very important for K-5 grade band because it requires quite a bit of prior knowledge to be able to complete this at a fifth grade level. The student needs to understand what a fraction greater than one means as a mixed number and vice versa. They also need to be able to recognize common multiples between different numbers to find equivalent fractions or simplify fractions. In order to do that, the students need to have a good understanding of number sense. As a fifth grade teacher, I have seen the struggle that results from students missing any of these previous skills. I think it is very important for previous grades to see what their skills are building to. I also think it is important for fifth grade teachers to be able to make this concept more concrete to help build any gaps that the students may have.

Q20

Respondent skipped this question

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