

AISD Featured Collaborative Team

Walsh Third Grade Team



Stacy Beville



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AISD Instructional Focus

April 15, 2024



#AllinAledo

ALEDO ISD FOCUS DOCUMENT 2023-2024



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

Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 91% of CTs by June

Collaborative Culture

Goal 92% of CTs by June

Focus on Results

Goal 87% 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-English II Reading Screener

3-Algebra I Math Screener



Implementation Measures of District Instructional Focus

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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 and display recall and recall tasks. Most tasks draw on memorization and focus on answering recall-type questions.	Students demonstrate their learning and display recall and recall tasks. Most tasks draw on memorization and focus on answering recall-type questions.	Students demonstrate their learning and display recall and recall tasks. Most tasks draw on memorization and focus on answering recall-type questions.	Students demonstrate their learning and display recall and recall tasks. Most tasks draw on memorization and focus on answering recall-type questions.
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, requiring 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 recall. Few students ask questions, and most questions asked focus on basic recall or relating of content.	Students respond to questions that mainly focus on basic recall and recall. Few students ask questions, and most questions asked focus on basic recall or relating of content.	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.	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.
Instructional Design	Lesson mainly includes questions at the recall and recall 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 support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.
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 level of recall and recall, using everyday language, with little to no evidence of academic or domain-specific vocabulary.	Student discussion is driven by the teacher and mainly remains at the level of recall and recall, using everyday language, with little to no evidence of academic or domain-specific vocabulary.	Students provide explanations or evidence of their thinking and respond to their peers' comments.	Students provide explanations or evidence of their thinking and respond to their peers' comments.
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. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.	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 support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.

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District Look-fors

*Objectives (We Will/ I Will/ So That I Can)

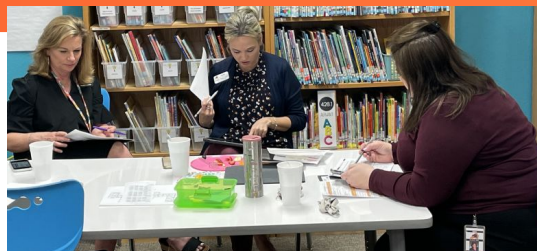
15/18

*Critical Writing in Journals/Binders (Beyond Note Taking)

16/18

*Evidence of Differentiation

16/18



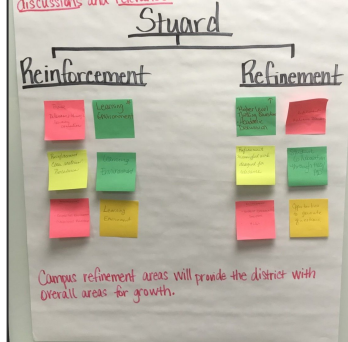
Relevance Rubric

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	Students work procedurally and structured, reflecting a basic understanding of information learned during the lesson/unit.	Students work procedurally and structured, reflecting a basic understanding of information learned during the lesson/unit.	Students work procedurally and structured, reflecting a basic understanding of information learned during the lesson/unit.	Students work procedurally and structured, reflecting a basic understanding of information learned during the lesson/unit.
Instructional Design	Lesson provides students an opportunity to demonstrate foundational understanding of content.	Lesson provides students an opportunity to demonstrate foundational understanding of content.	Lesson provides students an opportunity to demonstrate foundational understanding of content.	Lesson provides students an opportunity to demonstrate foundational understanding of content.
Authentic Resources	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	Students mainly engage with one source of information for the lesson and/or unit.	Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.	Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.	Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.
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 multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.
Learning Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.

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Stuard had consistent evidence of a strong learner environment. Stuard can continue to refine academic discussions and relevance.

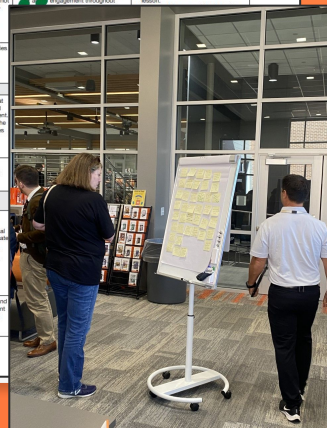


Learner Engagement Rubric

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	Students demonstrate engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not actively engaged.	Students demonstrate engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not actively engaged.	Students demonstrate engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not actively engaged.	Students demonstrate engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not actively engaged.
Instructional Design	Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through instruction.	Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through instruction.	Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through instruction.	Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through instruction.
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.
Instructional Design	Classroom learning procedures and routines are inconsistently communicated and/or implemented.	Classroom learning procedures and routines are inconsistently communicated and/or implemented.	Classroom learning procedures and routines are inconsistently communicated and/or implemented.	Classroom learning procedures and routines are inconsistently communicated and/or implemented.
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.	Students have the opportunity to engage in content that has explicit connection to real-world application.
Instructional Design	Results from formative processes and tools are used to monitor progress.	Results from formative processes and tools are used to monitor progress.	Results from formative processes and tools are used to monitor progress.	Results from formative processes and tools are used to monitor progress.

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Moving Up the Rigor Continuum



Developed/
Well Developed
Classrooms

Out of 162 Classrooms

111 → 128

54 → 67

56 → 62

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	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> 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. 	<p>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.</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<p>Learning tasks allow students to self-select options to best represent their thinking.</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>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.</p> <p>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<p>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. 	<p>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</p>	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

Moving Up the Relevance Continuum



Developed/
Well Developed
Classrooms

Out of 162 Classrooms

69 → 85

68 → 84

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson provides students an opportunity to demonstrate foundational understanding of content. 	<ul style="list-style-type: none"> Lesson provides students an opportunity to complete a specific task that requires application of knowledge. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students engage in content that has explicit connections to real-world applications. Students clearly articulate the connections between content learned and real-world application. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson provides appropriate content, but without explicit connections to real-world application. 	<ul style="list-style-type: none"> Lesson provides some opportunities to connect content learned to real-world application. 	<ul style="list-style-type: none"> Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications. 	<ul style="list-style-type: none"> Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.

Moving Up the Learner Engagement Continuum



Developed/
Well Developed
Classrooms

Out of 162 Classrooms

110 → 118

116 → 122

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"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson relies mainly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible, but are not consistently implemented. 	<ul style="list-style-type: none"> Clear classroom learning procedures and routines are visible and are consistently implemented. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

Aledo ISD 2023-24 Fall Instructional Rounds

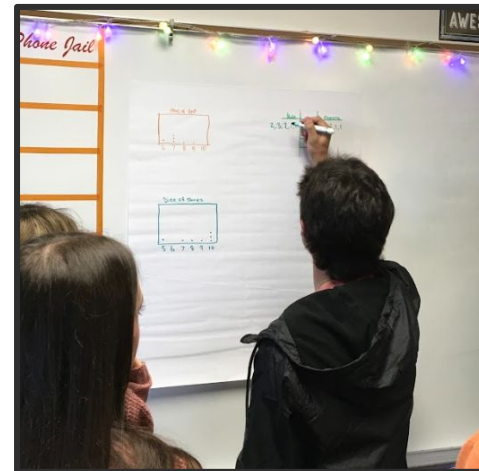
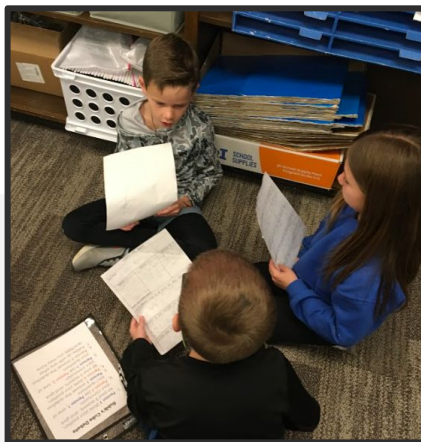
Compiled Data

District Look Fors:	Overall Reinforcement & Refinement Areas
<p data-bbox="218 354 913 390">Lesson Frame (We Will, I Will, So that I Can)</p> <ul data-bbox="247 401 933 470" style="list-style-type: none"><li data-bbox="247 401 890 432">● Fall: 153 out of 162 = 94% of classrooms<li data-bbox="247 437 933 470">● Spring: 158 out of 162 = 98% of classrooms <p data-bbox="218 528 577 564">Daily Critical Writing</p> <ul data-bbox="247 575 933 644" style="list-style-type: none"><li data-bbox="247 575 890 606">● Fall: 145 out of 162 = 90% of classrooms<li data-bbox="247 611 933 644">● Spring: 138 out of 161 = 86% of classrooms <p data-bbox="218 702 909 738">Frequent, Small-Group Purposeful Talk</p> <ul data-bbox="247 749 933 817" style="list-style-type: none"><li data-bbox="247 749 890 779">● Fall: 142 out of 162 = 88% of classrooms<li data-bbox="247 785 933 817">● Spring: 140 out of 155 = 90% of classrooms <p data-bbox="218 875 471 911">Differentiation</p> <ul data-bbox="247 922 927 991" style="list-style-type: none"><li data-bbox="247 922 890 953">● Fall: 131 out of 147 = 89% of classrooms<li data-bbox="247 958 927 991">● Spring: 124 out of 146 = 85% of classrooms	<p data-bbox="983 354 1499 390">Reinforcement / Celebration:</p> <ul data-bbox="1012 448 1700 564" style="list-style-type: none"><li data-bbox="1012 448 1499 479">● Fall: Learning Environment<li data-bbox="1012 484 1700 564">● Spring: Intentional Design for Thoughtful Work <p data-bbox="983 622 1456 658">Refinement / Growth Area:</p> <ul data-bbox="1012 716 1562 832" style="list-style-type: none"><li data-bbox="1012 716 1489 746">● Fall: Academic Discussion<li data-bbox="1012 752 1562 832">● Spring: Student-Led Academic Discussion



"I love rounds! It's all about catching teachers doing all the great things they do all the time."

Emily Lyle, AMS Math Teacher



"I was so thankful to go on Instructional Rounds. I was able to ask the Instructional Specialist questions and learned so much to take to my future classroom!"

AISD Student Teacher



Rigor Rubric	2018 Fall	2019 Fall	2020-2022	2022 Fall	2023 Fall	Change
Thoughtful Work	55%	62%	N/A	46%	69%	+14%
High Level Questioning	26%	30%	N/A	18%	33%	+7%
Academic Discussion	28%	32%	N/A	31%	35%	+7%

Rigor Rubric	2019 Spring	2020 Spring	2020-2022	2023 Spring	2024 Spring	Change
Thoughtful Work	66%	67%	N/A	62%	79%	+13%
High Level Questioning	29%	34%	N/A	24%	41%	+12%
Academic Discussion	32%	28%	N/A	26%	38%	+6%

Relevance Rubric	2018 Fall	2019 Fall	2020-2022	2022 Fall	2023 Fall	Change
Meaningful Work		23%	N/A	28%	43%	+20%
Learning Connections		36%	N/A	34%	42%	+6%

Relevance Rubric	2019 Spring	2020 Spring	2020-2022	2023 Spring	2024 Spring	Change
Meaningful Work		52%	N/A	39%	53%	+1%
Learning Connections		43%	N/A	42%	52%	+9%

Learner Engagement Rubric	2018 Fall	2019 Fall	2020-2022	2022 Fall	2023 Fall	Change
Active Participation	49%	56%	N/A	53%	68%	+19%
Learning Environment	44%	58%	N/A	58%	72%	+28%

Learner Engagement Rubric	2019 Spring	2020 Spring	2020-2022	2023 Spring	2024 Spring	Change
Active Participation	51%	61%	N/A	61%	73%	+22%
Learning Environment	57%	51%	N/A	55%	75%	+18%

Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 91% of CTs by June

Collaborative Culture

Goal 92% of CTs by June

Focus on Results

Goal 87% 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-English II Reading Screener

3-Algebra I 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

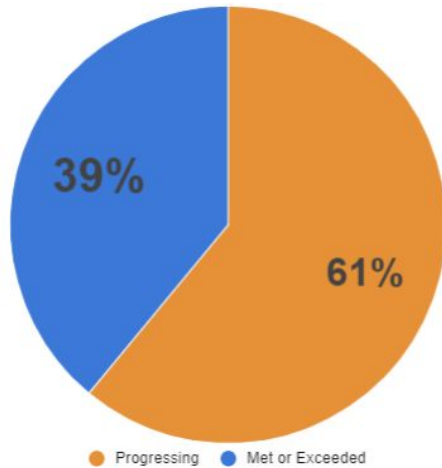
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle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

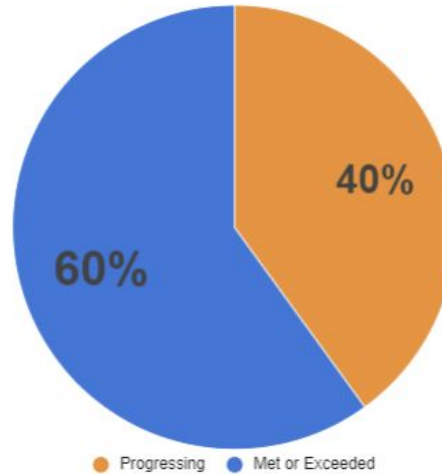
Focus on Learning

Goal: **91% Meet or Exceed**

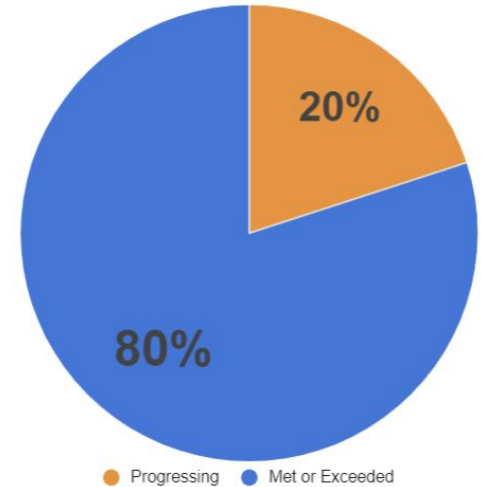
1st Grading Cycle

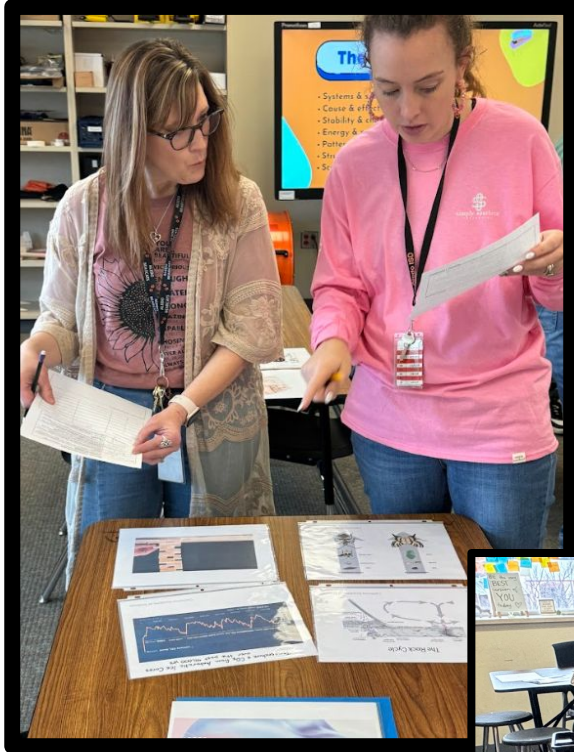


2nd Grading Cycle



3rd Grading Cycle





TWK	WRS	JUH	HA6	WGJ	DQK
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J5D	C8M	Z59	ZT9	N5T	ZEA
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GC2	96L	W8Q	N5T	BJ9	U72
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A6U	J68	NHQ	Z59	PQQ	NLB
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C8M	XJV	key details		UNG	8F6
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NHQ	FWT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MNB	UVX	7T9	9Y4	KGD	TE5
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7QZ	8QQ	TGU	7QZ	8QQ	TGU
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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

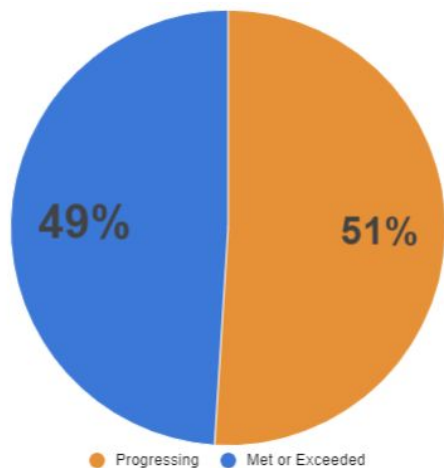
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

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.

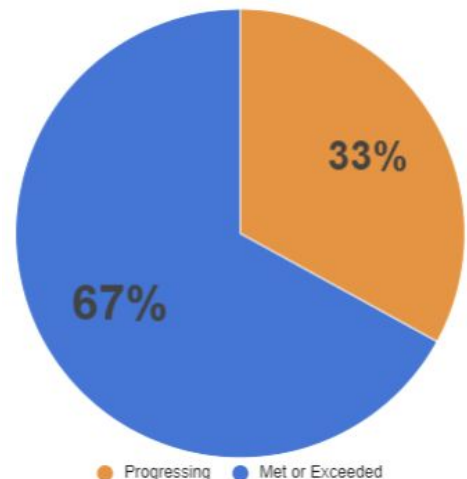
A Collaborative Culture and Collective Responsibility

Goal: **92% Meet or Exceed**

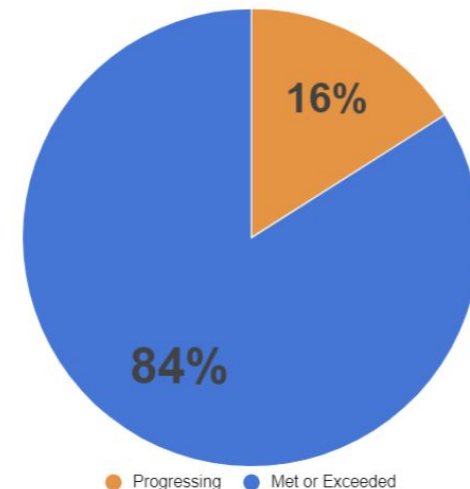
1st Grading Cycle



2nd Grading Cycle



3rd Grading Cycle





Three Big Ideas of a PLC at Work

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and
Collective Responsibility**

3

A Results Orientation

FOCUS ON RESULTS

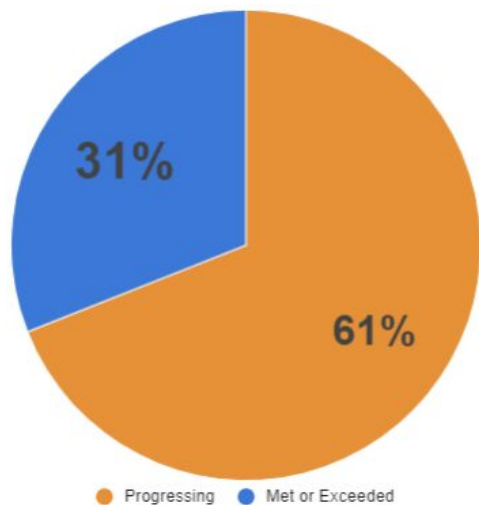
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

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.

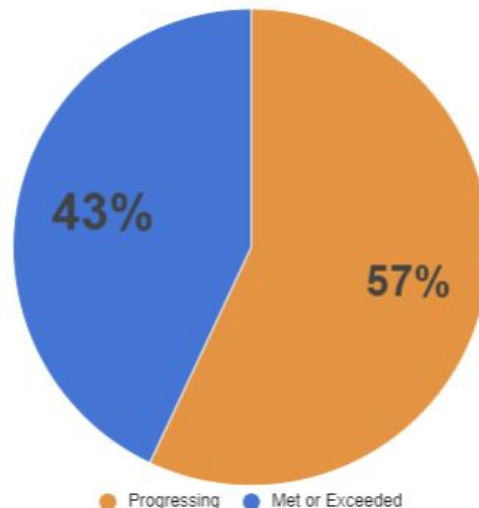
A Focus on Results

Goal: **87% Meet or Exceed**

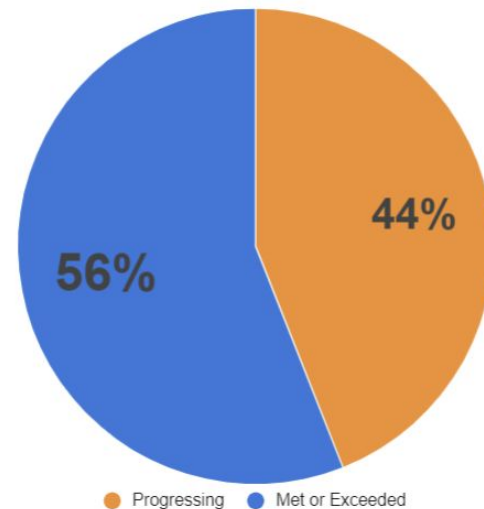
1st Grading Cycle

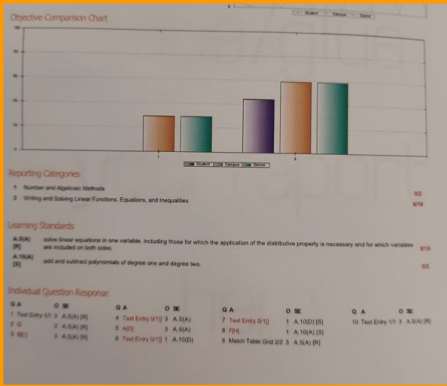


2nd Grading Cycle

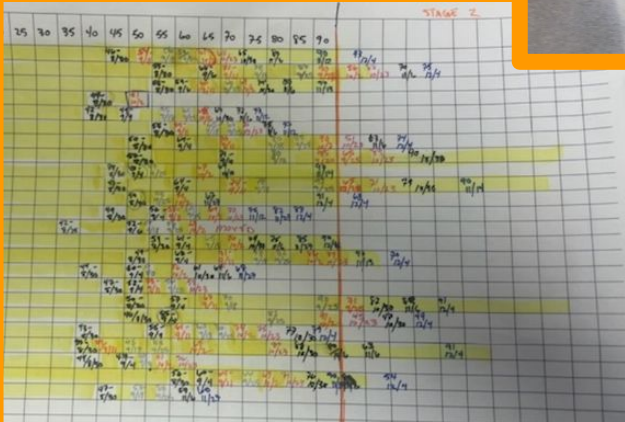


3rd Grading Cycle





Team	
Principals: Geometry (Lynn Hovine, Kristin Hovine, Kaitlynn Smith)	
Campus	Current Cycle
AMS/DIV	1st quarter
Current Reality	
<p>2012: Some struggle with normal distribution curves, shopping with mean and median. Want students to take ownership - our discipline is so diverse it would be difficult to be to a specific skill - we would like to encourage student ownership within our subject given class and give the students the ability to give what is learned in their own needs.</p>	
S.M.A.R.T. Goal(s)	
<p>S-Specific M-Measurable A-Attainable R-Results-Orientated T-Time Bound</p> <p>Students will take ownership in attending specific targeted intervention on a weekly basis by way of Google Form Sign-Up, teachers will divide rooms by topic/skill and assign students based on the form.</p>	
Short Term Goal(s)	Action Step(s)
<p>Cycle 1: We want to have a system in place, specific and responsible for each team member.</p> <p>Cycle 2: We want to have a system in place, specific and responsible for each team member.</p>	<p>Cycle 1: Setting up the Google Form and incorporating it into Peer Check, deciding on collective day(s), dividing roles.</p>



Self-Reflection Questions

What concept from this unit do you think that you will retain the most? What about that concept made it 'stick'?

I will mostly retain evaluating functions. I have made good mental domain and range notes.

Which "I can" statement did you encounter struggles with, and what did you do to deal with it? Explain.

I can work on a growth mindset. Because I made effort mistakes.

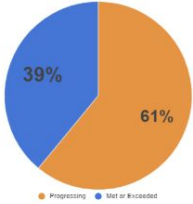
What's one commitment you can make to continue to achieve mastery of Algebra skills?

Take the time to read and understand what the question is asking for.

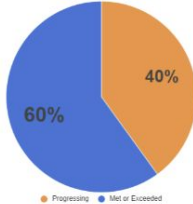
MOVEMENT in ALL 3 Big Ideas of the PLC

Focus on Learning Goal: 91% Meet or Exceed

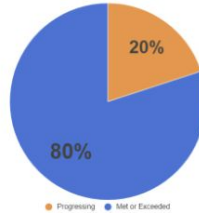
1st Grading Cycle



2nd Grading Cycle

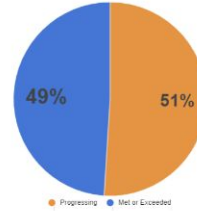


3rd Grading Cycle

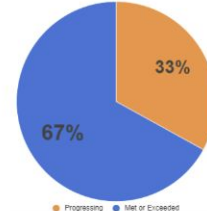


A Collaborative Culture and Collective Responsibility Goal: 92% Meet or Exceed

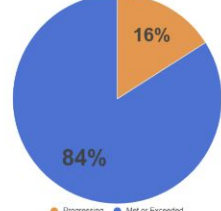
1st Grading Cycle



2nd Grading Cycle

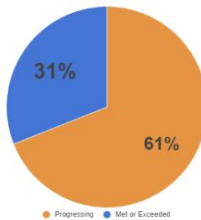


3rd Grading Cycle

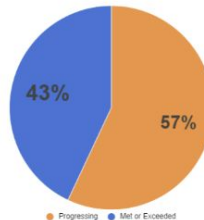


A Focus on Results Goal: 87% Meet or Exceed

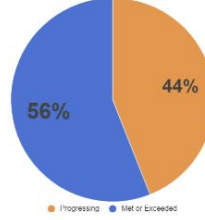
1st Grading Cycle



2nd Grading Cycle



3rd Grading Cycle



Spring 2024 PLC Goal

McCall

<u>Greatest Successes</u>	<u>Current Reality</u>
<ul style="list-style-type: none">all in mindsetdoing whatever it takes	<ul style="list-style-type: none">When we have processes in place for handling conflict, teams will be able to hold each other accountable as well as give/receive feedback.

Campus Goal: For our teams to have all required components so we can become a Model PLC campus.

Spring 2024 Goal: Put processes/systems in place to address our current reality.

Action Step 1: Meet with team leads to revise our why and share our current reality.

Action Step 2: Have teams develop their plan for addressing conflict and handling feedback.

McAnally

<u>Greatest Successes</u>	<u>Current Reality</u>
<ul style="list-style-type: none">Goal & Data Driven with a unified mindset	<ul style="list-style-type: none">Strength in curriculum, expectationsArea of Refinement is utilizing data to promote individual student growth

Campus Goal: Understand data relevance & how they use data to improve teaching & learning

Spring 2024 Goal: Identify lowest performing subgroups & SE's

Action Step 1: Collaboration

Action Step 2: Create flex groups for intervention/extension

→ Target & Implement

SUCCESSES

- light on the priorities (content + assessment)
- master schedule dedicated to CT (ALL have CT)
- aligned processes (agendas roles, goals, targeted interventions)
- shifted toward collaborative culture
- Systematized absorbing new stuff
- value the process (meet more than CT schedule)
- building leadership capacity
- formative data collection + response

SUMMARY / CURRENT REALITY

+ Smart Goals: higher-level thinking

Δ formal processes (conf. resolution, equal progress monitoring (formative), assessment, essential outcomes)

Campus Goal: of CT's at end or on continuum

Next Steps

Spring 2024

84% self-guided (or at least by created empowerment) to continue PLC process even in absence of accountability

Action Steps

#1 differentiated support for team-lead (break study, coaching cycles)

#2 gradual release of admin oversight of CT meeting (requires continual reflection + communication)

What progress has your campus made towards meeting your Spring 2024 PLC Goal?

What are your next steps to finish the school year strong in CTs?