



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 26, 2018

Purpose: [x] Presentation/Report [] Recognition [] Discussion/ Possible Action

[] Closed/Executive Session [] Work Session [] Discussion Only [] Consent

From: Delinda Castro, Chief Academic Officer; and Lorraine DeLeon Executive Director of Curriculum and Instruction

Item Title: Report on Superintendent Constraint Progress Measure 2.2: Campus administration will develop a clear and defined improvement plan detailing explicit support measures for teachers scoring below Proficient in Domains 2 and 3 after informal observation (walkthroughs)

Description:

Report on Superintendent Constraint Progress Measure 2.2: Campus administration will develop a clear and defined improvement plan detailing explicit support measures for teachers scoring below Proficient in Domains 2 and 3 after informal observation (walkthroughs)

Recommendation:

Report only.

District Goal/Strategy:

Strategy 3 We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Funding Budget Code and Amount:

CFO Approval

Empty boxes for funding budget code and CFO approval.

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

Superintendent:

Handwritten signatures of Chief Officer and Superintendent.

Handwritten dates: 11-14-18 and 11/15/18.



Superintendent Constraint Progress Measure 2.2

SUPERINTENDENT CONSTRAINT 2

The Superintendent will not allow any campuses to have inequitable access to Proficient staff nor limit the autonomy to implement site based staffing.

SUPERINTENDENT CONSTRAINT PROGRESS MEASURE 2.2

Campus administration will develop a clear and defined improvement plan detailing explicit support measures for teachers scoring below Proficient in Domains 2 and 3 after informal observation (walkthroughs).

Domain 2 - Instruction

2.1 - Achieving Expectations

2.2 - Content Knowledge & Expertise

2.3 - Communication

2.4 - Differentiation

2.5 - Monitor & Adjust

Domain 3 - Learning Environment

- 3.1 - Classroom Environment, Routines, & Procedures
- 3.2 - Managing Student Behavior
- 3.3 - Classroom Culture



High Quality Instruction everyday
beginning the ...

First
DAY OF
School





South San's Commitment:

Coaching for Specificity - THE TEACHER IS THE PROGRAM

The **MAIN PRIORITY** of the principal, assistant principal, and instructional coach is to support teacher growth of **EVERY teacher**.

- By conducting frequent walkthroughs followed by face to face feedback, we are significantly impacting teacher effectiveness and thereby student achievement.
- During the face to face feedback session, a granular or “bite -size” feedback with a strategy or technique is recommended for implementation.
- A follow -up walkthrough is conducted to find evidence of implementation of the granular or “bite-size” feedback.
- Once a teacher masters the feedback strategy, the cycle repeats with a new focus.

SSAISD Teacher Support Plan

Implementation Date	Implementation Steps
September 30	Priority teachers identified from previous T-TESS evaluations and STAAR scores or other relevant data points.
October 1	<p>Intervention Plan: Priority teachers will have minimum of 1 walkthrough and be given 1 face to face feedback session weekly.</p> <p>Priority teachers will plan lessons with an instructional coach weekly and instructional coach will provide coaching on delivery of lessons. Instructional coach will model teach as needed.</p> <p>Priority teachers will be assigned a mentor teacher to observe instructional lessons and classroom management strategies and provide strategies for improvement.</p> <p>Priority teachers must attend 24 hours of professional learning and demonstrate evidence of implementation by January 31.</p>
November 30	<p>Priority teachers who meet intervention plan will continue to receive support from campus leadership, mentor teacher, and instructional coach.</p> <p>Priority teachers who do not meet intervention plan will work with campus leadership to determine areas of growth that still require improvement. Intervention plan will be extended.</p>
December 20	Conduct formal 45 minute observation by end of first semester. Campus leadership reviews intervention plans to determine whether the teacher performance is sufficient to increase student outcomes.
February 15	Recommendations of Non-Renewals submitted to Chief Academic Officer, reviewed with Legal and Superintendent.
March - May	<p>Priority teachers will continue to receive support from instructional coach and regular feedback from campus administration.</p> <p>Recommendations for non-renewal will be submitted to the Board.</p>

INSTRUCTION DIMENSION 2.4

Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

The Teacher

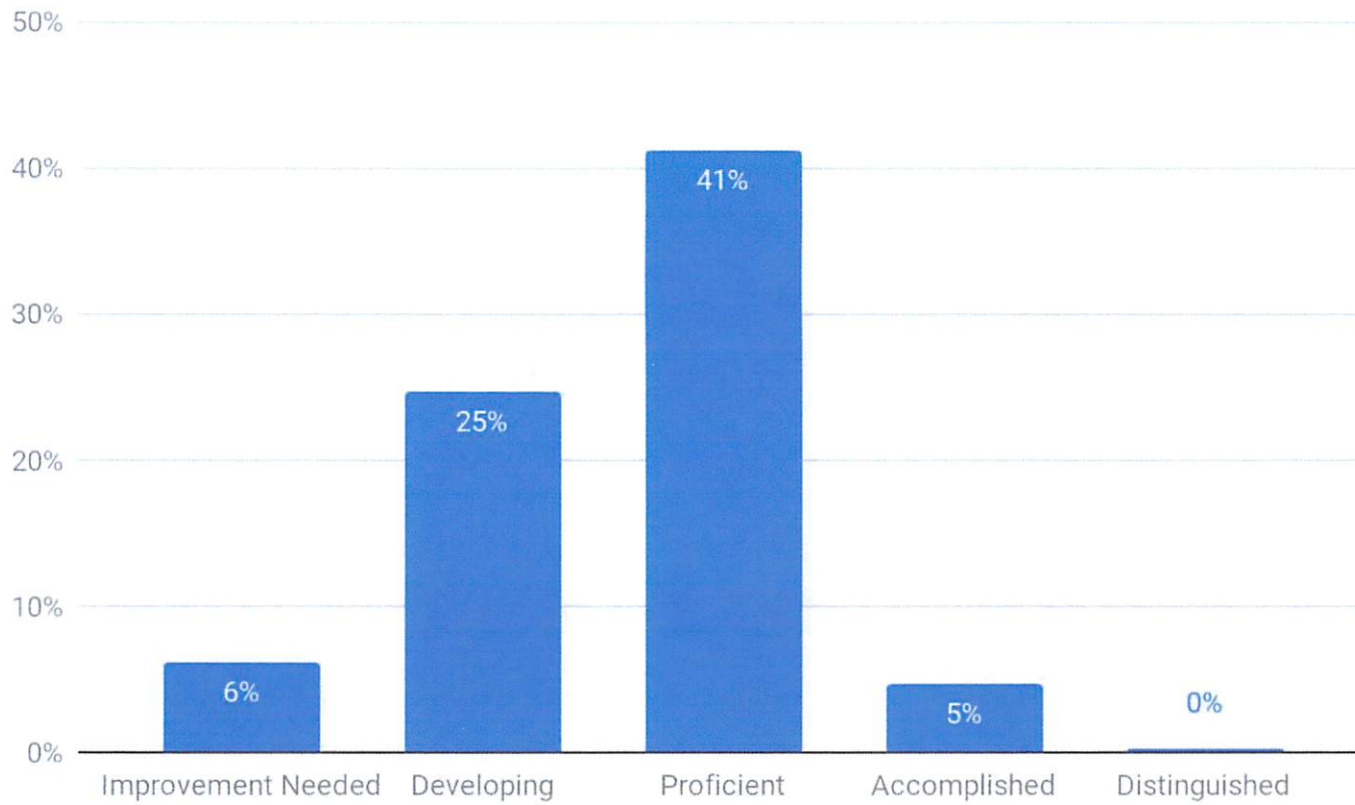
- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.



DISTRICT AVERAGE - DOMAIN 2 "INSTRUCTION"





DISTRICT AVERAGE - DOMAIN 3 "LEARNING ENVIRONMENT"

