DRIVING *EXCELLENCE* THROUGH TEACHING & LEARNING

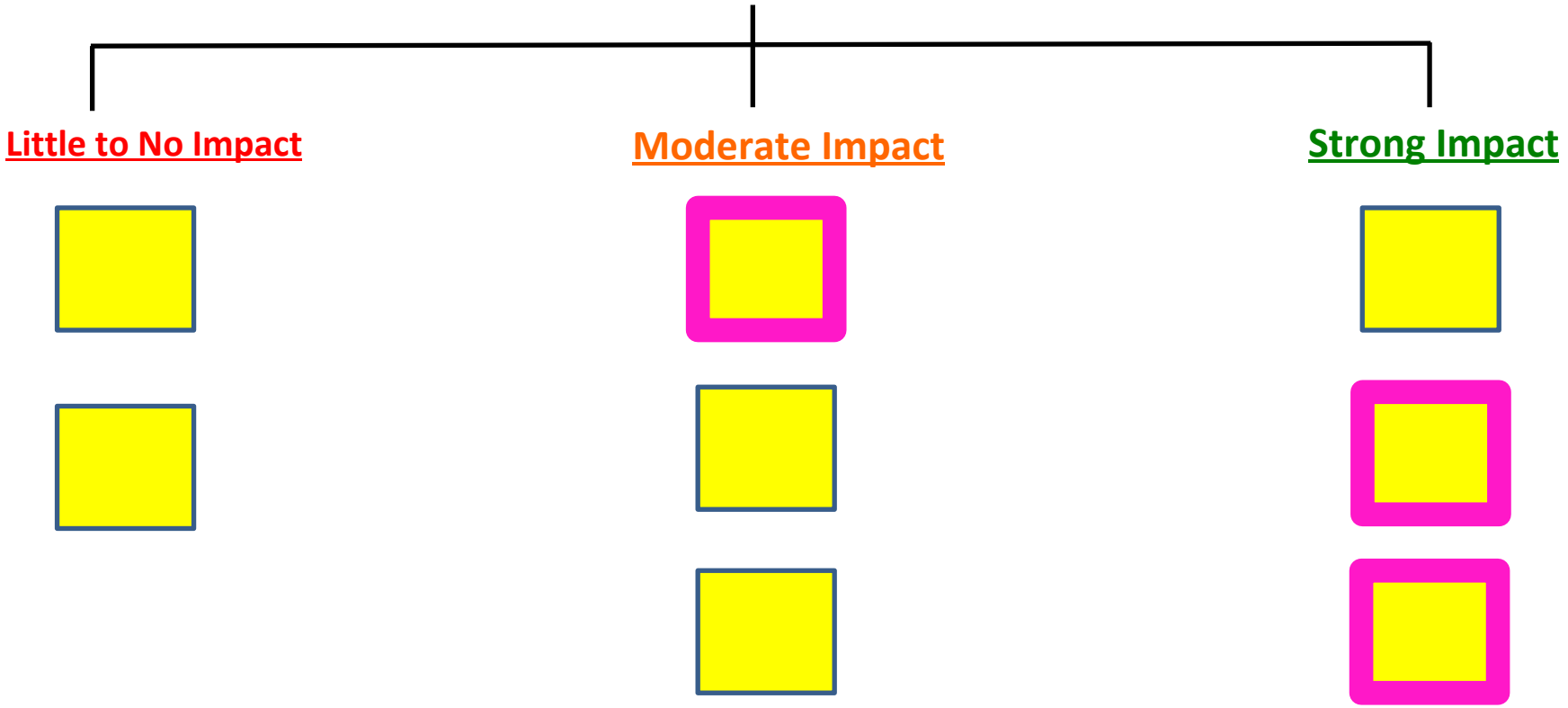
2018-2019
Instructional Focus

Effects on Student Achievement of School and Teacher Effectiveness

School and Teacher Scenario	Percentile Entering	Achievement Percentile After Two Years
Average School and Average Teacher	50th	50th
Least Effective School and Least Effective Teacher	50th	
Most Effective School and Least Effective Teacher	50th	
Least Effective School and Most Effective Teacher	50th	
Most Effective School and Average Teacher	50th	
Most Effective School and Most Effective Teacher	50th	

SO WHAT?

Impact of District & Campus Initiatives



SO WHY?

Little to No Impact

SLO – II
RtI Book Study – II
ESL Book Study – II
Fundamental 5 – IIII
ADI – II
DBQ – II
iSchool – IIII
Waterford – II
Nearpod
Remind
PLCS – IIIII
iStation
TTM
Reflex
Capturing Kids Hearts
Bloomz
AR
PBL – II
Dana Ctr Walkthrough – III
STEM/STEAM
Off Campus PD
MAP – III
RtI
Data Dialogue
Carnegie STEM – II
Parenting University
Essay Celebration
Cultural Inclusiveness
PBMAS
Thinking Maps
Truancy Prevention

Moderate Impact

Online Disc Referrals
Thinking Maps – IIIII
Leadership Team Mtgs
MAP – II
PLC's – II
Write from Beginning
Fundamental 5 – IIIII
iStation – III
STAR-EL – II
AR
Reflex Math – III
Envision
Promethean
STEAM – III
TTM – III
STEMSCOPES – IIII
MAP – III
Dana Ctr Walkthrough
Off Campus PD
Instructional Technology-II
Capturing Kids Hearts
CAMP
ESL Book Study
Instructional Rounds
Math Vocab
ADI
Core Essentials
Teacher of the Month
Corrective Behavior Lessons
Balanced Literacy
Ventures
DBL/Steam Learn
Growth Mindset
T-TESS
Rachel's Challenge
Above the Line
Flex Time
May Morale

Marva Collins
FISH
Green Screen
Go Noodle
Dojo
Seesaw
Flip Grid
Remind
Nearpod
Invision

Strong Impact

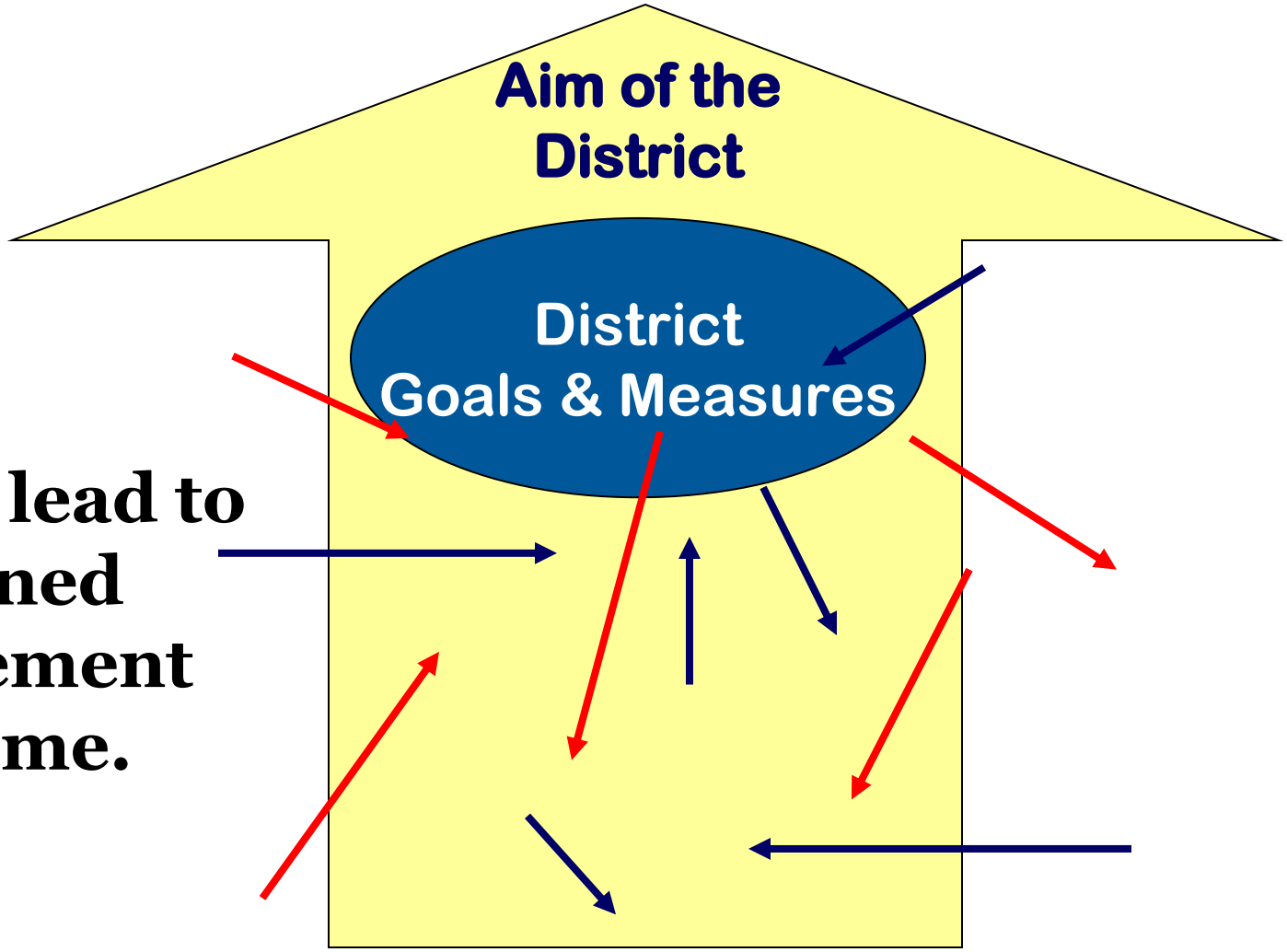
Flex Time – II
Common Planning
ESL Core Team
SOC's
Admin Mentoring
Capturing Kids Hearts- IIIII
Balanced Literacy – IIII
Thinking Maps – III
SeeSaw
Go Noodle
Pebble Go
Google Class
Math Vocab
PLC's
6 Habits of Character
ADI – II
MAP – II
Morning Meeting – II
Data Dialogue
RtI
Inquiry Thinking
Guided Reading
STEAM
ESL Book Study
LEAD
Growth Mindset
Ventures
Curriculum Planning
Common Time
Senior Letter
Weekly Calendar
Fish Camps
Dana Ctr Walkthrough
Carnegie STEM
Techno Thursday
PD
Tech Tuesday
Graduation Celebration

Social Media Presence
Christmas Teach Dress Up
Campus Web
10% Banquet
Referral Process

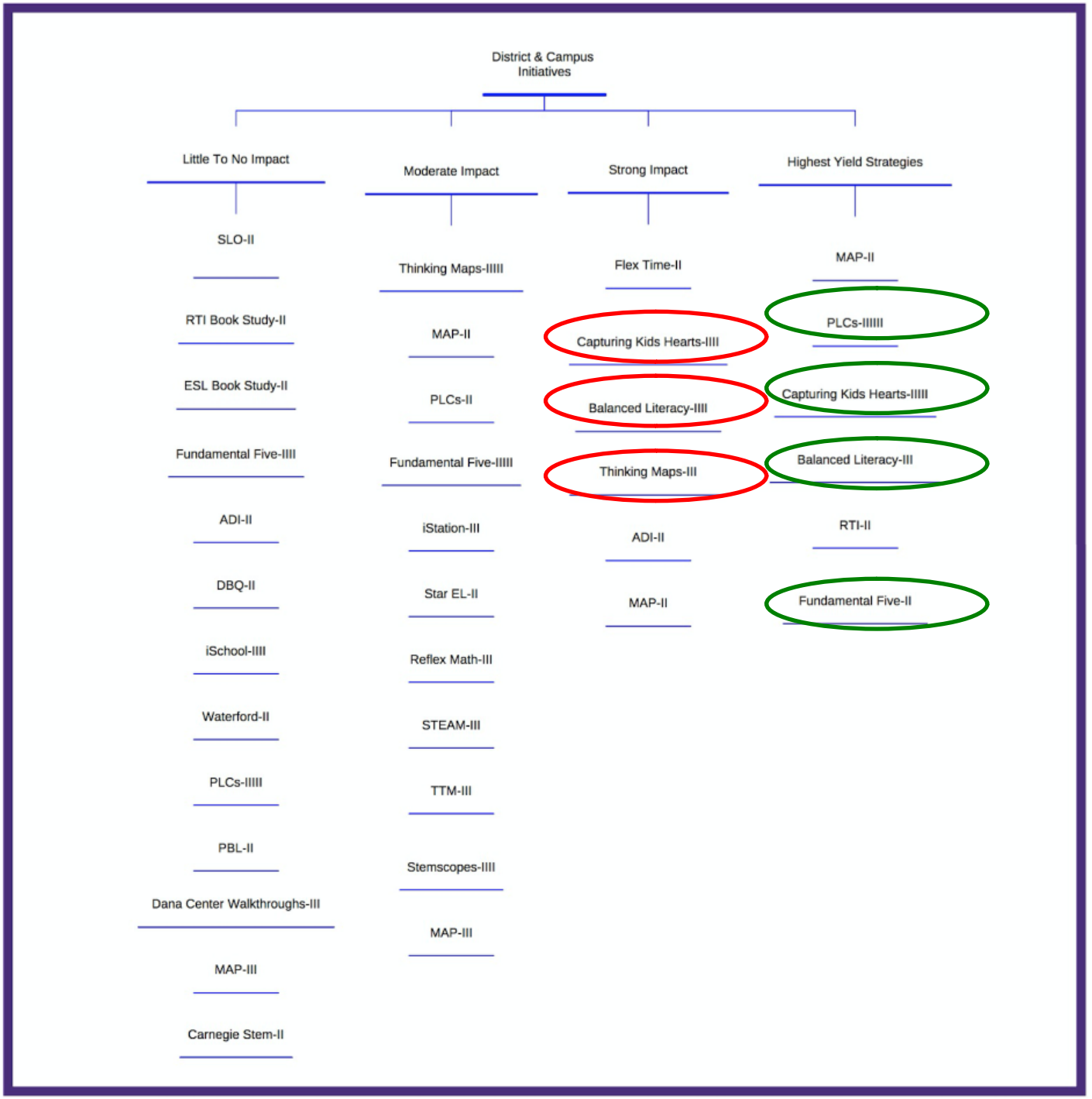
Highest Yield Strategies

MAP – II
PLC's – IIIIII
Flex Time – II
ADI/DBQ
Capturing Kids Hearts – IIIII
Balanced Literacy – III
RtI – II
Data Dialogue
MAP
Fundamental 5 – II
Instructional Rounds
PBL/STEM Learning
Common Planning

Random Acts of Improvement

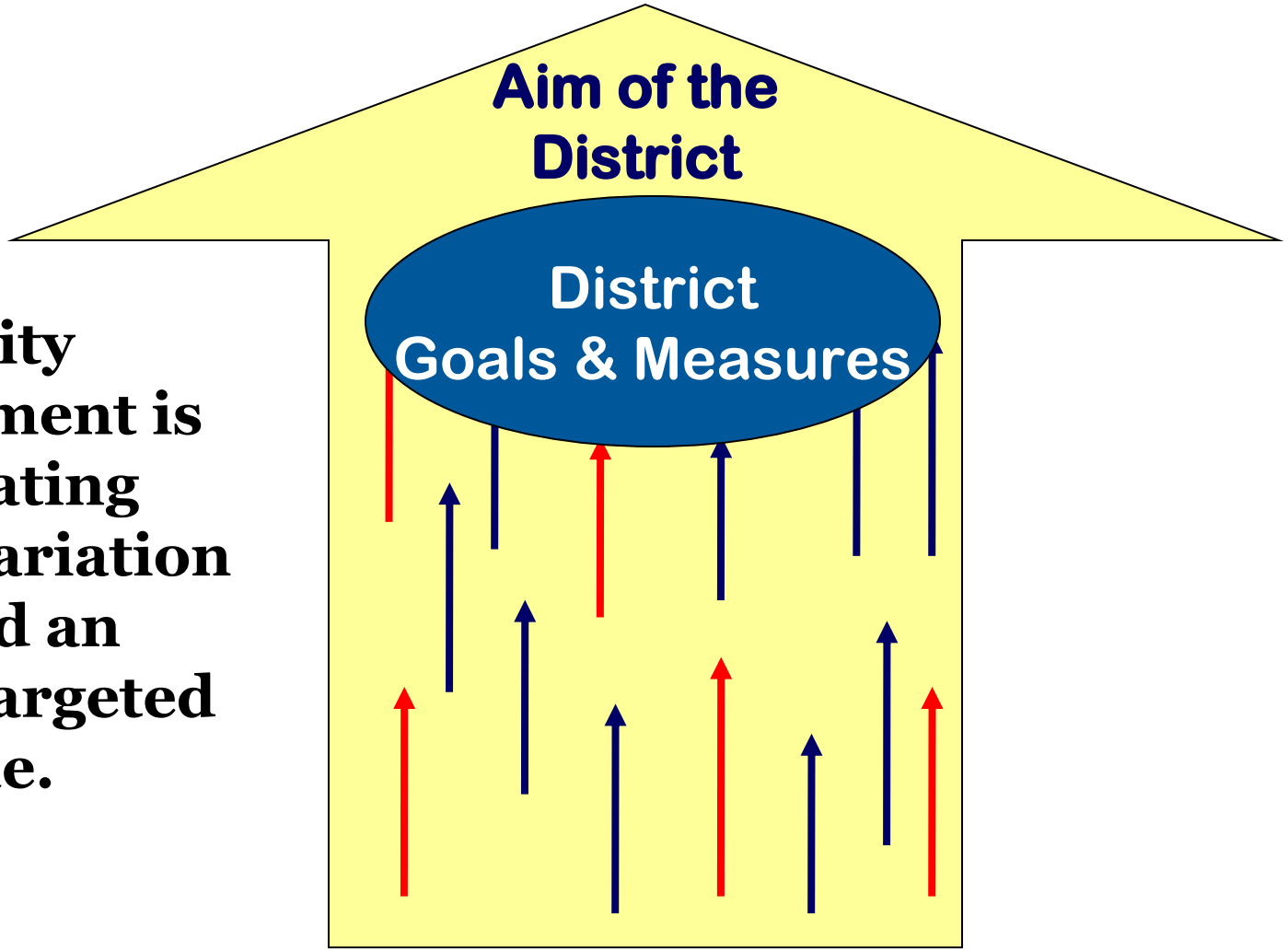


…will not lead to sustained improvement over time.


District & Campus Initiatives
Little To No Impact
SLO-II
RTI Book Study-II
ESL Book Study-II
Fundamental Five-IIII
ADI-II
DBQ-II
iSchool-IIII
Waterford-II
PLCs-IIIII
PBL-II
Dana Center Walkthroughs-III
MAP-III
Carnegie Stem-II
Moderate Impact
Thinking Maps-IIIII
MAP-II
PLCs-II
Fundamental Five-IIIII
iStation-III
Star EL-II
Reflex Math-III
STEAM-III
TTM-III
Stemscopes-IIII
MAP-III
Strong Impact
Flex Time-II
Capturing Kids Hearts-IIII
Balanced Literacy-IIII
Thinking Maps-III
ADI-II
MAP-II
Highest Yield Strategies
MAP-II
PLCs-IIIIII
Capturing Kids Hearts-IIIII
Balanced Literacy-III
RTI-II
Fundamental Five-II

Aligned Acts of Improvement

Quality improvement is eliminating random variation around an optimal targeted value.



Aligned Acts of Improvement

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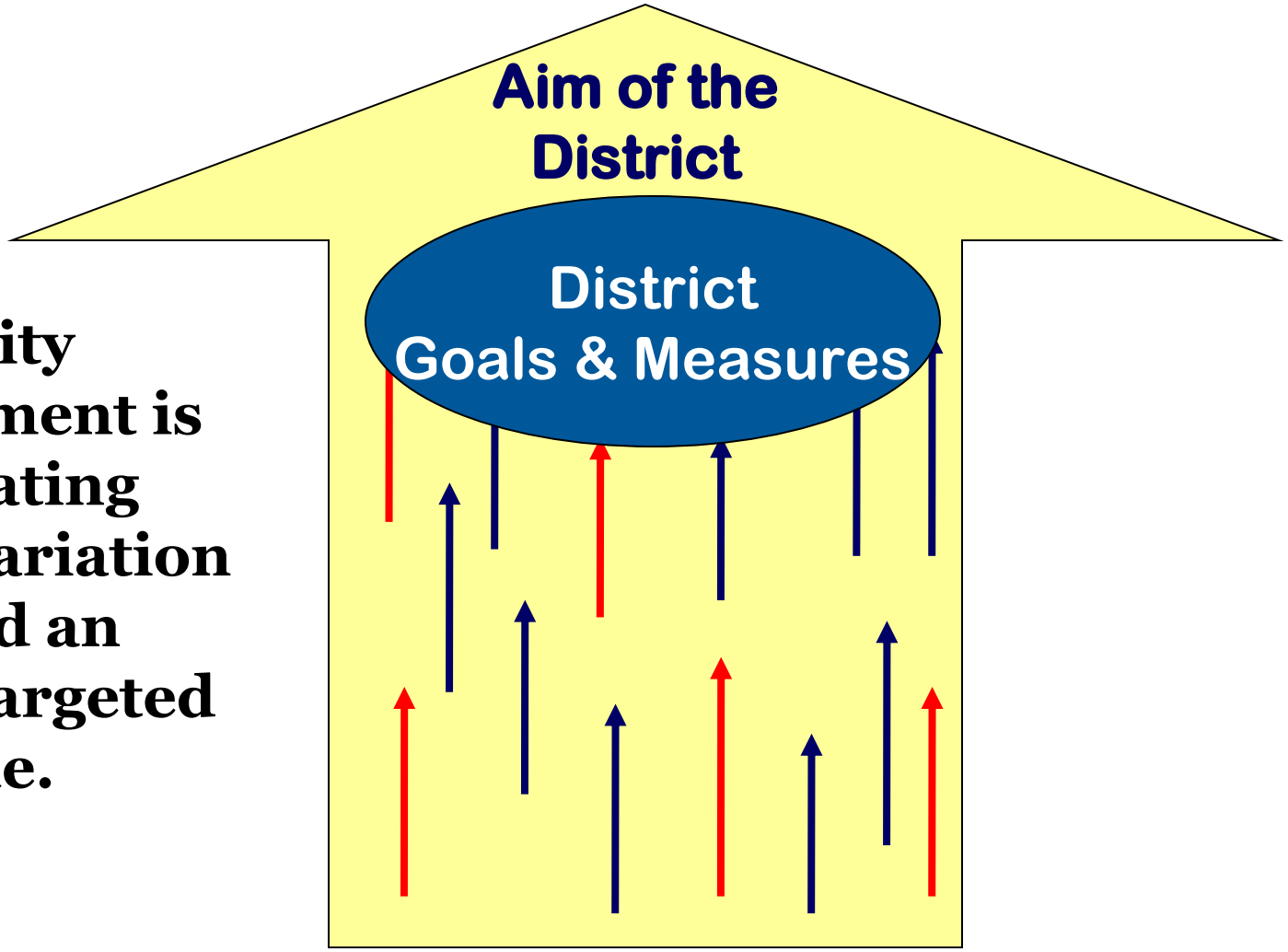


Aledo Instructional Focus

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.

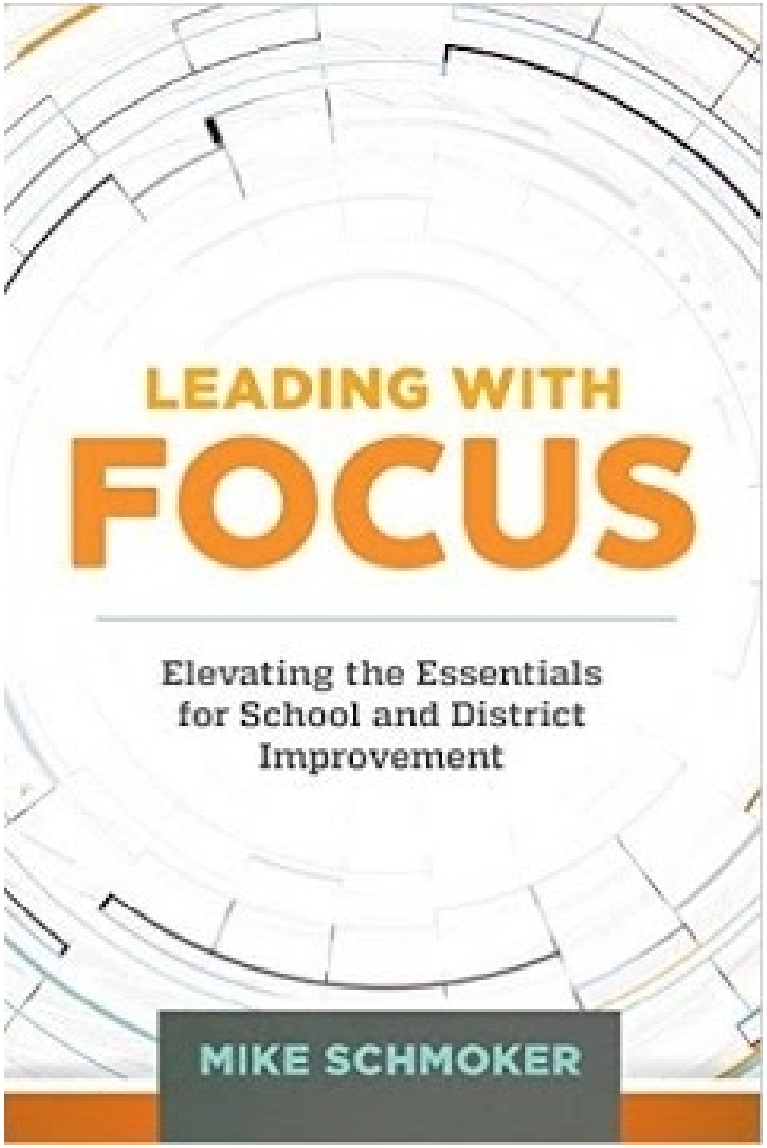
Theory of Action:

- 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?*



“Exceptional leadership requires us to choose the right things to focus on and then devote our ongoing efforts to them with ‘simplicity and diligence’ (p. 25).”

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

ALEDO ISD FOCUS DOCUMENT
2018-2019

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Problem of Practice:
Critical Thinking Evidenced Through Academic Discussion & Critical Writing

Culture of Excellence

Professional Learning Communities

phonics
phonics
phonics
word study
Thinking Maps®
Guided Reading
The Primary Comprehension Toolkit
Language and Lessons for Active Literacy
Narrative Writing
The Comprehension Toolkit
Language and Lessons for Active Literacy
Book Builder
THE FUNDAMENTAL 5
The FORMULA for Quality Instruction
written by
SEAN CAIN AND MIKE LAIRD

lead4ward

TEKS Snapshot – Grade 5 Science

Process Standards (Scientific Investigation and Reasoning Skills)	
5.1	**Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices.
5.2	**Scientific investigation and reasoning.** The student uses scientific methods during laboratory and outdoor investigations.
5.3	**Scientific investigation and reasoning.** The student uses critical thinking and scientific problem solving to make informed decisions.
5.4	**Scientific investigation and reasoning.** The student knows how to use a variety of tools and methods to conduct science inquiry.

STAAR	Tools to Know		Ways to Show	
≥ 40% of items will be dual coded	5.1(A)	demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	5.2(C)	collect information by detailed observations and accurate measuring
	5.1(B)	make informed choices in the conservation, disposal, and recycling of materials	5.2(D)	analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence
	5.2(A)	describe, plan, and implement simple experimental investigations testing one variable	5.2(F)	communicate valid conclusions in [both] written [and verbal] form[s]
	5.2(B)	ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	5.2(G)	construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information
	5.2(E)	demonstrate that repeated investigations may increase the reliability of results	5.3(A)	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student
	5.4(A)	collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	5.3(B)	evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels
			5.3(C)	draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works
	5.4(B)	use safety equipment, including safety goggles and gloves	5.3(D)	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

Knowledge and Skills Statements	
5.5	**Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.
5.6	**Force, motion, and energy.** The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems.
5.7	**Earth and space.** The student knows Earth's surface is constantly changing and consists of useful resources.
5.8	**Earth and space.** The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.
5.9	**Organisms and environments.** The student knows that there are relationships, systems, and cycles within environments.
5.10	**Organisms and environments.** The student knows that organisms undergo similar life processes and have structures that help them survive within their environments.

Rptg Cat	STAAR	Readiness Standards		Supporting Standards	
1 Matter and Energy	8	5.5(A)	classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	5.5(B)	identify the boiling and freezing/melting points of water on the Celsius scale
				5.5(C)	demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand
				5.5(D)	identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water
				3.5(C)	predict, observe, and record changes in the state of matter caused by heating or cooling

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Culture of Excellence

Professional Learning Communities

THINKING MAPS ONE-PAGER

ALEDO ISD BEST PRACTICES / THINKING MAPS

WHAT ARE THINKING MAPS?

Thinking Maps are consistent visual patterns linked directly to eight cognitive thinking processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking. Thinking Maps is a common visual language in AISD.

8 COGNITIVE THINKING PROCESSES

- *Defining in Context / Brainstorming*
- *Describing*
- *Comparing and Contrasting*
- *Classifying*
- *Part-Whole*
- *Sequencing*
- *Cause and Effect*
- *Seeing Analogies / Relationships*

FRAME OF REFERENCE GUIDING QUESTIONS

- *Where did you get the information? Green Frame*
- *What is influencing the information in your map? Blue Frame*
- *What conclusions can you draw from your map? Red Frame*

COMMITMENT TO CONTINUOUS IMPROVEMENT

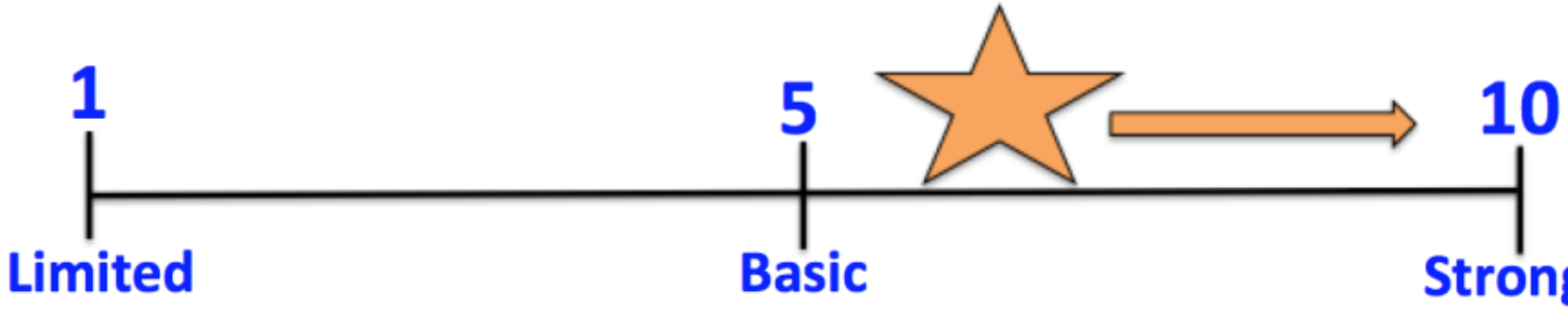
Not content with the status quo, teachers and students will utilize Thinking Maps as a common visual language for learning.

- *Teachers will analyze their standards and incorporate appropriate Thinking Maps into lessons*
- *Teachers and students utilize all 8 maps in combination for depth & complexity*
- *Teachers and students utilize Frame of Reference Questions*

NON-NEGOTIABLES

- Introduce Thinking Maps during first 8-10 weeks of school utilizing implementation plan
- Wall posters visible in all classrooms
- Teachers emphasize the "thought process" associated with each map
- Students take information off of the map: talk the information off the map, write from the map, develop questions from the map, create various products
- Teachers and students have ownership of all 8 Thinking Maps

School-Wide Thinking Maps Implementation Continuum



Implementation of Thinking Maps- Not all teachers are utilizing Thinking Maps consistently

Limited motivation to expand personal growth by incorporating Thinking Maps into lesson design

School-Wide Implementation of Thinking Maps- Implementation is still at surface level

Some teachers incorporate Thinking Maps into lesson design, but it is teacher-driven rather than student-driven

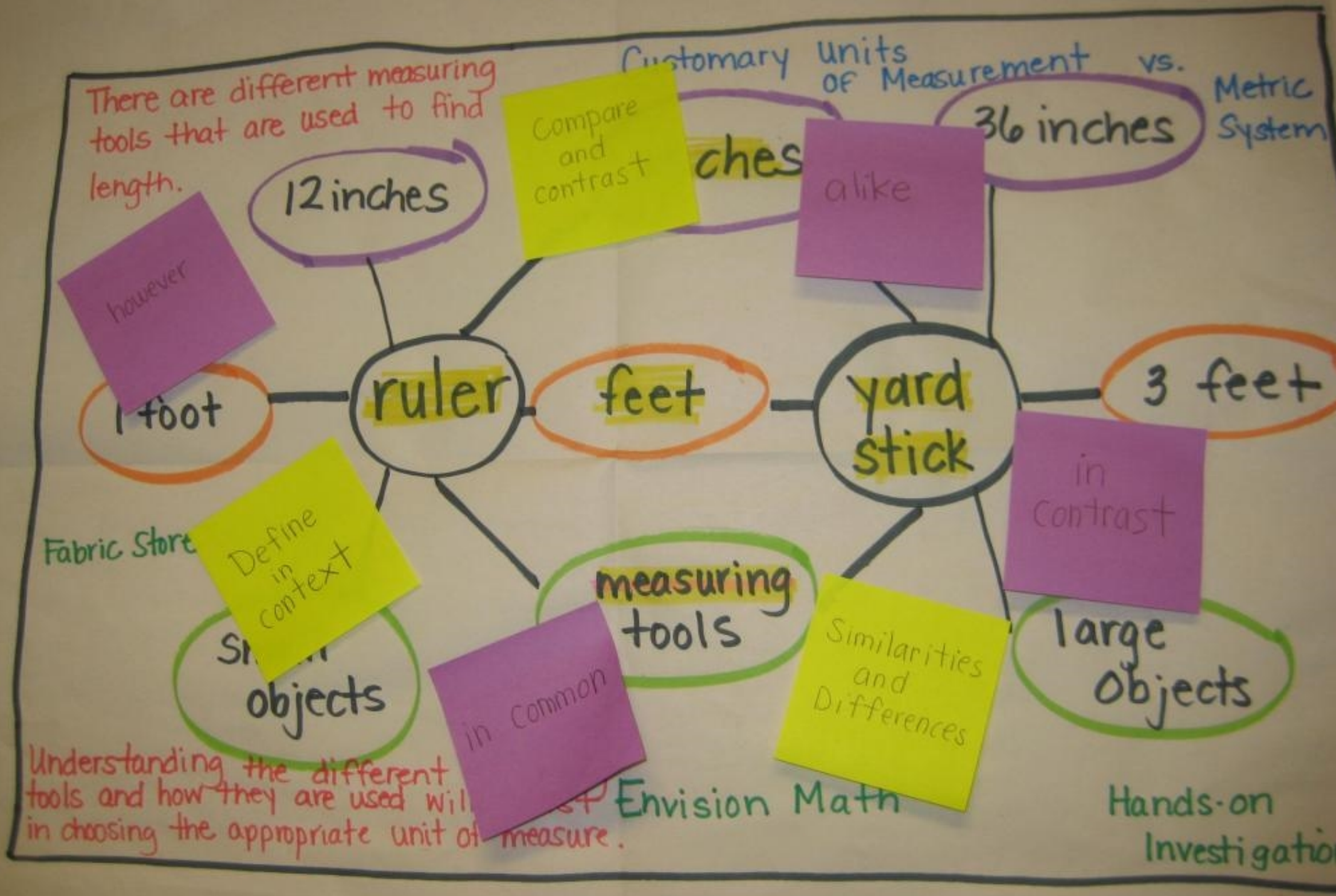
School-Wide Implementation of Thinking Maps- Teachers & students have ownership of Thinking Maps

Teachers and students consistently utilize Thinking Maps and the frame of reference to increase rigor and relevance

80% of all information that comes into our brain is VISUAL

40% of all nerve fibers connected to the brain are linked to the retina

36,000 visual messages per hour may be registered by the eyes.


There are different measuring tools that are used to find length.
Customary Units of Measurement vs. Metric System
12 inches
Compare and contrast
ches
alike
36 inches
however
1 foot
ruler
feet
yard stick
3 feet
Fabric Store
Define in context
measuring tools
in Contrast
objects
in Common
Similarities and Differences
large objects
Understanding the different tools and how they are used will help in choosing the appropriate unit of measure.
Envision Math
Hands-on Investigation

There are different measuring tools that are used to find length. A ruler and a yard stick are both measuring tools that can be used to measure small and large objects. In class, we used Envisions tools to discover which measuring tool would be appropriate for different objects. ~~Units~~ Inches & feet are both customary units of measurement located on these measuring tools. A ruler has 12 inches (1 foot) in contrast to the yard stick which has 36 inches (3 feet). Understanding the different measuring tools ~~and~~ their units, and how they are used will assist ~~in~~ with utilizing the appropriate measuring tool.

FUNDAMENTAL FIVE ONE-PAGER

ALEDO ISD BEST PRACTICES / FUNDAMENTAL FIVE

WHAT IS THE FUNDAMENTAL FIVE?

Fundamental Five is a framework that outlines the five critical practices that are at the core of highly effective instruction.

1) *Frame the Lesson*
2) *Work in the Power Zone*
3) *Frequent, Small-Group, Purposeful Talk about the Learning*
4) *Recognize and Reinforce*
5) *Write Critically*

COMMITMENT TO CONTINOUS IMPROVEMENT

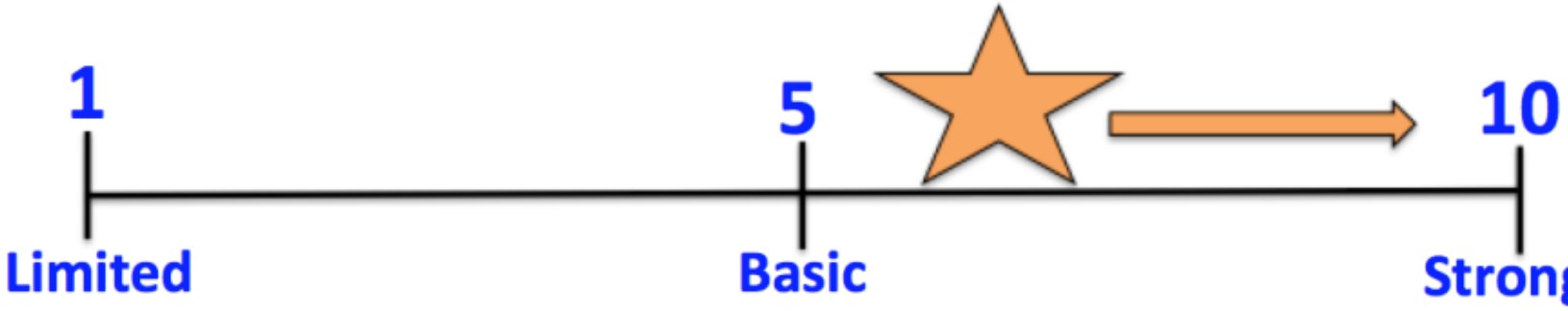
Not content with the status quo, teachers will execute the five fundamentals of effective instruction into their daily lessons.

- *Teachers will frame lessons daily with a verbal and written We Will / I Will statement. The "We Will" states the learning standard/TEKS for the lesson and the "I Will" states the student task or product for the lesson. Teachers will frame instruction with a clear opening, work period, and closing each day.*
- *Teachers will work in the power zone to teach or monitor instruction in close proximity to students.*
- *Teachers will plan for frequent, small-group, purposeful talk throughout each lesson in order to provide opportunities for students to engage in academic discussions. Teachers will pre-plan high-level questions to elicit high-level academic discussions.*
- *Teachers will recognize academic success and student progress and will reinforce behaviors that lead to student success.*
- *Teachers will plan for opportunities for students to engage in critical writing daily for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts. Evidence of student writing should be visible in student journals/ notebooks and should extend beyond note-taking.*

NON-NEGOTIABLES

- Student learning objective "We Will/ I Will" should be posted and visible for every lesson
- Students engage in frequent, small-group purposeful talk about learning daily
- Students engage in critical writing daily

School-Wide Fundamental Five Implementation Continuum



Implementation of Fundamental Five- Not all teachers are implementing Fundamental Five consistently in their daily instruction

Limited motivation to expand personal growth by incorporating all five practices into daily instruction

School-Wide Implementation of Fundamental Five- Implementation is still at surface level

Some teachers incorporate some of the five practices into their daily instruction, but there is not evidence of all five practices in every classroom

School-Wide Implementation of Fundamental Five- Teachers consistently implement all components of Fundamental Five in their daily instruction

There is evidence of framing the lesson, teachers working in the power zone, frequent small-group purposeful talk, recognizing and reinforcing effort, critical writing in all classrooms daily

THE FUNDAMENTAL FIVE

- **Framing the lesson**
- **Frequent small group purposeful talk (FSGPT)**
  - **Working in the power zone**
  - **Recognize and reinforce**
- **Critical Writing**

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2018-2019

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Culture of Excellence

Professional Learning Communities

Pathway to Building Future Ready Students

Building a Solid Academic Foundation

PK – 4th

Ensuring Post-Secondary Readiness

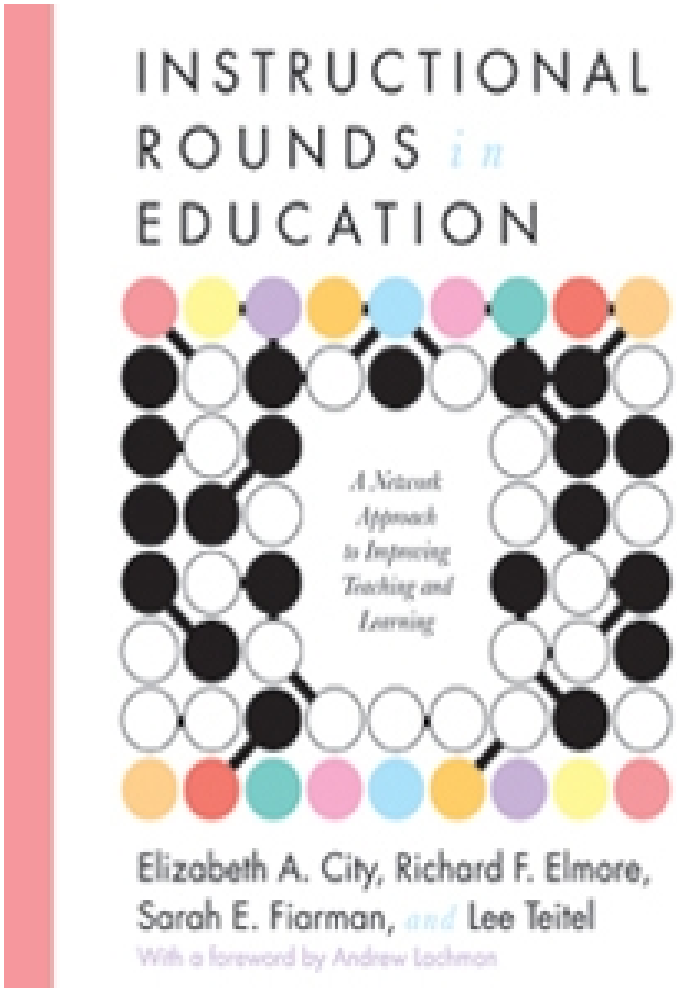
5th - 12th

Equipping our Students to be Future Ready

College/Career

How Will *We* Create a Culture of Excellence in Aledo ISD?

A district leadership team must develop and implement a coherent system wide strategy to support teaching and learning in all classrooms that is focused primarily and unconditionally on the instructional core.



AISD CAMPUS WALK-THROUGH EXPECTATIONS

TYPE	PURPOSE	PARTICIPANTS	FEEDBACK	LENGTH	FREQUENCY
TTESS	Evaluative For TTESS	Campus administrators	Each teacher should receive descriptive feedback to assist with goal development & to monitor implementation & progress of goals	Minimum of 10 minutes per visit	3 times throughout the school year
Daily Impact Walk-Throughs (classroom visits) Why? To ensure the quality of instruction in the building is consistent with campus & district look-fors	Provide Data on Campus & District Patterns and Trends	Campus administrators, district administrators, specialists	Feedback to teachers is not necessary for every visit Data should be collected and compiled for district analysis	Approximately 5-10 minutes per visit	10 times per week
Campus Instructional Rounds Why? To focus on a district-wide POP	Non-evaluative, descriptive feedback	All Staff; Led by campus administration	Share trends from the instructional rounds process with all staff; No individual feedback	Approximately 15 minutes per visit	Campus Instructional Rounds should occur once per nine weeks
District Instructional Rounds Why? To focus on a district-wide POP	Non-evaluative, descriptive feedback	All staff; Led by district administration	Share trends from the instructional rounds process with all staff; No individual feedback	Approximately 15 minutes per visit	District POP- Once in the fall and once in the spring

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Culture of Excellence

Professional Learning Communities

ARE YOU…

KILLING	or	BUILDING
They		We
Gossip		Defend
Always Done this Way		Dare to be Different
Isolate		Collaborate
Awfulize		Inspire

CULTURE?