HRS Level 2 - Effective Teaching in Every Classroom

Notes by leading indicator:

2.1: The school leader communicates a clear vision as to how instruction should be addressed in the school.

- CCS teachers use the New Art and Science of Teaching model of instruction.
- The document describing the school's instructional model is posted on a board in a high traffic teacher work area. This document is also shared in new staff onboarding materials, presented when teachers engage in professional goal setting, and referred to in PLC meetings and leadership planning sessions.
- Teacher-led curriculum and professional development leadership committees make decisions that connect to the school wide model of instruction.
- Every teacher has a hard copy snap-shop of the instructional model and a copy of The New Art and Science of Teaching.
- The complete compendium is available in hard copy in the staff work area.
- At the beginning of the school year, PLC time is dedicated to goal setting through self-audit, strategy identification, and planning for action.
- New teachers attend New Teachers Academy at Sourcewell. Academy introduces NAST instructional model.
- Onboarding procedures and materials include information on our instructional model and school-wide goals and initiatives.

2.2: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

- Primary and middle school team supportive structure
- Data meetings, data driven decision making
- MTSS Committee
- Lead Teachers, mentorship program for new teachers.
- HRS Lead Teacher
- PLC process
- Qcomp individual academic goals, school wide goal
- Teacher turnover is limited (collect quantitative data) Anecdotal: For the past two years, most new hires were to replace teachers who have moved into different roles in the school due to increased intervention and student support roles - providing increased support in & out of the classroom.
- Professional Development opportunities/ Professional development request form - connects to the instructional framework & school wide initiatives focused on increasing pedagogical skills.

- Teacher survey results indicating professional development needs and satisfaction ratings.
- Teachers have written statements of their pedagogical growth goals
- Teachers keep track of their progress on their pedagogical growth goals.
- HRS lead keeps a written record showing the growth goals selected by all teachers in the school spanning back multiple years.

2.3: Predominant instructional practices throughout the school are known and monitored.

- Training records maintained (for teachers and support staff) on school-wide initiative instructional and classroom management practices: Responsive Classroom, Catalyst
- Data from standardized testing (STAR), teacher created classroom assessments, and state-level assessment (MCA) supports high measures of student learning, in the way of both growth and achievement.
- The teacher's current instructional goals are posted in each classroom.
- Teacher and school site certifications of school-wide initiatives are posted in their classrooms or in the school (HRS/HRT, Catalyst)
- Osprey Wilds (charter school authorizer) site visits
- Yearly presentation to the CCS Board of Education in regards to HRS certification work given by the HRS lead.
- Coming soon: Walk throughs - tracking and data driven decision making (goal area)

2.4: Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Goal Area: Teacher's at CCS will engage in a comprehensive (encompassing all school-wide initiative areas) and specific, transparent evaluation process that supports pedagogical growth. This evaluation will include a development scale that acknowledges and supports growth and development. Administrators will base teacher feedback and evaluation data on multiple sources of predetermined data.

- Teacher Evaluation (coming soon)
- Improvement Plan Process (coming soon)

2.5: Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

- MN Summit
- Online professional development resources
- Virtual PD options

- Teacher (leadership) created PD schedules
- Yearly training on opportunities for NAST
- Teacher-led professional development is available to teachers regarding their instructional growth goals. (HRS lead or Qcomp lead teacher).
- Qcomp program
- Mentorship by lead teachers
- New Teachers Academy on-site coaching
- Peer & lead observations, coaching, and reflection process
- Relicensure cycle
- Increased PD budget

2.6: Teachers have opportunities to observe and discuss effective teaching.

- Peer & lead observations, coaching, and reflection process
- Catalyst Live
- Catalyst demonstration teachers
- Coming soon: Instructional Rounds! (Goal Area)