Aledo Instructional Focus

Problem of Practice: *After an analysis of district data,* students are not demonstrating yearly progress at expected levels or proficiency in writing at expected levels.

Theory of Action:

- Teachers will receive professional learning on the components of critical thinking / academic rigor including: thoughtful work, high level questioning, academic discussion
- Teachers will receive professional learning and resources to support their understanding of how to apply critical writing in multiple contexts and students will utilize Thinking Maps to demonstrate critical thinking and to transfer information to a clear, concise piece of writing
- Students will demonstrate critical thinking daily through academic discussions and critical writing across the curriculum

Guiding Questions: *What does critical thinking look like, sound like? What does critical writing look like? How are students demonstrating critical thinking through writing and academic discussion? What professional learning will be provided to ensure that all staff members understand the components of academic rigor and are equipped with the tools to implement critical writing across the curriculum?*

ALEDO ISD FOCUS DOCUMENT

2018-2019

WHAT WE TEACH

Standards Driven Curriculum

Teaching to the Depth of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

AUTHENTIC LITERACY

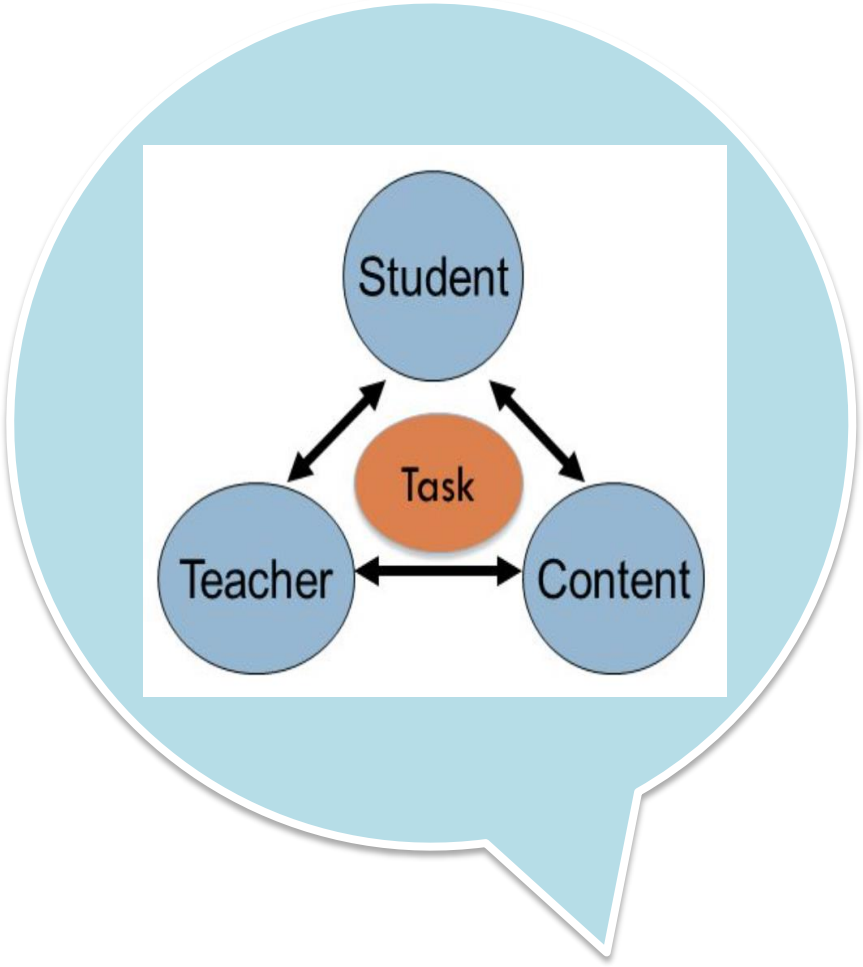
Balanced Literacy K-2

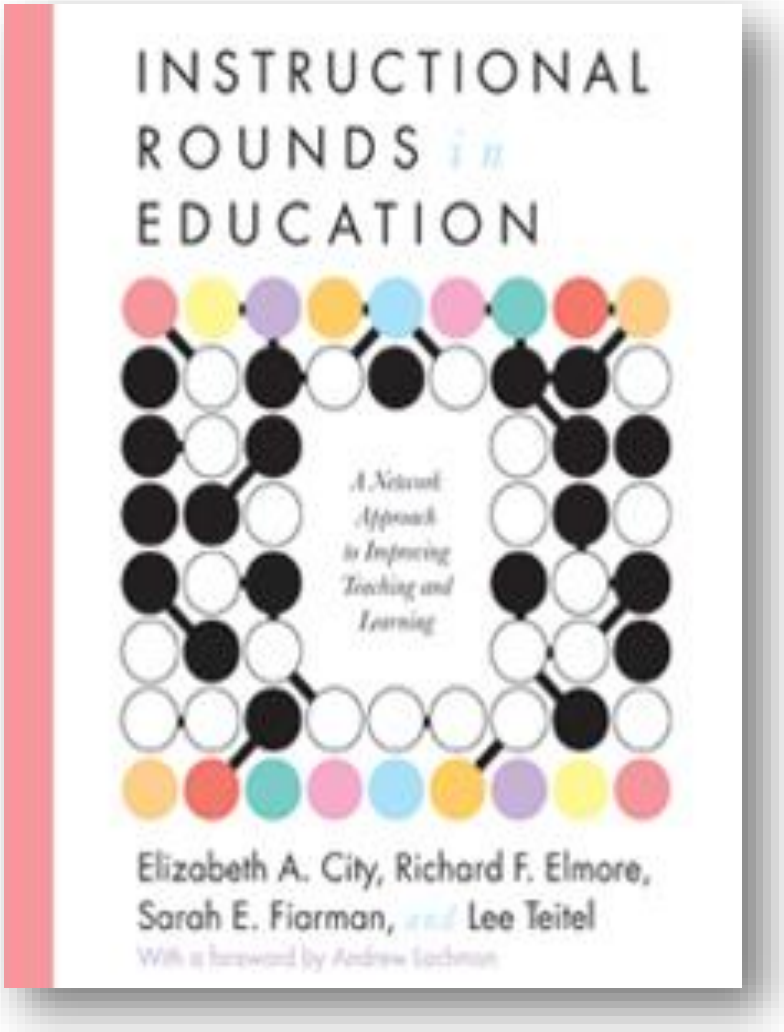
Write From the Beginning & Beyond

Problem of Practice:
Students are not demonstrating yearly progress at expected levels or proficiency in writing at expected levels.

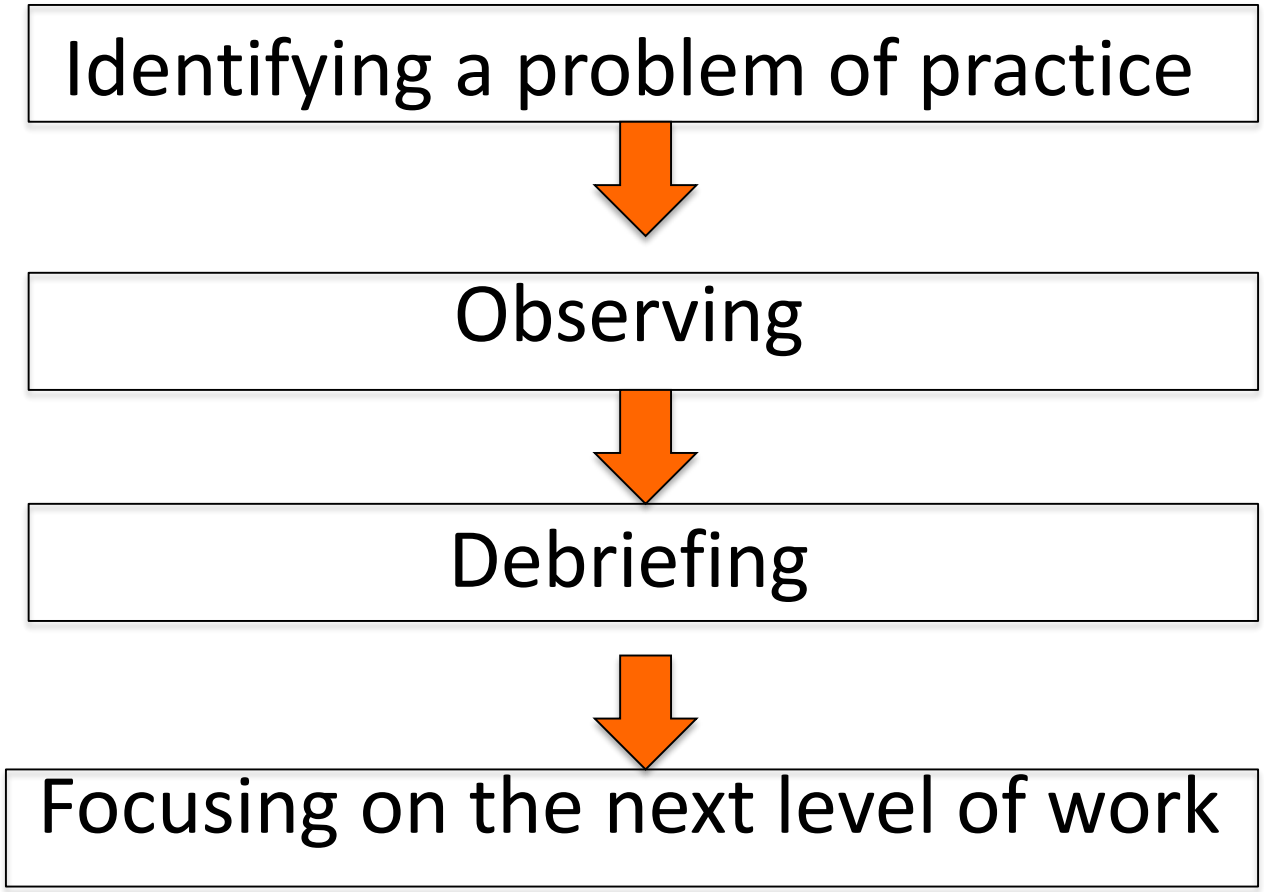
Culture of Excellence

Professional Learning Communities


Student
Task
Teacher
Content


INSTRUCTIONAL
ROUNDS in
EDUCATION
A Network
Approach
to Improving
Teaching and
Learning
Elizabeth A. City, Richard F. Elmore,
Sarah E. Fiarman, and Lee Teitel
With a foreword by Andrew Lachman

Instructional Rounds Process



A Key Idea

"The idea behind instructional rounds is that ***everyone*** involved is working on their practice, ***everyone*** is obliged to be knowledgeable about the common task of instructional improvement, and ***everyone's*** practice should be subject to scrutiny, critique, and improvement."

Not walkthroughs…

- Walkthroughs presume that as the instructional leaders, we know what we are looking for and will ***monitor*** to see that it is there.

- Little of the walkthrough process confronts us to ***reflect on our own practice*** as instructional leaders and to grow in our practice.

- Instructional rounds are as much about the ***leaders*** growing through the process as the teachers they will observe.

WE ARE LOOKING
IN THE MIRROR
TO IDENTIFY WAYS TO
IMPROVE OUR PRACTICE

WE ARE NOT LOOKING
THROUGH A WINDOW

Instructional Rounds Look Fors

ALEDO INSTRUCTIONAL ROUNDS	
Classroom:	**Date:**
Evidence of Critical Thinking: Academic Discussion & Critical Writing Possible Questions to ask students: 1. What are you learning today? Why are you learning it? How will you use it? 2. Show me your favorite or best piece of writing and explain why. 3. How often do you utilize Thinking Maps in your class, and how do they help you learn? Look Fors: 1. Objectives (We Will/I Will) 2. Thinking Maps that Utilize Frame of Reference / TM taken to writing 3. Critical Writing in Journals/Binders (Beyond Note Taking) 4. Frequent, Small-Group, Purposeful Talk	**Student Responses**
Rigor /Learner Engagement	**Evidence**
Rigor: ***Thoughtful Work, High-Level Questioning, Academic Discussion*** *Where on the knowledge taxonomy would you rate the following: • Student Task/Product • Academic Questions • Academic Discussion	
Learner Engagement: ***Active Participation and Learning Environment*** *Are all students authentically engaged in the learning task or are they simply compliant? *Are students engaged in productive struggle rather than relying on the teacher or peers to answer questions? *Do students demonstrate respect for peers, teacher and the learning environment?	

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	• Students demonstrate their learning by completing tasks that require comprehension. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	• Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. • Tasks include the opportunity for students to respond to content through inquiry and interpretation.	• Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. • Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	• Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	• Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	• Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	• Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. • Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	• Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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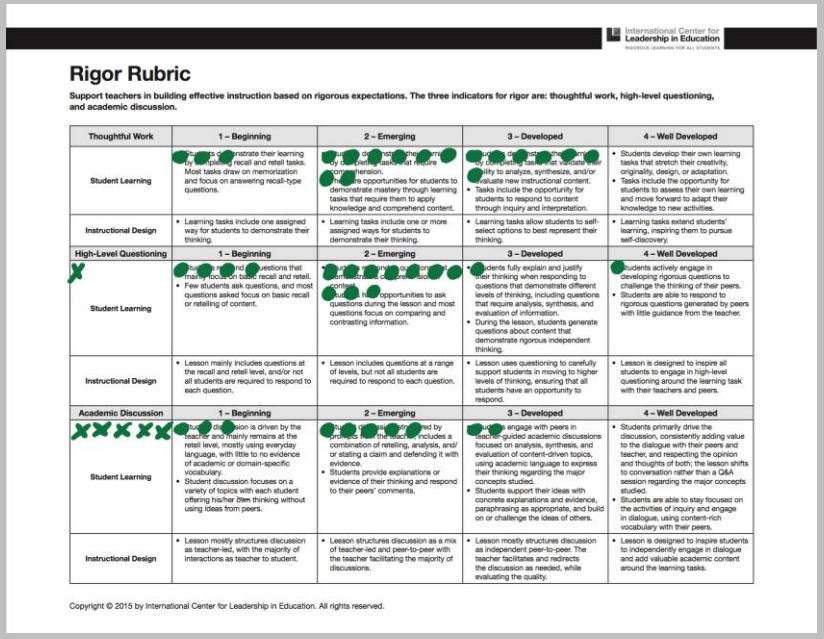
Compiled Rounds Data



International Center for Leadership in Education

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Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	• Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students ask questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students primarily respond to questions that require comprehension and application. • There are opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	• Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	• Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
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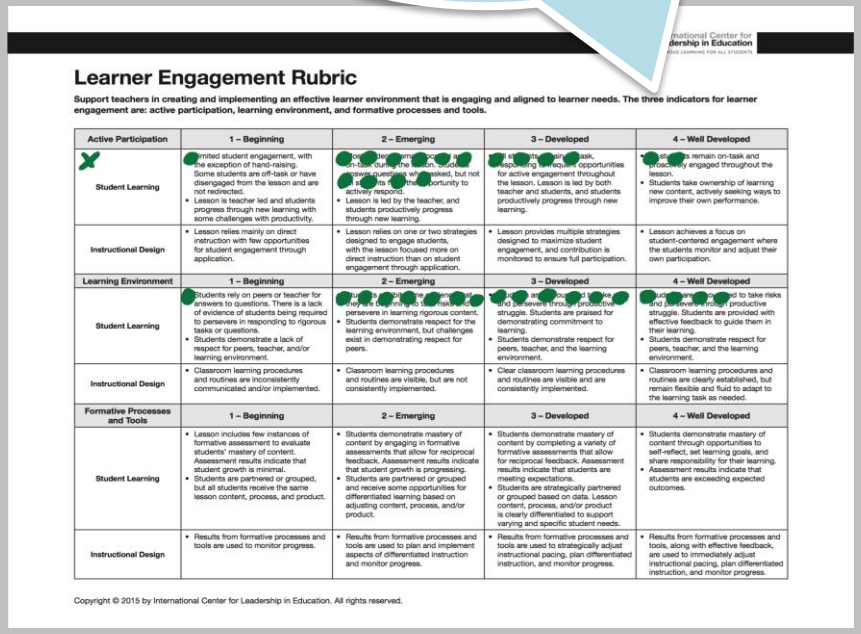
DETERMINE
OVERALL CAMPUS
AREA OF REINFORCEMENT
&
AREA OF REFINEMENT



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Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson is teacher led and students progress through new learning with some challenges with productivity.	• Students are engaged in the task, responding to questions during the lesson. Some answer questions when asked, but not all students have the opportunity to actively respond. • Lesson is led by the teacher, and students productively progress through new learning.	• Students remain on-task, responding to regular opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.	• Students remain on-task and proactively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	• Students are engaged in the task, but may give up when challenged. Some persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	• Students persevere through productive struggle. Students are praised for demonstrating commitment to learning. • Students demonstrate respect for peers, teacher, and the learning environment.	• Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. • Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	• Classroom learning procedures and routines are inconsistently communicated and/or implemented.	• Classroom learning procedures and routines are visible, but are not consistently implemented.	• Clear classroom learning procedures and routines are visible and are consistently implemented.	• Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same lesson content, process, and product.	• Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. • Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.	• Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. • Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.	• Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	• Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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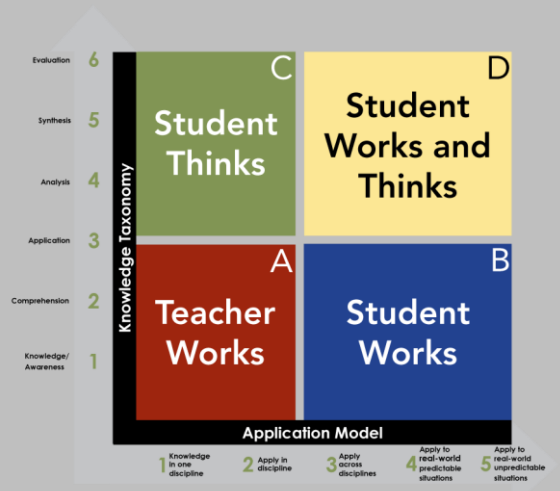

"Just in Time" Calendar

October 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 World-Class Poetry 2-5, 3:30-4:30 World-Class Poetry 6-12, 4:30-5:30	5 Marking period ends	6
7	8	9 Marking period begins	10	11 Don't Fear the Frame: Thinking Maps Frame of Reference K-5, 3:30-4:30 Don't Fear the Frame: Thinking Maps Frame of Reference 6-12, 4:30-5:30	12	13
14	15	16	17	18 Let's Make a Plan! K-5, 3:30-4:30 Let's Make a Plan! 6-12, 4:30-5:30	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aledo ISD Instructional Rounds 2018-2019

Campus	Fall	Spring
Coder	October 25, 2018 8:30am – 12:30pm	January 15, 2019 8:30am – 12:30pm
McCall	November 7, 2018 8:30am – 12:30pm	February 12, 2019 8:30am – 12:30pm
Stuard	October 16, 2018 8:30am – 12:30pm	January 10, 2019 8:30am – 12:30pm
Vandagriff	October 30, 2018 8:30am – 12:30pm	February 13, 2019 8:30am – 12:30pm
Walsh	October 10, 2018 8:30am – 12:30pm	January 23, 2019 8:30am – 12:30pm
McAnally	October 23, 2018 8:30am – 12:30pm	January 17, 2019 8:30am – 12:30pm
AMS	November 13, 2018 8:30am – 12:30pm	February 5, 2019 8:30am – 12:30pm
D9GC	November 1, 2018 8:30am – 12:30pm	January 31, 2019 8:30am – 12:30pm
AHS	November 8, 2018 8:30am – 12:30pm	February 7, 2019 8:30am – 12:30pm

GROWING GREATNESS