
SHIFTING INSTRUCTIONAL PRACTICES FROM GOOD TO GREAT

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BEECHER HILLS ELEMENTARY SCHOOL
Atlanta, GA

ABSTRACT

During this time we have worked to improve strategies encouraging teachers and staff to recognize that pretty good is actually not so great. We found a need to develop support tools and school structure utilizing patience and purpose when approaching feedback, coaching and professional learning with teachers. We have worked to change instructional literacy practices through mindset shifts, feedback and building a culture of trust.

INTRODUCTION

Beecher Hills is an authorized International Baccalaureate World School. The IB Primary Years Program is a rigorous curriculum in every content area using hands on, active, inquiry-based engagement while meeting the needs of different abilities and learning styles of our students. Teachers write their own transdisciplinary units of study and incorporate the IB Learner Profile, which consists of nine character traits into every portion of the learning experience. Beecher is 98% African American and 2% Hispanic. 65% of our students are economically disadvantaged. Due to its location in an area that is considered a food desert, 100% of our students receive free breakfast, lunch and snack. Supper is also provided if they must remain for afterschool programs. Our school's vision is to continue do more so that we continue to out-perform the district achievement averages and perform at or above state achievement levels, by developing the whole child through providing enrichment activities and learning experiences that meet the physical, social, and emotional needs of our children.

Currently only 30% of our students are Proficient in Literacy according to the Georgia Milestones State Assessment (GMAS) and STAR assessments. We have students who move and have grown from the lowest performance level of Beginning to Developing. While low performing students are growing and improving, students are not achieving at higher levels and mastering standards that require higher levels of thought, production and depth of knowledge. **(Appendix A comparative STAR Data)**

In my role as instructional leader I lead and facilitated professional development with teachers on guided reading, direct writing instruction, and academic discourse. I have visited classrooms and provided feedback to teachers in these areas over the last 3 years. During this time, I have not observed academic conversation between students, rigorous tasks, or other high yield strategies that cause students to achieve at high levels consistently. Students do not demonstrate their learning or show academic ownership during the lesson with questions and discourse. I begin this project seeking ways to support teachers to improve their ability to implement strategies that would support and improve achievement and increase the number of students who are able to perform on tasks that require high levels of thinking and producing beyond the basic skill level.

Over the last ten years our focus has been on being consistent in our practice as we work to develop a true professional learning community. We are consistent in our practice with what we want students to know, how we assess them and what we do when they do not know. We are not consistent with what we do when they already know. This is evident in the lack of consistency shown in observations on high yield strategies as discussed in previous professional development, and the percentage of students who are able to produce at high levels of

achievement as measured by GMAS state assessment and STAR Reading Assessment.

METHODS

The Instructional Leadership Team (ILT) begin by sharing an expectation for the practices that should be observed during instruction and completing weekly informal class visits with informal feedback on those specific practices. (**Appendix B Teacher Quick Visit Document**) Teachers were encouraged to discuss the feedback and their thoughts during their collaborative planning with the instructional coach. The observations by the ILT, and Teacher Leader Think Tank peer visits, indicated little no change in teachers' instructional practices. An audit by the Associate Superintendent's team using the *Get Better Faster Scope and Sequence* on the Rigor Trajectory found in Leverage Leadership 2.0. (**Appendix C Scope & Sequence**) The observation data indicated a need for teachers to improve on *aggressive monitoring, checking for whole group understanding, and student discussion*. We revised our Quick Visit Feedback to reflect a focus on these specific high yield strategies.

We then collected data informally to determine teachers' perception of feedback and their preferred method of receiving feedback. While we discovered many staff had negative perceptions of feedback and did not see the use of feedback, it was determined that many teachers preferred feedback from each other and did not trust the knowledge of the leadership to provide feedback and saw it as micromanagement. The district also had all staff complete a talent check survey. The results indicated we scored in the top quartile of APS schools in the use of data to drive instructional decisions and areas chosen to professional learning. However we fell short of the benchmark in planning, coaching, and professional learning. According to teacher input on the survey, access to appropriate curricular resources, time to plan with the resources, frequent content-specific coaching, and relevant well facilitated professional development are all areas our ILT could improve upon. (**Appendix D District Talent Review Survey**)

The ILT and Teacher Leader Think Tank came together and completed the ORID Questioning Protocol. We asked the following questions, shared notices and wonderings, the whys, highlighted systems effected, and what strategies were already working:

1-Do we consistently use practices that allow students to demonstrate their learning at the highest possible level and show academic ownership?

2- How do we feel about the following instructional strategies... student led discussion, aggressive monitoring, and assessing whole group when questioning whole group?

3- Why do you think our instructional practices are stuck here?

4- What do you want to change? What can we do now?

The end results indicated a need for intentional work on building a culture of trust in professional learning and shifting the way collaborative planning was structured to ensure teachers have access to resources and are comfortable with their use, and have opportunities to be coached and supported on content delivery.

We created a survey for all teachers to complete seeking feedback on how we could support their coaching and professional learning during collaborative planning and what things they would like to happen during that time to support our mission and vision and also to see if they were on board with the direction we were going and the work. (**Appendix E Schoolwide PD & Coaching Survey**). The results indicated an overwhelming majority were on board with the

work but that teachers would like the following things on their collaborative planning agenda: data review, lesson planning/designing exit tickets & exemplars, reviewing standards, modeling and sharing best instructional strategies and practices. They stated that professional learning must include the following components: be hands on, have make & take resources, modeling of practices, and active engagement and participation for all. After reviewing the survey results, the ILT came together to create consistent agendas and expectations for how collaborative planning time would be spent. Additionally, a survey to get feedback from teachers weekly after time together was designed. (**Appendix F Weekly Professional Learning/Planning/Coaching Feedback**)

Whole group professional learning sessions were addition we included a time for a team building/connections activity at the start of every collaborative planning session and whole group professional learning to support the finding for a planned and facilitated by the ILT on the specific strategies of focus that included the components teachers felt should be included. In need to build trust so teachers will be open to change and feedback. During all of this, informal classroom visits continued with teacher feedback from the ILT, however the specific areas for feedback were updated to highlight the specific strategies of focus.

RESULTS

We now know our teachers need opportunities to build relationships so they trust and that our teachers want explicit modeling and opportunities to practice new and unfamiliar strategies. Our previous approach of simply reading about it and showing videos was not effective or practical if we wanted teachers to shift and do things outside of their comfort zone. Our student performance data indicated repeatedly our teachers are comfortable intervening on and teaching minimum basic skills, however, the high yield strategies and practices required to have students learn at higher levels required us to approach adult learning differently.

In reviewing our teachers' hopes and fears from the whole school survey (**Appendix D**) there was still a need to plan to address teacher concerns about still having time for struggling learners' intervention and having resources that support students' development of critical thinking and engagement with more rigorous content. These areas combine into one resolution. We worked in preparation for the coming school year's budget allocation to find a comprehensive literacy resource that supports students' critical thinking and rigor. We selected a resource and the ILT combined with teachers from the think tank will work to create a structure and provide training and support for teachers on using the new resource. We will combine and continue the practices of guided reading and differentiated literacy centers to still address the interventions for struggling learners while using the new resource to address engagement and learning for students who are ready to move beyond the basic and essential skills for the grade level and master standards and higher levels.

STAR comparative data from last year to this year does indicate an overall increase from students moving from beginning into developing but no significant change in the number of students performing in Proficient. **(Appendix A)** It also indicates an increase in the number of teacher whose class average performance indicates high growth and achievement compared to the APS Benchmark data for this year. In addition, during classroom observations we see more evidence of students engaged in discussion and using academic language, and less teacher talk. This was supported by our second district observation audit.

REFLECTIONS

In previous times when implementing initiatives or changing processes, I worked to hire people who were able to execute the vision and had experience in the work involved in the initiatives around standardizing our approach to what happens when students do not learn. Data indicated the need to keep the practices we have developed for this in place but also a need to focus on what happens when students already know and are not struggling learners, but can perform at higher levels.

I have changed my approach to change management to ensure that we provide feedback and make shifts that are truly collaborative and taken all of the team's thoughts and styles into consideration. I have also become extremely intentional with building trust and relationships among team members to ensure we work together in a way that ensures buy in and comfort with new learning, strategies and expectations.

Our ally, Angela Bolin, has supported my work and shares my thoughts on transformational leadership. Her work with Cahn validated and honed her skills as a Transformational System Leader. Sessions taught by Dr. Drago-Severson and Dr. Reihl have increased her confidence with her style of leadership. We now understand how to more effectively communicate with faculty and staff members utilizing "Ways of Knowing", Pillars for Adult Learning and Empathic Listening. Being a CAHN Ally has affirmed that it is ok to lead by opening the mind, opening the heart and opening the will. Additionally, sessions taught by Dr. Reihl on utilizing the ORID method and organizational change has allowed me to participate in creating a culture where collective intelligence and wisdom can transpire and produce sustainable change. Our growth has enabled the development of more trusting, nurturing, genuine relationships which in turn has allowed the strengthening of an even stronger school culture.

ACKNOWLEDGEMENTS

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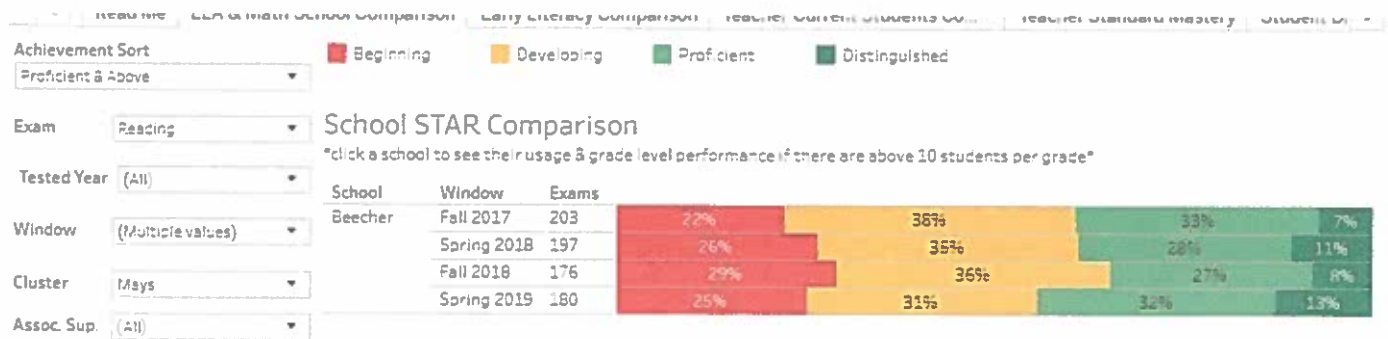
Paula Snowden, Interim Asst. Principal/Principal Beecher Hills Elementary

Our spouses and families

Our Beecher Hills School Family

Appendix A

Comparative STAR Data



2017 – 18 School year there was a 1% decrease in 2nd- 5th graders performing in Proficient or Distinguished in Reading.

2018-19 School year there was a 10% increase in the percentage of student performing in Proficient or Distinguished in Reading.

Appendix B
Teacher Quick Visit
Documents
1st & 2nd semester

	Oct 15-19	Oct 22-26	Oct 29-Nov 2	Nov 5- Nov 9	Nov 12-Nov 16	Nov 26- Dec 1	Dec 3-Dec 7	Dec 10-Dec 14
Observer			Snowden	Jones			Snowden	
Student Response and Teacher Questioning			N/O	Allowed popcorn out and raised hands during notetaking. Students did table talk to infer about text before reading.			Students were comparing and contrasting multiple accounts.	
Aggressive monitoring during whole group work and instruction			As you moved among students you gave feedback and provided alternate methods to students on solving problems.				As you moved among students you used a chart to document. Students were provided comments and suggestions on completing the task. Students were familiar with R.A.C.E. for response.	
Check for whole group understanding.			N/O	Teacher walked around while students completed the notetaking on text structure			You moved around and observed the students' work.	

Use of graphic organizers and modeling thinking		N/O	students were taking notes in a grid Teacher modeled thinking when predicting what the text will be about.		Students were provided a Venn diagram as a guide to creating their own.	
Small group instruction/ differentiation		There were 3 small groups with activities differentiated.			N/O	
TEACHER COMMENTS/ QUESTIONS						

Appendix C
Leverage Leadership
Scope & Sequence

Get Better Faster Scope and Sequence

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

Phase	Management Trajectory	Rigor Trajectory
<p>Phase 1: Pre-teaching (Summer PD)</p>	<p>Develop Essential Routines and Procedures</p> <ol style="list-style-type: none"> Routines and Procedures 101: Design and roll out <ul style="list-style-type: none"> Plan and practice critical routines and procedures moment by moment: <ul style="list-style-type: none"> Explain what each routine means and what it will look like. Write out what teacher and students do at each step, and what will happen with students who don't follow the routine. Plan and practice the rollout: how to introduce the routine for the first time: <ul style="list-style-type: none"> Plan the "I Do": how you will model the routine. Plan what you will do when students don't get it right. Strong Voice: Stand and speak with purpose <ul style="list-style-type: none"> Square up and stand still: when giving instructions, stop moving and strike a formal pose. Formal register: when giving instructions, use formal register, including tone and word choice. 	<p>Write Lesson Plans</p> <ol style="list-style-type: none"> Develop Effective Lesson Plans 101: Build the foundation of an effective lesson rooted in what students need to learn <ul style="list-style-type: none"> Write precise learning objectives that are <ul style="list-style-type: none"> Data driven (rooted in what students need to learn based on analysis of assessment results) Curriculum plan driven Able to be accomplished in one lesson Deliver a basic "I Do" as a core part of the lesson. Design an Exit Ticket (brief final mini-assessment) aligned to the objective. Internalize Existing Lesson Plans: Make existing lesson plans your own <ul style="list-style-type: none"> Internalize and rehearse key parts of the lesson, including the "I Do" and all key instructions. Build time stamps into the lesson plan and follow them.

Phase	Management Trajectory	Rigor Trajectory
Phase 1 (con't.)	<p>Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if teachers will not yet master them—could be:</p> <ul style="list-style-type: none"> Least Invasive Intervention Narrate the Positive Build the Momentum Teacher Radar: know when students are off task Do It Again: practice routines to perfection—have students do it again if it is not done correctly (and know when to stop Do It Again) 	
Phase 2 (Days 1–30)	<p>Roll Out and Monitor Routines</p> <ol style="list-style-type: none"> What to Do <ul style="list-style-type: none"> Economy of language: give crisp instructions with as few words as possible (e.g., 3-word directions). Check for understanding on complex instructions. Routines and Procedures 201: Revise and perfect them <ul style="list-style-type: none"> Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment. Do It Again: have students do the routine again if not done correctly the first time. Cut It Short: know when to stop the Do It Again. 	<p>Independent Practice</p> <ol style="list-style-type: none"> Write the Exemplar: Set the bar for excellence <ul style="list-style-type: none"> Script out the ideal written responses you want students to produce during independent practice. Align independent practice to the rigor of the upcoming interim assessment. Independent Practice: Set up daily routines that build opportunities for students to practice independently <ul style="list-style-type: none"> Write first, talk second: give students writing tasks to complete prior to class discussion so that every student answers independently before hearing his/her peers' contributions.

Phase	Management Trajectory	Rigor Trajectory
		<ul style="list-style-type: none"> Implement a daily entry prompt (Do Now)

Phase

Phase 2 (cont.)

Management Trajectory

5. **Teacher Radar:** Know when students are off task
- Deliberately scan the room for off-task behavior:
 - Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly
 - Be Seen Looking: crane your neck to appear to be seeing all corners of the room.
 - Circulate the room with purpose (break the plane):
 - Move among the desks and around the perimeter.
 - Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work.
 - Move away from the student who is speaking to monitor the whole room.
 - 6. **Whole-Class Reset**
 - Implement a planned whole-class reset to reestablish student behavioral expectations when a class routine has slowly weakened over previous classes.
 - Implement an "in-the-moment reset" when a class veers off task during the class period.

Rigor Trajectory

- Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day.
- Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept.
- 5. **Monitor, Aggressively:** Check students' independent work to determine whether they're learning what you're teaching
 - Create and implement a monitoring pathway:
 - Create a seating chart to monitor students most effectively.
 - Monitor the fastest writers first, then the students who need more support.
 - Monitor the quality of student work:
 - Check answers against your exemplar.
 - Track correct and incorrect answers to class questions.
 - Pen in Hand: mark up student work as you circulate.
 - Use a coding system to affirm correct answers.
 - Cue students to revise answers, using minimal verbal intervention. (Name the

Phase	Management Trajectory	Rigor Trajectory
Phase 2 (con't.)	<ul style="list-style-type: none"> o Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone and energy again. 	error, ask them to fix it, tell them you'll follow up.)
Phase 3 (Days 31-60)	<p>Engage Every Student</p> <p>7. Build the Momentum</p> <ul style="list-style-type: none"> • Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> o Example: "Now, I know you're only 4th graders, but I have a 5th-grade problem that I bet you could master!" • Speak faster, walk faster, vary your voice, and smile (sparkle)! <p>8. Pacing: Create the illusion of speed so that students feel constantly engaged</p> <ul style="list-style-type: none"> • Use a handheld timer to stick to the times stamps in the lesson and give students an audio cue that it's time to move on. • Increase rate of questioning: no more than 2 seconds between when a student responds and teacher picks back up instruction. • Use countdowns to work the clock ("Do that in 5, 4, 3, 2, 1"). • Use call and response for key words. <p>9. Engage All Students: Make sure all students participate</p>	<p>Respond to Student Learning Needs</p> <p>6. Habits of Evidence</p> <ul style="list-style-type: none"> • Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc. • Teach and prompt students to cite key evidence in their responses. <p>7. Check for Whole-Group Understanding: Gather evidence on whole-group learning</p> <ul style="list-style-type: none"> • Poll the room to determine how students are answering a certain question. <ul style="list-style-type: none"> o "How many chose letter A? B? C? D?" o Students answer the question on whiteboards: "Hold up your whiteboards on the count of three . . ." • Target the error: focus class discussion on the questions where students most struggle to answer correctly. <p>8. Reteaching 101—Model: Model for the students how to think/solve/write</p> <ul style="list-style-type: none"> • Give students a clear listening/note-taking task that fosters active listening to the model, and then debrief the model:

Phase	Management Trajectory	Rigor Trajectory
Phase 3 (con't.)	<ul style="list-style-type: none"> • Make sure to call on all students. • Cold-call students. • Implement brief (15-30 second) Turn and Talks. • Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands, and Turn and Talks. 	<ul style="list-style-type: none"> o "What did I do in my model?" o "What are the key things to remember when you are doing the same in your own work?" • Model the thinking, not just a procedure: <ul style="list-style-type: none"> o Narrow the focus to the thinking students are struggling with.

Give students a clear listening/note-taking task that fosters active listening to the model, and then debrief the model:

Engage All Students: Make sure all students participate

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<p>Phase 3 (con't.)</p>	<ul style="list-style-type: none"> • Make sure to call on all students. • Cold-call students. • Implement brief (15–30 second) Turn and Talks. • Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands, and Turn and Talks. <p>10. Narrate the Positive</p> <ul style="list-style-type: none"> • Narrate what students do well, not what they do wrong. <ul style="list-style-type: none"> ◦ "I like how Javon has gotten straight to work on his writing assignment." ◦ "The second row is ready to go: their pencils are in the well, and their eyes are on me." • While narrating the positive and/or while scanning during a redirect, look at the student(s) who are off task. • Use language that reinforces students' getting smarter: <ul style="list-style-type: none"> ◦ Praise answers that are above and beyond, or strong effort. <p>11. Individual Student Corrections</p> <ul style="list-style-type: none"> • Anticipate student off-task behavior and rehearse the next two things you will do 	<ul style="list-style-type: none"> ◦ "What did I do in my model?" ◦ "What are the key things to remember when you are doing the same in your own work?" • Model the thinking, not just a procedure: <ul style="list-style-type: none"> ◦ Narrow the focus to the thinking students are struggling with. ◦ Model replicable thinking steps that students can follow. ◦ Model how to activate one's own content knowledge and skills that have been learned in previous lessons. ◦ Vary the think-aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills. • We Do and You Do: give students opportunities to practice with your guidance.

Phase 3 (con't.)

- when that behavior occurs. Redirect students using the least invasive intervention necessary:
- o Proximity
 - o Eye contact
 - o Use a nonverbal
 - o Say student's name quickly
 - o Small consequence

Phase 4
(Days 61-90)

Set Routines for Discourse

12. **Engaged Small-Group Work:** Maximize the learning for every student during small-group work
- Deliver explicit step-by-step instructions for group work:
 - o Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.).
 - o Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand).
 - o Give timed instructions, with benchmarks for where the group should be after each time window.
 - Monitor the visual evidence of group progress:

Lead Student Discourse 101

9. **Reteaching 201—Guided Discourse:** Let students unpack their own errors and build a solution
- Show-Call: post student work (either an exemplar or incorrect response) and ask students to identify why that answer is correct/incorrect.
 - Stamp the understanding:
 - o "What are the keys to remember when solving problems like these?" or "Can someone give me a rule?" (Students use their own words.)
 - Give them at-bats: give students opportunities to practice with your guidance.
10. **Universal Prompts:** Push the thinking back on the students through universal prompts that could be used at any point

Phase

Phase 4 (con't.)

- o Check in on each group every 5-10 minutes to monitor progress.
- Verbally enforce individual and group accountability:
 - o You are five minutes behind; get on track!

- Provide wait time after posing challenging questions.
- Pre-call: let a student who needs more time know you're calling on him/her next.
- Roll back the answer: repeat the wrong answer back to the student. (Give the student time to think and give time to build

- o Check in on each group every 5–10 minutes to monitor progress.
 - Verbally enforce individual and group accountability:
 - o “You are five minutes behind; get on track.”
 - o “Brandon: focus.”
 - Provide wait time after posing challenging questions.
 - Pre-call: let a student who needs more time know you’re calling on him/her next.
 - Roll back the answer: repeat the wrong answer back to the student. (Give the student time to think and you time to build a plan!)
 - Ask universal prompts to push the student to elaborate:
 - o “Tell me more.”
 - o “What makes you think that?”
 - o “How do you know?”
 - o “Why is that important?”
 - Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers.
11. **Habits of Discussion:** Teach and model for students the habits that strengthen class conversation
- Keep neutral/manage your tell: don’t reveal the right/wrong answer through your reaction to the student response.
 - Agree and build off: “I agree with ____, and I’d like to add . . .”
 - Disagree respectfully: “While I agree with [this part of your argument], I disagree with ____. I would argue . . .”

Phase	Management Trajectory	Rigor Trajectory
Stretch It (Next Steps)	None! Once you get this far, you can focus entirely on rigor and deepening your content knowledge.	<p>Lead Student Discourse 201</p> <p>12. Strategic Prompts: Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> • Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> ◦ Point students to resources (notes, posted concepts and content, handouts). ◦ "What do we know about ___ [content learned in previous classes]?" ◦ Use a prompting guide (e.g., <i>Great Habits, Great Readers Guided Reading Prompting Guide</i>) to design questions. • Call on students based on their learning needs (data driven). <ul style="list-style-type: none"> ◦ Call on lower- and middle-achieving students to unpack the question. ◦ If they struggle, try a higher-achieving student. ◦ If they are easily unpacking, try a lower-achieving student. ◦ Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.).

Phase	Management Trajectory	Rigor Trajectory
Stretch It (cont.)		<ul style="list-style-type: none"> • Students prompting students: push students to use habits of discussion to critique or push one another's answers. <ul style="list-style-type: none"> ◦ Probe deeper: "[Peer], have you considered this point . . . ?" <p>13. Go Conceptual: Get students to do the conceptual thinking</p>

Phase	Management Trajectory	Rigor Trajectory
Stretch It (con't.)		<ul style="list-style-type: none"> • Students prompting students: push students to use habits of discussion to critique or push one another's answers. <ul style="list-style-type: none"> ◦ Probe deeper: "[Peer], have you considered this point . . . ?" 13. Go Conceptual: Get students to do the <u>conceptual thinking</u> <ul style="list-style-type: none"> • Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> ◦ "That's the procedure. Now tell me why that works." ◦ "Can you generalize that idea to apply to all problems like this one?" ◦ "Use the following terms [terms learned in previous classes] in restating your answer." • Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> ◦ "That's the right idea generally. Now state it again using proper mathematical/historical/scientific language." ◦ "Correct. Now state it again using your Academic Word Wall as a resource."

Stretch It (cont.)

- Stretch it: ask particular students to answer a more difficult extension to a given question:
 - "What would the answer be if I changed it to [change the problem to something more complex]?"
 - "Is there an alternative way to solve this problem/do this task?"
 - "What do you think is the strongest counterargument to yours, and how would you refute it?"

This guide doesn't provide a path that doesn't need to. Rather, it offers a range of proficiency where the teacher has expertise. But if we can get to a level of excellence rather than a level of competence...

(The book *Get Better* by Ericsson and Lehmann train a teacher to perform a task that text for a month...

Where Do I Start?

Although having these resources, which one to use when you have you some practice in doing...

We've written two scenarios. As you read them, keep in mind: What step would you give the...

Obser

Scenario 1

As you walk into the meeting, the passages, and they are... seem to be pretty attentive. Now you're going to do a lot to talk about based on that you might have the chance to talk. OK? You...

The groups begin discussing whether or not floats around, and she says the following to encourage them: "Do you agree or disagree with the passages?" "Stay on task."

Appendix D
District Talent Review
Survey Data

Talent Pulse Check

Spring Academics Report



Overview

APS' Talent Pulse Check is intended to provide school leadership teams with actionable data to continue to build a strong, academic and talent-focused culture. The Talent Survey will be administered to all teachers anonymously in the Fall and Spring. This report provides your teacher's responses to four (4) questions related to Academic Systems in your school.

Survey Context

School Name: Beecher Hills Elementary School
 Survey Administration Window: 3/11/2019 – 3/29/2019

Academic Results -- Spring 2019

FOCUS AREA	QUESTION	FALL RESULT	SPRING RESULT	APS AVERAGE	APS TOP QUARTILE
DATA	At my school, student achievement data is used to inform daily/weekly instruction (e.g., re-teaching, differentiation) and professional learning (e.g., coaching, PLCs, school-wide professional development)	95%	96%	88.91%	95.75%
PLANNING	I have access to the curricular resources (e.g., rigorous curriculum, lesson plans, exit tickets, curricular-aligned planning guides) and planning time I need to deliver excellent instruction	83%	85%	75.53%	82.75%
COACHING	I receive helpful, frequent and content-specific coaching that improves my teaching practice	80%	89%	65.49%	77%
PROFESSIONAL LEARNING	At my school, professional learning opportunities (e.g., PLCs, school-wide professional development) are relevant, well facilitated and help me develop content-specific knowledge that I can immediately apply in the classroom	83%	91%	73.15%	83%

Appendix E
School wide PD & Coaching Survey

Collaborative planning & PD review

Section 1 of 4



Collaborative Planning

Form description

If you could create your own agenda for your collaborative planning time *

Long answer text

If we incorporated vertical planning time, what would that agenda look like *

Long answer text

Most multiple choice and short answers come with a key or teacher's key *

Long answer text

After common assessment, benchmark and STAR data is received, what would you like to see in the agenda? *

Long answer text



Beyond data review, deconstructing standards, and creating exemplars for *

Long answer text

Often tasks and exit tickets do not match what the standard is asking you *

Long answer text

After section 1 **Continue to next section**

Section 2 of 4



Professional Development

Description (optional)

We have made strategies for monitoring students work and giving *

Long answer text

The last PD on Aggressive monitoring gave you opportunities to practice *


Long answer text

What do you know to be true about your current practice since we have *

Long answer text



After section 2 **Continue to next section** ▼

Section 3 of 4  ✕ ⋮

Time Support

Description (optional)

Time has been shared as an issue by many colleagues. Would work on *

Long answer text

Time is spent at planning & preparing homework. Is homework helpful to *

Long answer text

After section 3 **Continue to next section** ▼

Section 4 of 4  ✕ ⋮

School Mission & Vision

Description (optional)

Explain what you know and believe about the current status of our school *

Long answer text



What are your hopes as we move toward the mission and vision of *

Long answer text

What are your fears as we move toward the mission and vision of *

Long answer text

Please identify any barriers you believe exist to us meeting our mission *

Long answer text

What are solutions to those barriers you listed above? *

Long answer text



Appendix F
Coaching & PD Weekly Feedback
Survey

Week of Jan 7 Collab

Collab Planning Feedback week of Jan 7

Please complete with honesty and transparency so we can better support you and plan coaching opportunities that support our mission and vision while supporting and improving teachers' practices.

Grade Level *

Kdg

1st

2nd

3rd

4th

5th

Instructional support leading session *

Washington

Harvey



Franklin

Bolin

I received or already have curricular resources (rigorous curriculum, lesson presentation, exit tickets, exemplars, timeline to deliver necessary content) to move forward with what was discussed today. *

1 2 3 4

Strongly disagree Strongly agree

If not what resources would be helpful to you.

Long answer text

How relevant and helpful do you think it was to support your teaching practice? *

1 2 3 4

Not very Very much

How relevant and helpful do you think it was to support our mission and vision of higher student achievement? *

1 2 3 4



a small PD group or have modeled in PD or in your class? If so please list and

Long answer text

Please share 2 key take-aways from this planning time? *

Short answer text

How satisfied were you with the logistics? *

1 = Very dissatisfied 5 = Very satisfied

	1	2	3	4	5
Accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team building Ac...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching feedba...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planing with curri...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What I would like you to know is *

Short answer text

Please list your name ONLY if you would like us to follow up with you specifically and directly.

Short answer text

Rich text editor toolbar with icons for: Add (+), Bold (T), Image (img), Video (play), and Table (grid).