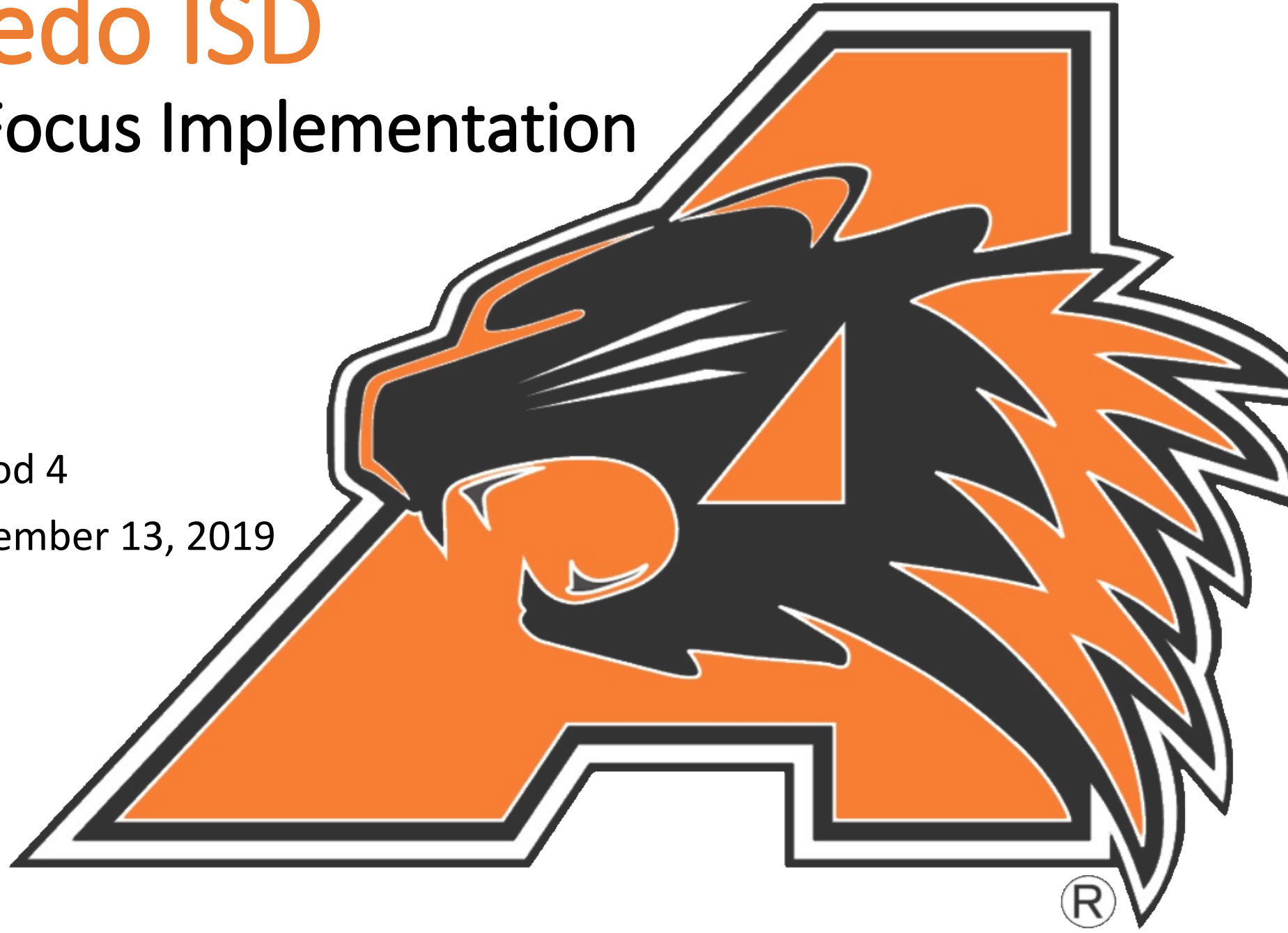


# Aledo ISD

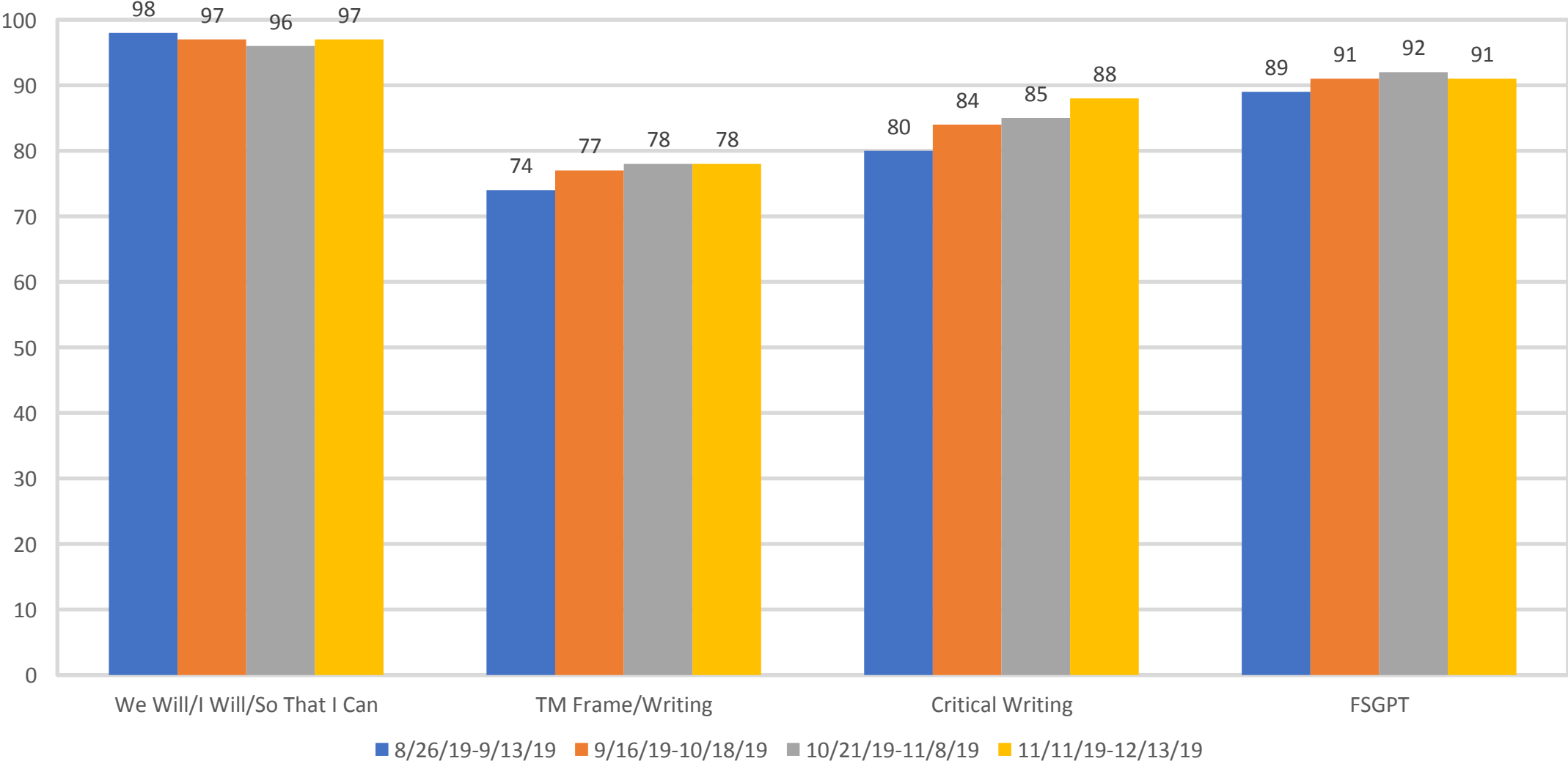
## Instructional Focus Implementation

Reporting Period 4

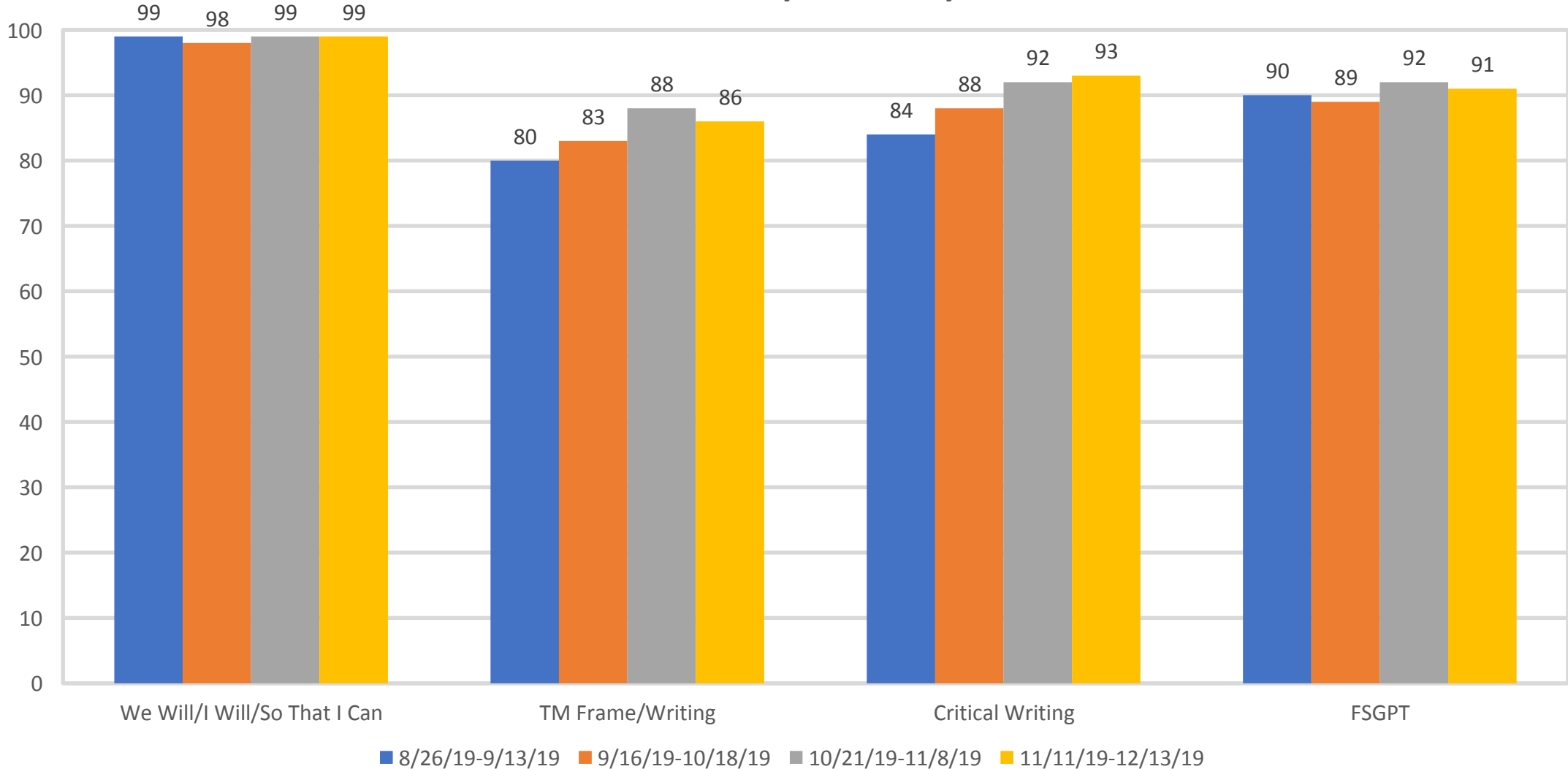
November 11, 2019 – December 13, 2019



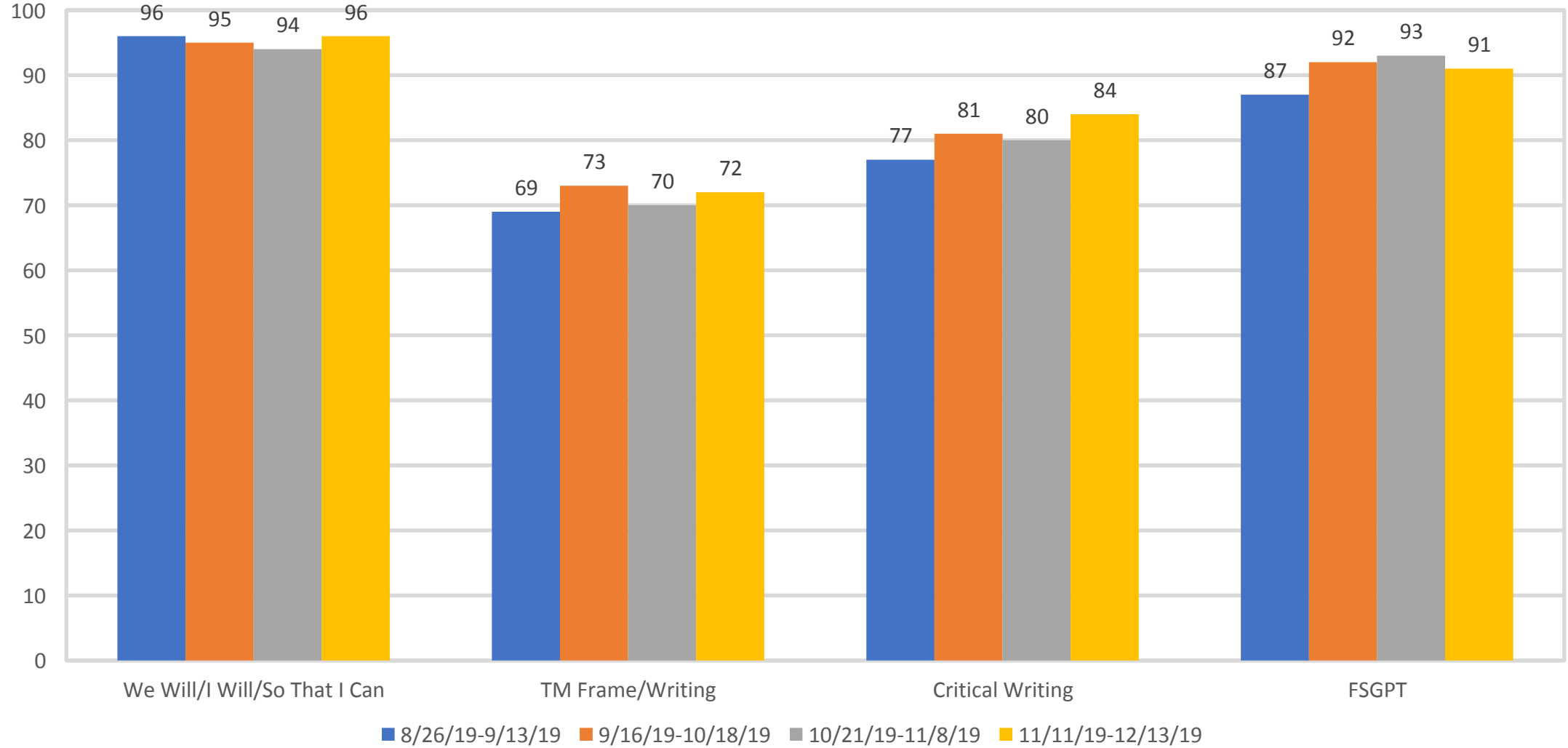
### Aledo ISD Overall Growth by Look Fors



### Aledo ISD Elementary Growth by Look Fors



### Aledo ISD Secondary Growth by Look Fors



# ALEDO ISD FOCUS DOCUMENT

## 2019-2020

### 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

### AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &  
Beyond

**Problem of Practice:**  
*Students are not demonstrating  
yearly progress at expected levels  
and are not demonstrating  
proficiency in critical writing  
across all content areas.*



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.

# INSTRUCTIONAL ROUNDS *in* EDUCATION



Elizabeth A. City, Richard F. Elmore,  
Sarah E. Fiorman, *and* Lee Teitel

With a foreword by Andrew Lockman

## Instructional Rounds Process

**Identifying a problem of practice**



**Observing**



**Debriefing**



**Focusing on the next level of work**

# 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.”



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

**WE ARE NOT LOOKING  
THROUGH A WINDOW**



# Moving Up the Rigor Continuum



Developed/  
Well Developed  
Classrooms  
Out of 162 Classes

100

49

52

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
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that require comprehension.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.</li> <li>Tasks include the opportunity for students to respond to content through inquiry and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks allow students to self-select options to best represent their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, inspiring them to pursue self-discovery.</li> </ul>
<b>High-Level Questioning</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students respond to questions that mainly focus on basic recall and retell.</li> <li>Few students ask questions, and most questions asked focus on basic recall or retelling of content.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to questions that demonstrate a comprehension of content.</li> <li>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively engage in developing rigorous questions to challenge the thinking of their peers.</li> <li>Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.</li> </ul>
<b>Academic Discussion</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</li> </ul>	<ul style="list-style-type: none"> <li>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</li> <li>Students provide explanations or evidence of their thinking and respond to their peers' comments.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>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&amp;A session regarding the major concepts studied.</li> <li>Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.</li> </ul>

# Moving Up the Learner Engagement Continuum



Developed/  
Well Developed  
Classrooms  
*Out of 162 Classes*

90

94

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	<ul style="list-style-type: none"> <li>Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.</li> <li>Lesson is teacher led and students progress through new learning with some challenges with productivity.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Lesson is led by the teacher, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson.</li> <li>Lesson is led by both teacher and students, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task and proactively engaged throughout the lesson.</li> <li>Students take ownership of learning new content, actively seeking ways to improve their own performance.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.</li> </ul>
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>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.</li> <li>Students demonstrate a lack of respect for peers, teacher, and/or learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content.</li> <li>Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are inconsistently communicated and/or implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are visible, but are not consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Clear classroom learning procedures and routines are visible and are consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.</li> </ul>
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal.</li> <li>Students are partnered or grouped, but all students receive the same lesson content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.</li> <li>Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning.</li> <li>Assessment results indicate that students are exceeding expected outcomes.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>

# Moving Up the Relevance Continuum 2019-2020



Developed/  
Well Developed  
Classrooms  
*Out of 162 Classes*

38

59

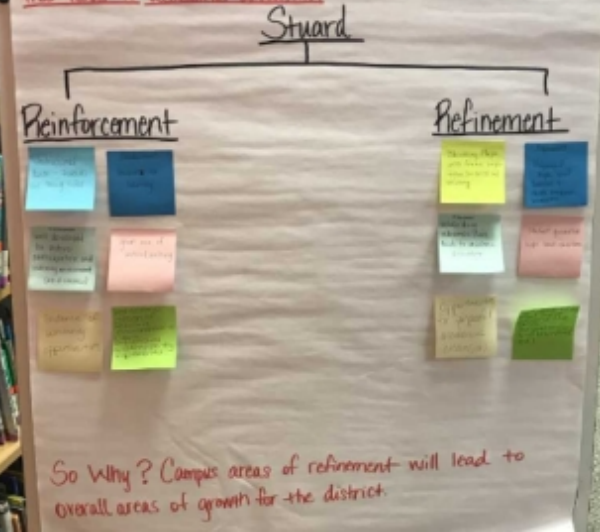
International Center for  
Leadership in Education  
RIGOROUS LEARNING FOR ALL STUDENTS

## Relevance Rubric

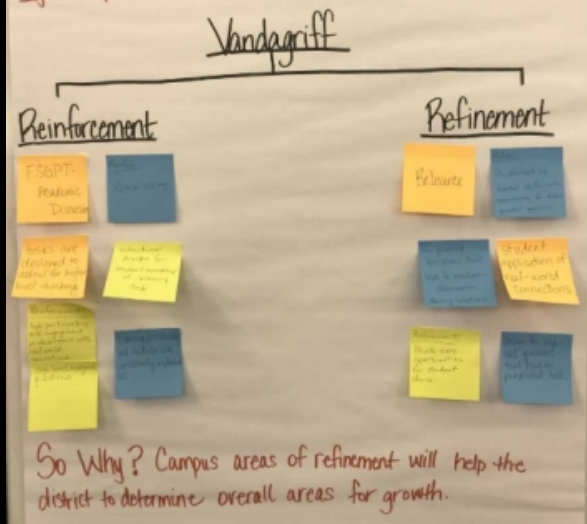
Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.</li> <li>Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality.</li> <li>Student work requires application of knowledge learned during the lesson/unit.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality.</li> <li>Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to demonstrate foundational understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to complete a specific task that requires application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.</li> </ul>
Authentic Resources	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students mainly engage with one source of information for the lesson and/or unit.</li> <li>Students use one source to complete tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.</li> <li>Students use one or more sources to complete real-world tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.</li> <li>Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources.</li> <li>Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Learning Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students seldom have the opportunity to engage in content that has explicit connection to real-world application.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students occasionally engage in content that has explicit connection to real-world application.</li> <li>Some students begin to articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world applications.</li> <li>Students clearly articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides appropriate content, but without explicit connections to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides some opportunities to connect content learned to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.</li> </ul>

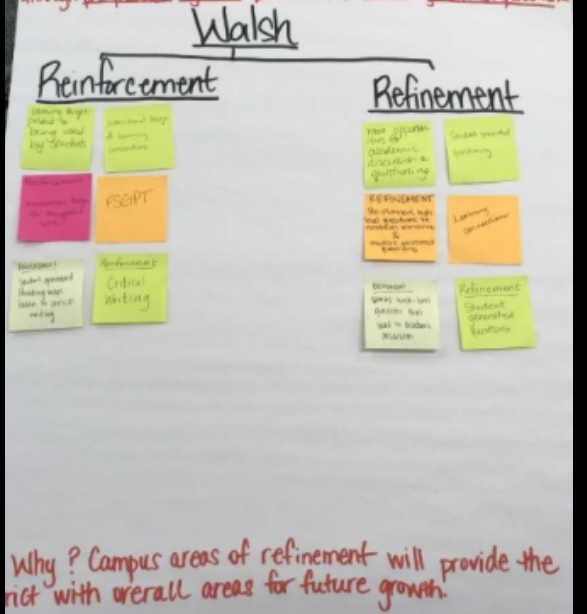
So What? Stuard had consistent evidence of strong levels of student engagement (active participation & learning environment). Stuard can continue to refine establishing relevance that leads to academic discussion.



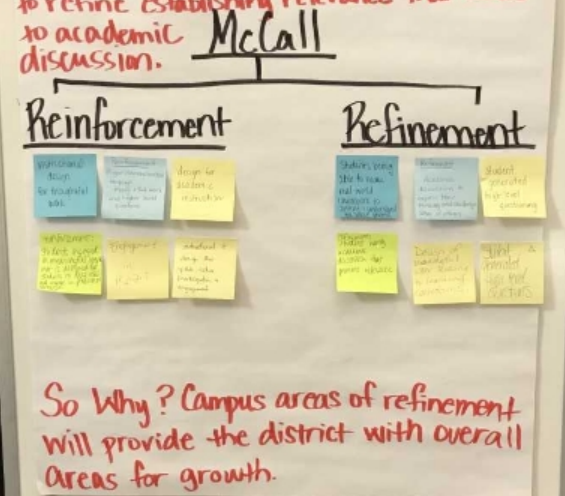
So What? Vandagriff has consistent evidence of strong levels of instructional design for meaningful work. Vandagriff can continue to refine relevant student connections through designing pre-planned high level questions.



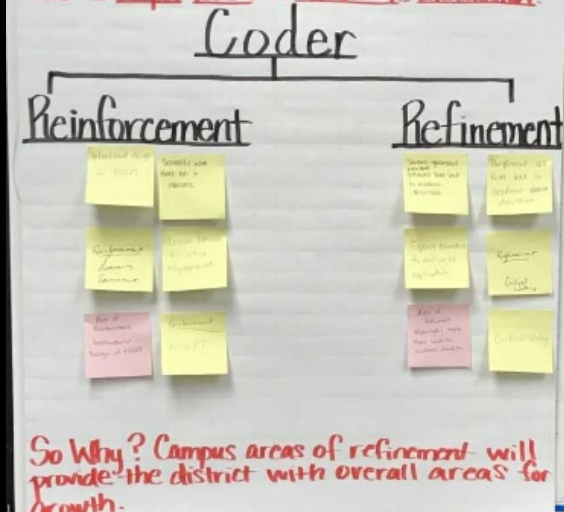
So What? Walsh had consistent evidence of instructional design for thoughtful work. Walsh can continue to refine establishing relevance through pre-planned high level questions and student generated questions.



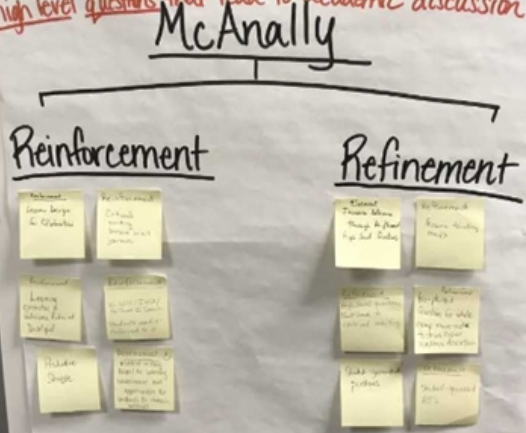
So What? McCall had consistent evidence of instructional design for thoughtful work & learning environment. McCall can continue to refine establishing relevance that leads to academic discussion.



So What? Coder had consistent evidence of instructional design for ESSEPT. Coder can continue to refine pre-planned high level questions that lead to deeper levels of academic discussion.

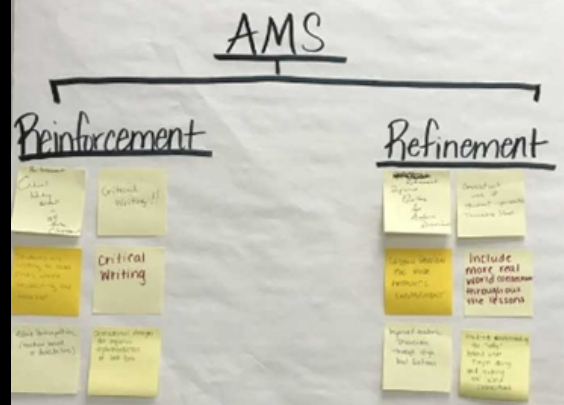


So What? McAnally had consistent evidence of strong levels of instructional design for thoughtful work. McAnally can continue to refine pre-planned high level questions that lead to academic discussion.



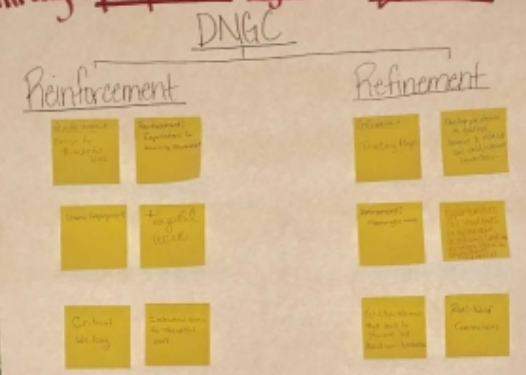
So Why? Campus areas of refinement provide the district with overall areas for growth.

So What? AMS had consistent evidence of critical writing and can continue to refine establishing relevance so that students can clearly articulate the why behind their learning.



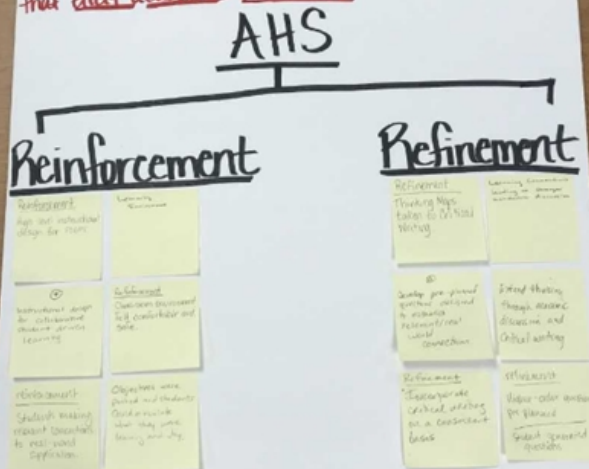
So Why? Campus areas of refinement will provide the district with overall areas for growth.

So What? DNGC had consistent evidence of instructional design for thoughtful work. DNGC can continue to refine establishing relevance through pre-planned high-level questions.



So Why? Campus areas of refinement will provide the district with overall areas for growth.

So What? AHS had consistent evidence of instructional design for meaningful work. AHS can continue to refine designing pre-planned questions that elicit academic discussion.



So Why? Campus areas of refinement will provide the district with overall areas for growth.

# Aledo ISD 2019 Fall Instructional Rounds Compiled Data

## District Look Fors:

- Learning Objective (We Will / I Will):  
158/162
- Thinking Maps with Frame / TM Taken to Writing:  
97/162
- Critical Writing in Journals:  
119/162
- Frequent, Small-Group, Purposeful Talk:  
132/162

## District Reinforcement & Refinement:

- **Reinforcement:**  
Instructional Design for Thoughtful Work
- **Refinement:**  
Establishing Relevance & Pre-Planned High Level Questions



# SHARPENING THE FOCUS FOR VISION



#GROWINGGREATNESS



**JAN  
6TH  
2020**

**Maximize instructional days in the 3rd grading cycle through engaging in intentional design that embeds our district instructional focus.**

**Gain new ideas for designing lessons that utilize pre-planned high-level questions and relevance to move students to deeper levels of understanding!**



PLEASE SEE STAFF DETAILED SCHEDULE FOR MORE SPECIFICITY



# AISD FEATURED COLLABORATIVE TEAM



## McAnally Intermediate 9<sup>th</sup> Grade Math Team:

*Deanne Torres, Allison Cleworth, Deborah Morrison, Leigh Ann Posey, Elizabeth Shifflett, Susan Cosby*

