AISD Featured Collaborative Team
McCall Elementary School
2nd Grade Team

Carrie Young

Julie Johnson

Claire Robinson

Shara Hetherington

2024-2025

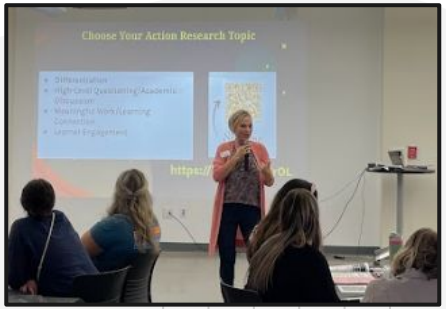
Teacher Leadership Cohort

2024-2025 Teacher Leadership Cohort

"I appreciated the opportunity to work with and learn from others.
I made connections with people from other campuses that will prove lasting."

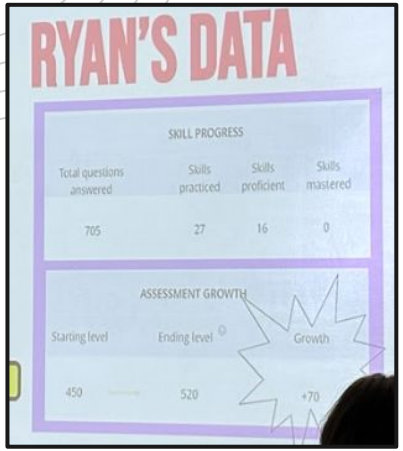
Teacher Leadership Cohort Meetings

- Professional learning to **build leadership capacity** in current and future roles.
- **Collaboration** with other leaders from across the District.
- Opportunity to **learn & grow** from exemplary leaders.

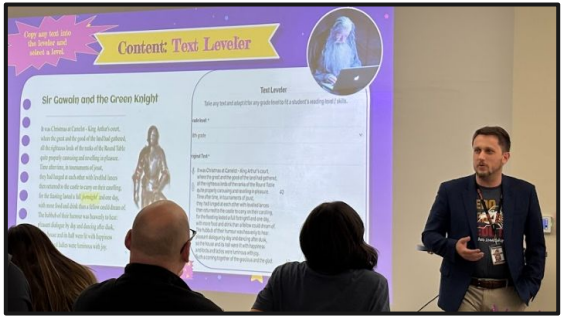


"I looked forward to each meeting because I left feeling empowered and encouraged. Every meeting was positive and it felt productive because I was learning more about something I'm passionate about. Thank you for pouring into us!"

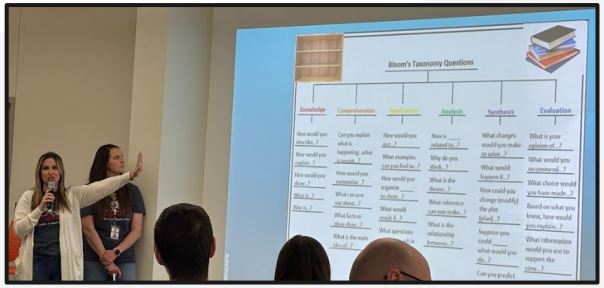
Teacher Leadership Cohort Action Research

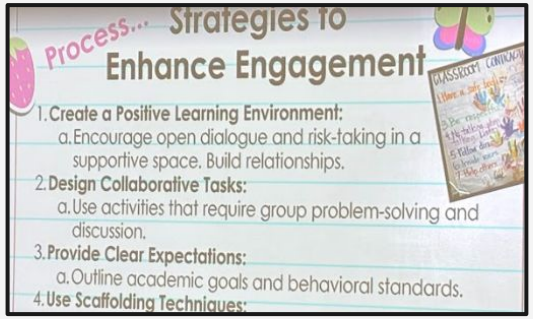


- Collaborate with cohort members to conduct action research project on topic of interest
  - Differentiation
  - High Level Questioning/Academic Discussion
  - Learner Engagement
  - Meaningful Work/Learning Connections
- Curate & synthesize research
- Apply strategies in classroom
- Obtain feedback from the C&I Team
- Present findings and reflections to TLC Cohort



"I really enjoyed the guest speakers, book recommendations, and getting to see everyone's final presentations! It was all together GREATNESS!"





Teacher Leadership Cohort Impact

"TLC provided me with the opportunity to connect with a broader network of individuals within the district and gain a deeper understanding of the positive things taking place. It had a similar impact on me as rounds, fostering meaningful interactions and insights."

"I really enjoyed the guests and the knowledge and resources Dr. Crissey shared about leadership. The C&I Team observed our ideas/strategies and gave feedback and getting to hear from leaders in the community were the most beneficial."

"Thank you so much for this opportunity. I have learned so much from our cohort. I think the one thing that has stuck with me most is being an impact player. I have always been the type of person willing to help, but I needed to be asked first. Now I'm looking at things differently and I have more confidence to speak up and take steps when I see a need."

"The entire process for me was definitely an energizer! The content really gave me something to strive towards and great ideas share with my team!"

"I'm truly grateful for this opportunity! I really enjoyed the experience and loved being able to implement new strategies in my classroom after each meeting. Thank you!"

"Every great leader is a great teacher, and the greatest leaders seize every opportunity to teach well." -Albert Mohler

2024-2025

Teacher Leadership Cohort

Teacher Leadership Cohort Members

Tyler Bauer	MMS
Paige Benavides	Vandagriff
Linda Capps	Walsh
Alyssa Clader	AHS/DNG
Anastasia Conrad	Annetta
Heather Cortez	AHS/DNG
Karah Dale	AHS/DNG
Casi Faulk	McKinney
Sara Garner	Vandagriff

Kami Hilton	McCall
Amber Jaime	Vandagriff
Melinda Jones	AMS
C. Alan Landrum	MMS
Skye Lindgron	AMS
Hunter Meroney	AHS/DNG
Thomas Mistler	AHS/DNG
Katelynn Newman	Walsh
Ryan Rothermel	MMS

Autumn Stephens	Coder
Jennifer Sarvis	McCall
Kristin Seals	AMS
Jamie Sillivent	Coder
Jessica Street	McKinney
Ashley Swords	Stuard
Gretchen Turdo	AMS
Stacey Utley	McCall

AISD
Instructional Focus

April 21, 2025

#AllinAledo

ALEDO ISD FOCUS DOCUMENT
2024-2025

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

Rigor, Relevance, Learner Engagement

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the Beginning & Beyond

Culture of Excellence

Professional Learning Community

Being a professional learning community is a "never-ending process in which educators commit to working together to ensure higher levels of learning for every student."

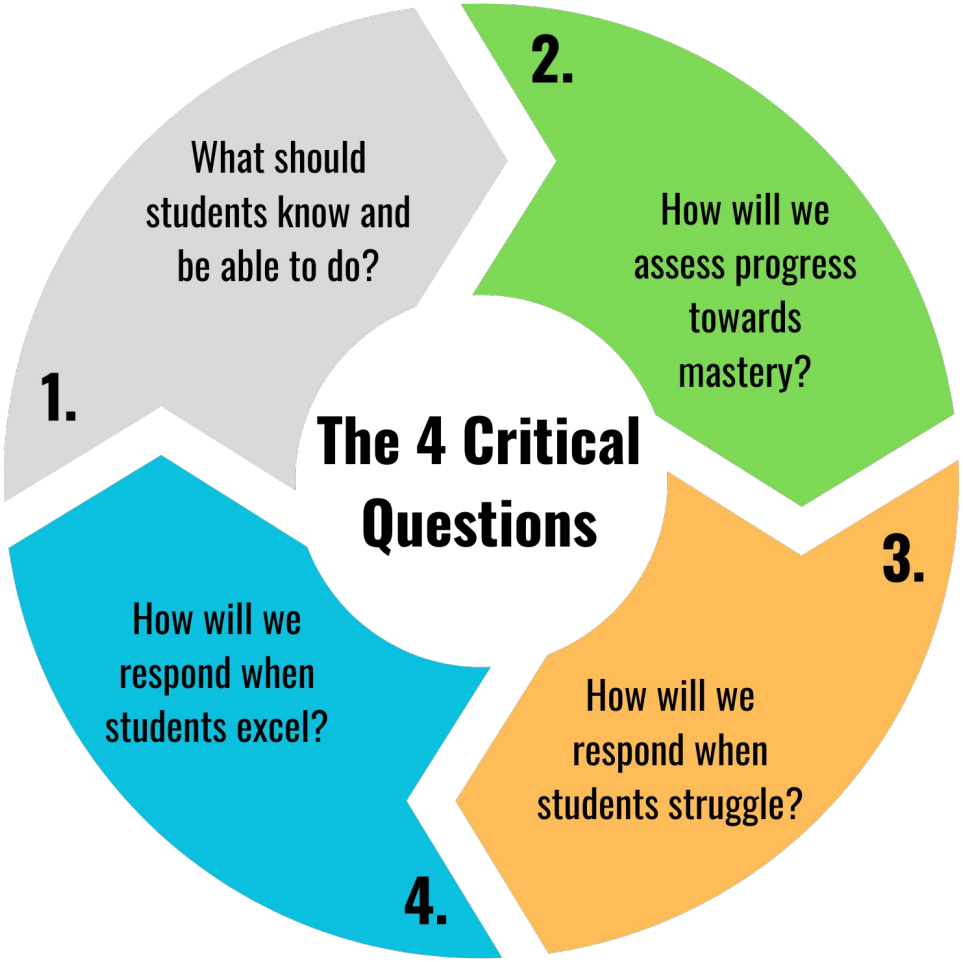
-Mattos, DuFour, Eaker & Many
Concise Answers to FAQ About PLCs at Work (2026) p.5

The 3 Big Ideas

A Focus on Learning

A Collaborative Culture

A Results Orientation



Implementation Measures of District Instructional Focus 2024-25

PLC Goals
Reported Quarterly

Focus on Learning
Goal 87% of CTs by June

Collaborative Culture
Goal 93% of CTs by June

Focus on Results
Goal 83% of CTs by June

District Instructional Priorities
Reported Monthly

Lesson Frame
Goal 100% of classrooms by June

Critical Writing
Goal 100% of classrooms by June

FSGPT / Academic Discussion
Goal 100% of classrooms by June

Active Participation
Goal 100% of classrooms by June

Student-Driven Learning
*Monthly report will consist of exemplars, rather than a percentage

Instructional Rounds Data
*District Aggregate Data Shared Each Semester

Progress Monitoring
Reported BOY, MOY, EOY

CIRCLE Progress Monitoring
PK Reading / Math Screener

mCLASS Texas
K-2 Reading Screener

IXL Math
K-2 Math Screener

MAP Growth
3-8 Reading Screener
3-8 Math Screener

Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

FOCUS ON LEARNING

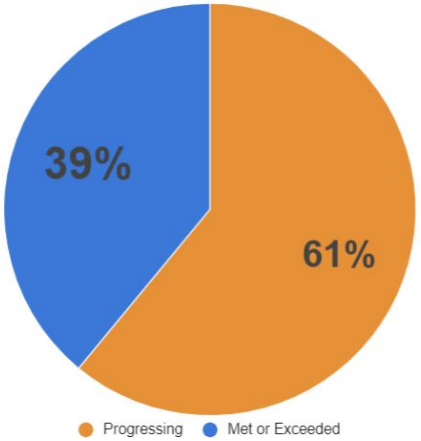
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle and extension when they are proficient.

Indicator	Initiating	Implementing	Developing	Sustaining
We build shared knowledge regarding the TEKS, district documents, and trends in student achievement and work with our colleagues to clarify the criteria by which we will judge student work.	Teams are aware of the essential learning standards and some teachers use the district curriculum documents consistently.	Teams clarify the essential learning standards for each unit and most teacher lessons reflect the decisions made by the collaborative team.	Teams clarify the essential learning outcomes by building shared knowledge through deconstruction of the learning standards. All teachers work collaboratively as a team to study and backward design from summative assessments and agree on the specific success criteria students must achieve to be deemed proficient.	Teams possess a deep understanding of the TEKS and the success criteria that students must achieve to demonstrate mastery and use this information to drive instruction. Teams have a systematic process for backward design and are committed to providing students with instruction and support to achieve the intended outcomes, giving every student access to essential learning.
We monitor each student's mastery of all essential standards on a timely basis through a series of frequent, standards-based common formative assessments that are aligned with summative assessments students will be required to take.	Teams have yet to develop formative assessments to monitor student learning. Some teachers use data from assessments to drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to extended learning opportunities.	Opportunities for intervention and extension are left to individual teachers to carry out within their own classrooms. Some teachers attempt to systematically intervene on essential standards when students experience difficulty.	While most teachers see the benefit of systematically grouping students, intervening and extending based on data is not an on-going cycle where teams continually adjust based on most recent assessments.	Teams track each student's proficiency on essential standards and utilize results from common formatives in a timely manner for interventions and extensions.	The system for intervention and extension is proactive, fluid, and directive rather than invitational. Achievement of each student is monitored on a frequent basis, and all students are guaranteed access to this system of intervention.

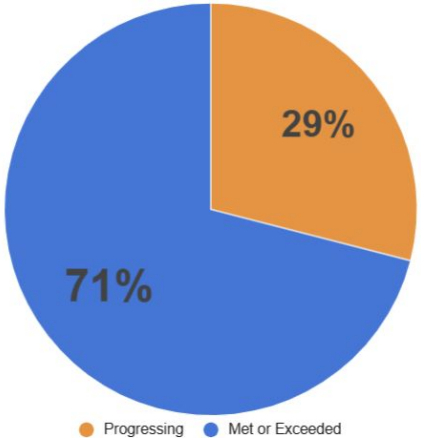
Focus on Learning

Goal: 87% Meet or Exceed

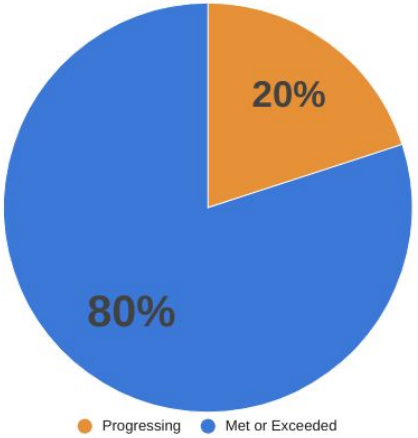
1st Grading Cycle 2024-2025



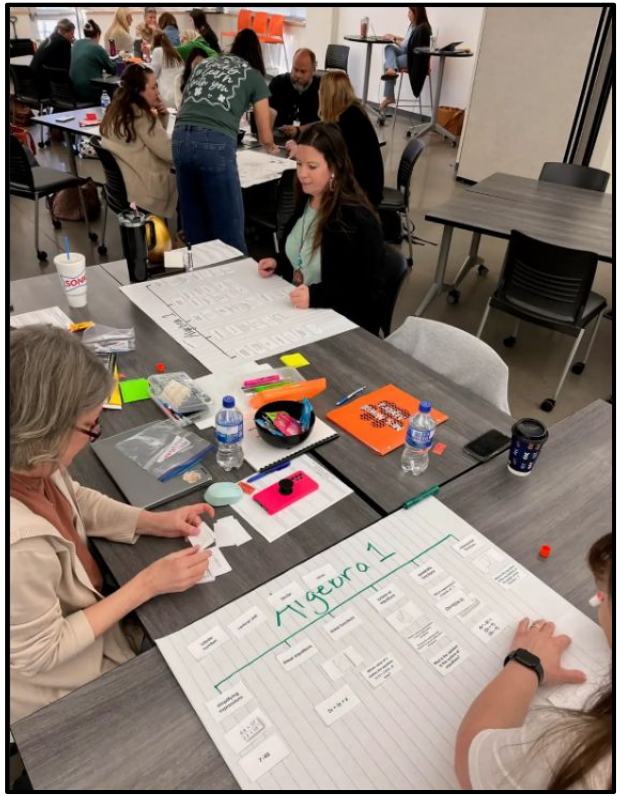
2nd Grading Cycle 2024-2025



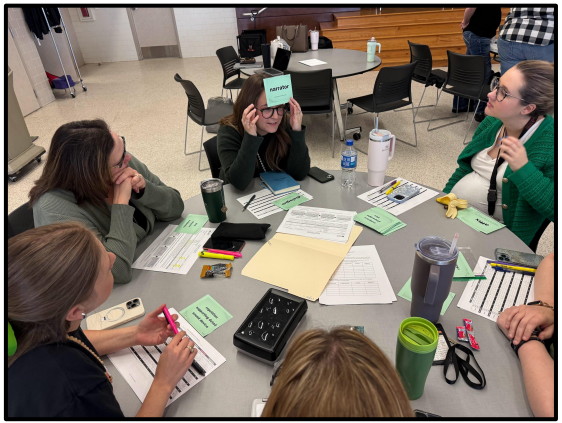
3rd Grading Cycle 2024-2025



Focus on Learning



ROCKIN' REVIEW
2025 CONFERENCE



Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

FOCUS ON COLLABORATIVE CULTURE

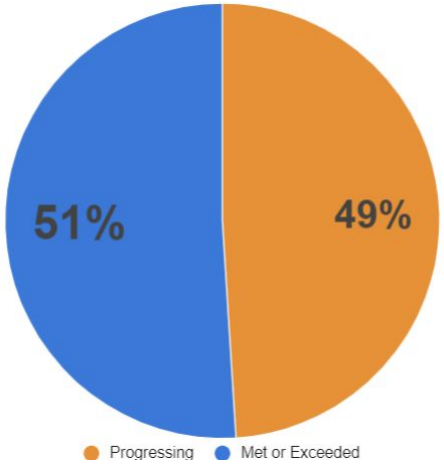
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.	Teachers are assigned to collaborative teams and are encouraged to work together collaboratively.	Teachers work together during collaborative time and share the workload to achieve individual classroom goals.	Teachers work interdependently to achieve goals specifically related to higher levels of student achievement and focus their efforts on discovering better ways to achieve common goals for the course or grade level.	The collaborative process is deeply ingrained in the team culture. Teams are self-directed and very skillful in advocacy and inquiry to monitor student improvement.
Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Some team members may elect to work with colleagues on topics of mutual interest. Some team members are co-laboring in an effort to improve student achievement.	Most teams member are clear regarding how they should use the collaborative time. Most work is focused on the Four Critical Questions and/or matters related to teaching and learning. Most teachers believe the team meeting is a productive use of their time.	Team members are assigned roles and honor their collective commitments. Team leaders develop agendas and help lead the collaborative process to ensure topics have a positive impact on student achievement. All work is focused on the Four Critical Questions and/or matters related to teaching and learning. The collaborative process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.	The collaborative team process serves as a powerful form of job-embedded professional development because members learn from one another, identify common problems, and engage in action research. The Four Critical Questions consistently drive the PLC process. Evidence of student learning is transparent among members of the team, and members make judgments about the effectiveness of different practices on the basis of that evidence.

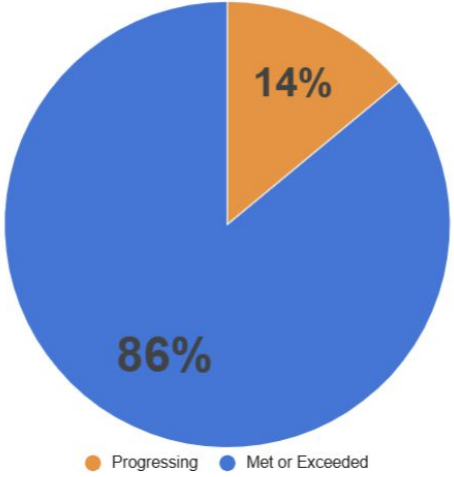
A Collaborative Culture and Collective Responsibility

Goal: 93% Meet or Exceed

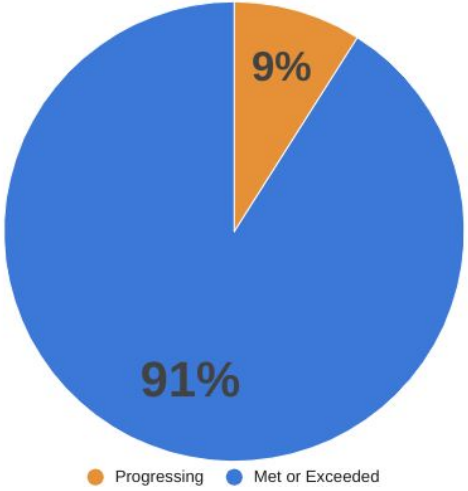
1st Grading Cycle 2024-2025



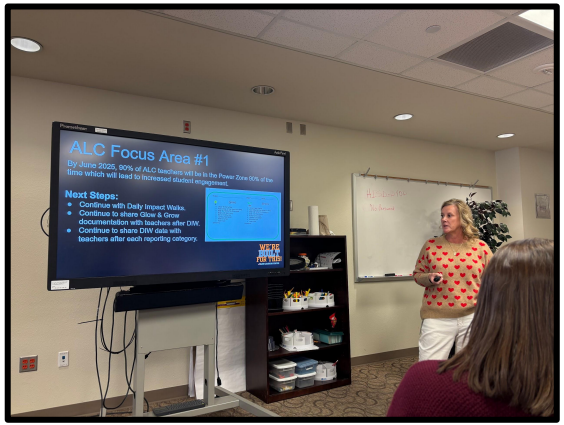
2nd Grading Cycle 2024-2025

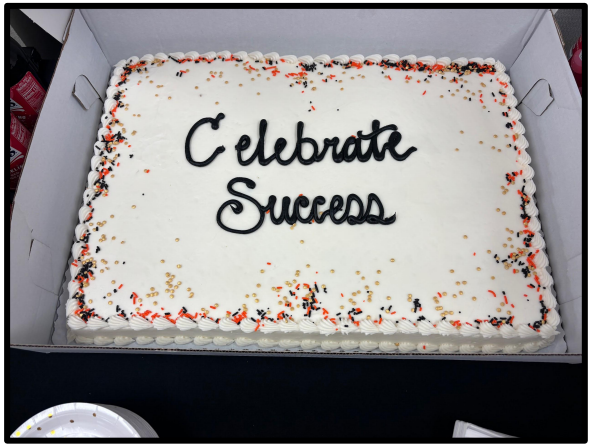


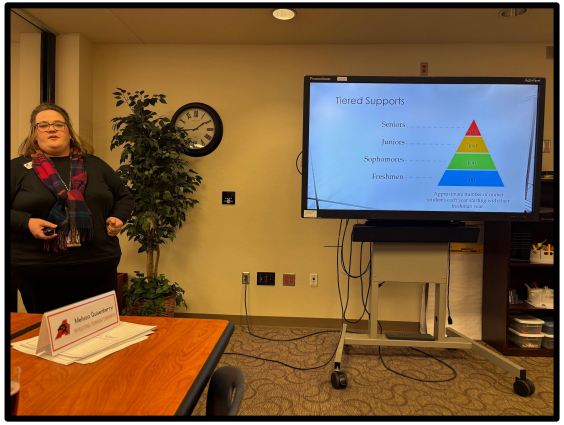
3rd Grading Cycle 2024-2025



Focus on Collaborative Culture







Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

FOCUS ON RESULTS

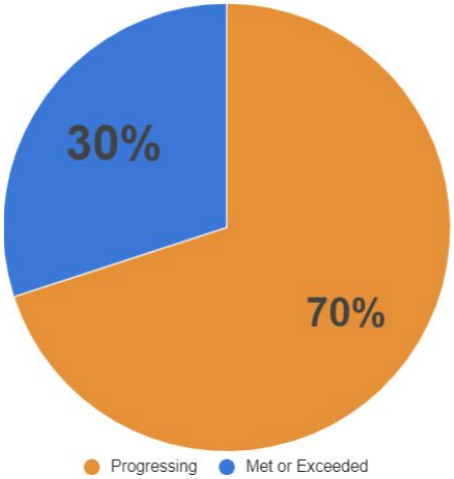
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Initiating	Implementing	Developing	Sustaining
Collaborative teams work interdependently to achieve one or more SMART goals that impact student achievement. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal.	Teams have established annual SMART goals; however, goals do not drive the work of the collaborative team.	Teams have established annual SMART goals tied to student learning and work together to identify strategies for becoming more effective at achieving the goal.	Teams have established a series of short term goals and action steps to monitor their progress towards their SMART goal. The SMART goal drives the collaborative team process.	Teams take ownership of establishing short term and long term goals with action steps that guide the work of the collaborative team. Teams have a consistent process for monitoring their progress towards the attainment of the SMART goal. The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement.
Collaborative teams regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. They use that information to: ***Respond to students who are experiencing difficulty** ***Extend the learning of students who are proficient** ***Inform and improve the individual and collective practice of members** ***Identify team professional development needs** ***Measure progress toward team goals**	Some teachers analyze and use assessment results of team created common formative assessments. Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Teams create and administer common formative assessments and analyze the results together. Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group. Teams may not yet be using the analysis of results to inform or improve professional practice.	Teams collaborate to create common formatives, consistently analyze data, and group students based on results from recent assessment data. Teams have a system in place for tracking progress of interventions and extensions that is fluid and based on evidence of need. Students receive interventions and extensions on essential standards. Systems of intervention and extension focus on priority content areas identified at the campus and/or district level based on student data trends. Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.	Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team. Teachers use data to identify the strengths and weaknesses in their individual practice, improve their collective capacity to help all students learn, identify problematic areas in curriculum, and consistently provide targeted and systematic interventions and extensions.

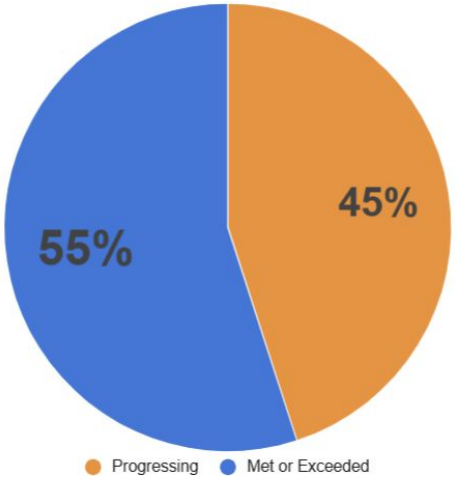
A Focus on Results

Goal: 83% Meet or Exceed

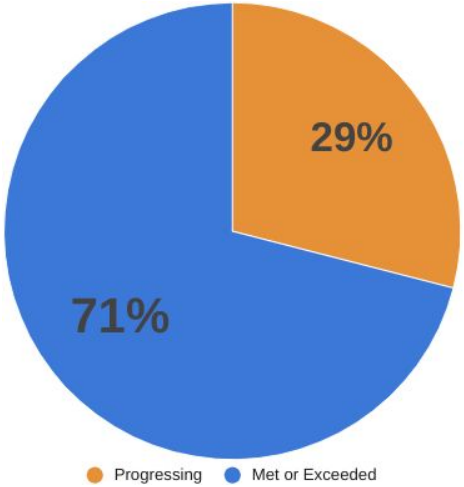
1st Grading Cycle 2024-2025



2nd Grading Cycle 2024-2025



3rd Grading Cycle 2024-2025



Focus on Results

Student Last Name	Student First Name	Special Education	Composite Level	Composite Score	Composite - National Norm Percentile	Letter Names (LNF) - Level	Letter Names (LNF) - Score	Letter Names (LNF) - National Norm Percentile	Phonemic Awareness (PSF) - Level	Phonemic Awareness (PSF) - Score	Awareness (PSF) - National Norm Percentile	Letter Sounds (NWF-CLS) - Level	Letter Sounds (NWF-CLS) - Score	Sounds (NWF-CLS) - National Norm Percentile	Decoding (NWF-WRC) - Level	Decoding (NWF-WRC) - Score	(NWF-CI - Nation Norm Percer
L	E	N/A	Well Below Benchmark	300	0	Well Below Benchmark	0	0	Well Below Benchmar	10	21	Well Below Bench	0	0	Well Below Bench	0	
Y	G	Y	Well Below Benchmark	307	13	Well Below Benchmark	23	21	Well Below Benchmar	0	0	Well Below Bench	6	14	Well Below Bench	0	
B	C	N	Well Below Benchmark	313	22	Well Below Benchmark	27	27	Below Benchmark	26	47	Well Below Bench	14	24	Below Benchmark	2	
B	E	N/A	Well Below Benchmark	316	28	Well Below Benchmark	24	22	At Benchmark	33	65	Well Below Bench	20	35	Below Benchmark	4	
A	H	N	Well Below Benchmark	318	32	Well Below Benchmark	28	28	Below Benchmark	20	36	Well Below Bench	15	26	Below Benchmark	3	
N	G	N	Well Below Benchmark	320	36	Well Below Benchmark	29	30	Below Benchmark	28	52	Below Benchmark	26	47	At Benchmark	8	
K	R	N	Below Benchmark	324	45	Below Benchmark	40	52	At Benchmark	38	76	Below Benchmark	25	45	At Benchmark	7	
W	C	N	Below Benchmark	327	50	Well Below Benchmark	28	28	At Benchmark	36	71	At Benchmark	30	56	At Benchmark	10	
A	L	N/A	Below Benchmark	328	52	Below Benchmark	34	40	At Benchmark	39	78	Below Benchmark	25	45	At Benchmark	6	
C	M	N	At Benchmark	331	57	At Benchmark	49	69	At Benchmark	44	86	At Benchmark	33	61	At Benchmark	11	
H	W	N	At Benchmark	337	66	Below Benchmark	34	40	At Benchmark	37	74	At Benchmark	43	75	At Benchmark	14	
R	C	N	At Benchmark	340	69	At Benchmark	48	67	Well Below Benchmar	13	26	At Benchmark	39	70	At Benchmark	11	
M	K	N	At Benchmark	345	74	At Benchmark	68	93	At Benchmark	44	86	At Benchmark	45	77	At Benchmark	10	
J	W	Y	At Benchmark	349	77	At Benchmark	79	98	At Benchmark	33	65	Above Benchmark	56	84	Above Benchmark	17	
N	B	N	At Benchmark	351	78	At Benchmark	71	95	Above Benchmark	51	94	Above Benchmark	49	80	At Benchmark	11	
W	C	N	Above Benchmark	357	81	At Benchmark	59	85	Above Benchmark	48	91	Above Benchmark	65	88	Above Benchmark	22	
K	A	N	Above Benchmark	367	86	At Benchmark	76	97	Above Benchmark	58	98	Above Benchmark	78	93	Above Benchmark	22	
B	C	N	Above Benchmark	377	89	At Benchmark	72	96	Above Benchmark	52	94	Above Benchmark	75	92	Above Benchmark	23	
V	R	N	Above Benchmark	387	92	At Benchmark	50	71	Below Benchmark	22	39	Above Benchmark	76	92	Above Benchmark	25	
H	L	N	Above Benchmark	446	99	At Benchmark	62	89	Above Benchmark	60	98	Above Benchmark	154	99	Above Benchmark	52	

Beginning of Year | Middle of Year | End of Year | Summary

	Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Class Summary	30% 6 Students	15% 3 Students	25% 5 Students	10% 2 Students	25% 5 Students	35% 7 Students

Tier 3:	Tier 2:	Extension:	Writing:
B	E	B	C
C	T	R	W
E	H	L	L
	R	A	
		C	

Composite | LNF | PSF | NWF-CLS | NWF-WRC | Word Reading | ORF Accu | Adams | Hutson | Tubbs | Sooter | Walker

2/5 REGROUPING FOR WIN TIME

Hutson		Tubbs	Adams	Sooter	Walker	Rocha (G1- 8:30)	Rocha (G2- 9:30)
LNF/LS (vowels +)		<3 words	<3 Words	extension (math and reading)	d/trigraph/flos smulti syba	mCLASS	mCLASS
AK - walker	R - Hutson	G - Walker	LP- Sooter	E- Tubbs	R - Tubbs	RC	DA
B - Tubbs	K- Hutson	M - Adams	AP- Walker	AS - walker	C - Tubbs	JD	FG
K - walker	KD - Hutson	WJ - Adams	J - walker	E- walker	C- Adams	GH	AH
PW- Sooter	JJ - Hutson	B - Sooter	E- Tubbs	JA - Hutson	K - Adams	MR	EL
EG - Sooter	G - Tubbs	MG - Adams	CM - Hutson	C - Hutson	S - Hutson	ZR	SM
RK - Adams	TN - Adams	H - Hutson		BN - Adams	EB - Sooter		
				LH - Adams			

ENSURING
high levels of learning
FOR ALL STUDENTS.

ALEDO ISD MISSION STATEMENT

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Reported BOY, MOY, EOY

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K-2 Reading Screener

IXL Math
K-2 Math Screener

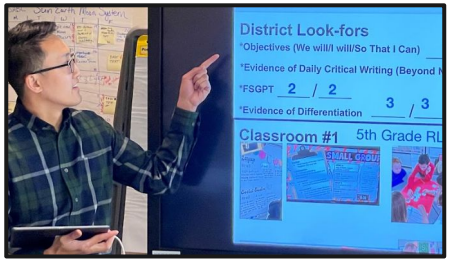
MAP Growth
3-8 Reading Screener
3-8 Math Screener

Why Instructional Rounds?

“The Rounds Process gives campuses a time to dissect and analyze our practices, and other campuses, to refine and grow our teachers AND students. We are also charged with finding the positive instructional practices on our campus using the same data to celebrate together as a campus and grow our culture.”

“Teachers learning from other teachers, "stealing ideas/strategies", and seeing their peers in action. Rubrics provide a good framework for planning.”

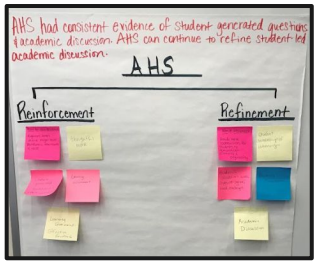
“Improved student outcomes, shared language, alignment with district goals, we inspect what we expect and our teachers are rising to that expectation as are our students.”

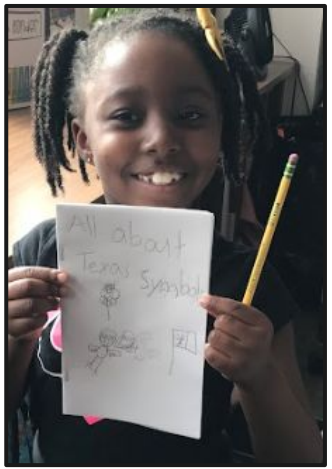


“Our teachers get to see exemplary models of kid-centric teaching and instructional design.”

Why Instructional Rounds?

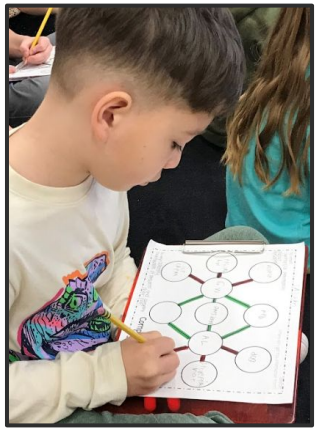
“Great professional learning for teachers during the debrief as they dive into the rubrics and can make immediate changes to their lessons.”





“Steady increase over the years. Biggest takeaway is the intentional planning has been more apparent in CTs and classroom instruction. Building continuity with teams and curriculum allows repetitive successful strategies. “

“Historical data shows that Rounds Process has improved practice in Rigor Relevance and Engagement. Since COVID there has been positive growth in all areas as well. From Fall to Spring in each rubric, campuses have been able to take action on feedback to show increases over even just a few months time.”



Moving Up the Rigor Continuum

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

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.

Developed/ Well Developed Classrooms

Out of 150 Class rooms

105 (70%) ➡ 125 (83%)

58 (39%) ➡ 76 (51%)

53 (35%) ➡ 71 (47%)

Moving Up the Relevance Continuum

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. • Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.	• Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. • Student work requires application of knowledge learned during the lesson/unit.	• Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality. • Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.	• Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original. • Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.
Instructional Design	• Lesson provides students an opportunity to demonstrate foundational understanding of content.	• Lesson provides students an opportunity to complete a specific task that requires application of knowledge.	• Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.	• Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.
Authentic Resources	**1 – Beginning**	**2 – Emerging**		
Student Learning	• Students mainly engage with one source of information for the lesson and/or unit. • Students use one source to complete tasks focused on making simple connections to content.	• Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. • Students use one or more sources to complete real-world tasks focused on making simple connections to content.	• Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. • Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.	• Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources. • Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.
Instructional Design	• Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.	• Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.	• Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.	• Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.
Learning Connections	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students seldom have the opportunity to engage in content that has explicit connection to real-world application. • Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.	• Students occasionally engage in content that has explicit connection to real-world application. • Some students begin to articulate the connections between content learned and real-world application.	• Students engage in content that has explicit connections to real-world applications. • Students clearly articulate the connections between content learned and real-world application.	• Students discover opportunities to apply content to their lives as well as real-world application. • Students independently make thoughtful connections between content learned and real-world unpredictable situations.
Instructional Design	• Lesson provides appropriate content, but without explicit connections to real-world application.	• Lesson provides some opportunities to connect content learned to real-world application.	• Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.	• Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.

Developed/
Well Developed
Classrooms
Out of 150 Class rooms

88 (59%) ➡ 101 (67%)

82 (55%) ➡ 98 (65%)

Moving Up the Learner Engagement Continuum

International Center for Leadership in Education | A division of Houghton Mifflin Harcourt

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.	• Most students remain focused and on-task during the lesson. Students 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.	• All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. • Lesson is led by both teacher and students, and students productively progress through new learning.	• All 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 exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	• Students are encouraged to take risks and 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
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.

Developed/
Well Developed
Classrooms
Out of 150 Class rooms

118 (79%) ➡ 126 (84%)

119 (79%) ➡ 129 (86%)

Aledo ISD 2024-25
Instructional Rounds Compiled Data

District Look Fors:	Overall Reinforcement & Refinement Areas
Lesson Frame (We Will, I Will, So that I Can) • Fall: 145 out of 150 = 97% of classrooms • Spring: 147 out 149 = 99% of classrooms **Daily Critical Writing** • Fall: 132 out of 150 = 88% of classrooms • Spring: 138 out of 149 = 93% of classrooms **Frequent, Small-Group Purposeful Talk** • Fall: 123 out of 141 = 87% of classrooms • Spring: 141 out of 147 = 96% of classrooms **Differentiation** • Fall: 126 out of 141 = 89% of classrooms • Spring: 132 out of 138 = 96% of classrooms	**Reinforcement / Celebration:** • Fall: Instructional Design for Thoughtful Work • Spring: Instructional Design for Rigor, Relevance & Engagement **Refinement / Growth Area:** • Fall: Student-Led Academic Discussion • Spring: Continue Refining Academic Discussion (campus wide)

Rigor Rubric	2018 Fall	2019 Fall	2020-2022	2022 Fall	2023 Fall	2024 Fall	Change
Thoughtful Work	55%	62%	N/A	46%	69%	70%	+15%
High Level Questioning	26%	30%	N/A	18%	33%	39%	+13%
Academic Discussion	28%	32%	N/A	31%	35%	35%	+7%

Rigor Rubric	2019 Spring	2020 Spring	2020-2022	2023 Spring	2024 Spring	2025 Spring	Change
Thoughtful Work	66%	67%	N/A	62%	79%	83%	+17%
High Level Questioning	29%	34%	N/A	24%	41%	51%	+22%
Academic Discussion	32%	28%	N/A	26%	38%	47%	+15%

Relevance Rubric	2018 Fall	2019 Fall	2020-2022	2022 Fall	2023 Fall	2024 Fall	Change
Meaningful Work		23%	N/A	28%	43%	59%	+36%
Learning Connections		36%	N/A	34%	42%	55%	+19%

Relevance Rubric	2019 Spring	2020 Spring	2020-2022	2023 Spring	2024 Spring	2025 Spring	Change
Meaningful Work		52%	N/A	39%	53%	67%	+15%
Learning Connections		43%	N/A	42%	52%	65%	+22%

Learner Engagement Rubric	2018 Fall	2019 Fall	2020-2022	2022 Fall	2023 Fall	2024 Fall	Change
Active Participation	49%	56%	N/A	53%	68%	79%	+30%
Learning Environment	44%	58%	N/A	58%	72%	79%	+35%

Learner Engagement Rubric	2019 Spring	2020 Spring	2020-2022	2023 Spring	2024 Spring	2025 Spring	Change
Active Participation	51%	61%	N/A	61%	73%	84%	+33%
Learning Environment	57%	51%	N/A	55%	75%	86%	+29%