

OACOA

**Developing Capacity to Improve
Outcomes for Students**

Layers to the Onion

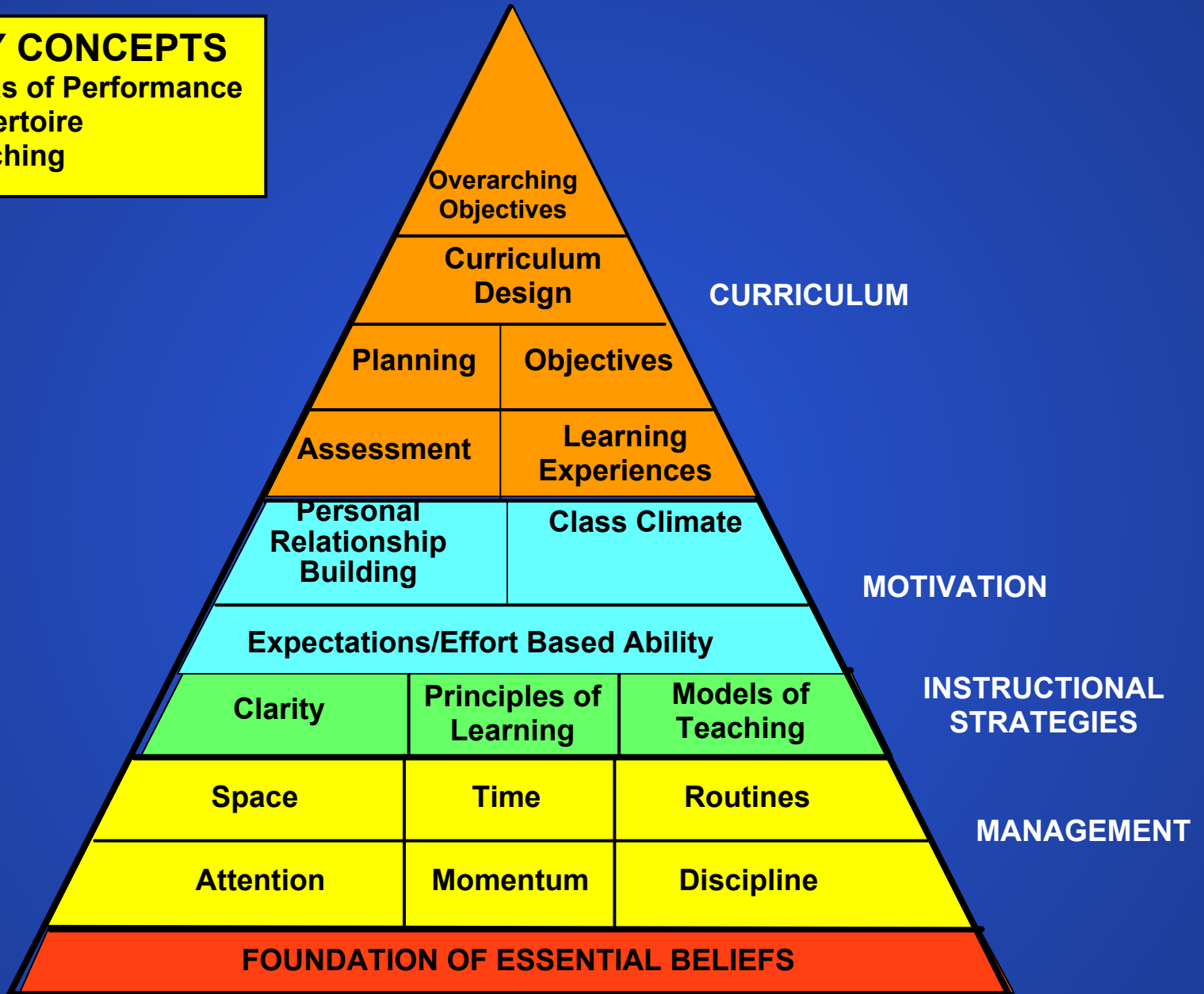
- Hiring / Personal Skills
- Induction / Professional Growth
- Workplace Structure and Culture

Hiring / Personal Skills

Measured through evaluation and walk-through

KEY CONCEPTS

- Areas of Performance
- Repertoire
- Matching



Induction / Professional Growth

Based on evaluation and walk-through

PD Aligned with Identified Needs

Constant Learning for Administrators and Teachers:

We all have more to learn about teaching no matter how experienced or competent we already are.

Structures

We are on the right track!

Where to Show Up and What to Do

Building
Instructional
Leadership
Team

Partnership with
Instructional Coach

High-Functioning
Content Teams (PLCs)

Faculty Meetings

Student Accountability
Talks

Frequent short
(15 min.) visits with
Conversations CEIQ

**Influencing
Teaching
and Learning**

Planning
Building PD

Planning Conferences

Peer Observation

Formal Observation
Write-ups

Supporting
Study Groups

Walkthroughs and
Learning Walks

Culture

Changing Beliefs - Actions Become Sustainable

What we collectively allow

Shared beliefs and priorities that drive actions and decisions.

Even with all other skills and structures in place, changing cultures is key and most complicated.

School Appraisal Team Reports



Trends

Russell Academy

Prescott Elementary

Sacramento Elementary

Shaver Elementary



Overall Celebrations

- Safe and orderly environments
- In most cases Self Appraisals matched external data; reflecting and honest readiness to learn and improve

Collective Areas of Need

- Alignment of curriculum to Common Core Standards
- Educator Effectiveness as relates to increasing engagement in the classroom
- Timely systemic response when students are struggling

Prescriptive Interventions for All Four Elementaries

1. Active engagement in planning and implementation of Common Core Standards
2. Collaborative involvement with implementation of Oregon Teacher and Administrator Evaluation and Support Systems. Create a walk through that is compliments the system and is used to design professional learning.
3. Deeper diagnosis of instructional support systems (Professional Learning Communities and/or Response to Instruction)

Differentiation between schools

Shaver and Russell must focus on:

- Math
- Students with Disabilities
- English Language Learners
- Effective Instructional Delivery
- Active Engagement Strategies

In addition, the Principal hired for Shaver must match a [turnaround characteristic profile](#).

Differentiation between schools

Sacramento and Prescott must focus on:

- Students with Disabilities
- English Language Learners
- May choose to focus on Math or Literacy

Prescott must also focus on:

- Effective Instructional Delivery
- Active Engagement Strategies

On the right path....

- We've already lined up Common Core training for April and May
- We've booked Kevin Feldman for the beginning of next school year as well as follow up sessions focusing on Active Engagement Strategies
- We are attending an new best practices and research in ELL conference in March

Where to find School Appraisal Reports

<http://www.ode.state.or.us/search/page/?=3862>