

# Two Pathways—One Destination: A Systemic Approach to High Quality Teaching and Learning



Issaquah and Northshore School Districts' Leadership Teams  
WERA Conference  
December 7, 2011

# Agenda

1:00-1:30 Overview

1:30-2:30 Issaquah's Journey

2:30-2:45 Break

2:45-3:45 Northshore's Journey

3:45-4:30 Reflection and Q&A

## A Systemic Approach to Powerful Teaching and Learning

Category	Notes	Follow-up/Questions
	<b>Issaquah</b>	
<b>District Vision</b> <ul style="list-style-type: none"> <li>• Assessing What We Value</li> <li>• What were the "must haves"?</li> </ul>		
	<b>STAR Protocol-BERC Group</b>	
<b>Communication</b> <ul style="list-style-type: none"> <li>• What structures were used?</li> <li>• How was communication disseminated?</li> <li>• What types of communication were used?</li> <li>• What stakeholders were involved?</li> </ul>		
<b>Professional Development/Action Plan</b> <ul style="list-style-type: none"> <li>• What was the PD plan?</li> <li>• What was the content?</li> <li>• What was the timeline?</li> <li>• Who was involved?</li> </ul>		
<b>Resources</b> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Time</li> <li>• Support</li> <li>• Technology</li> </ul>		
<b>Evidence and Data Collection</b> <ul style="list-style-type: none"> <li>• What measures were chosen?</li> <li>• What evidence was used?</li> <li>• Frequency of measure?</li> </ul>		

# Goals for Today

- ❑ Gain knowledge of, and learn from, two districts' experiences around their systemic efforts to create **common** awareness, language, understanding, and practice around high quality teaching and learning.
- ❑ To provide you an opportunity to engage in dialogue, ask questions, share expertise, reflect, and make connections between new leanings and your district's efforts toward instructional improvement.
- ❑ Give you additional tools, resources, and “food for thought” as you embark on, or continue on your own journey.

# 3-2-1-Bridge

<b>Your Initial Responses to the Topic</b>	<b>Your New Responses to the Topic</b>
3-Thoughts/Ideas	3-Thoughts/Ideas
2-Questions	2-Questions
1-What are you currently doing in your own district?	1-What are you currently doing in your own district?

Bridge:

Explain how your new responses connect to your initial responses.

# Introductions

Share at your table:

- ❑ Your name, district and job title
- ❑ Where your district is in their journey to improve instruction
- ❑ One or two questions you have around systemic efforts to create common awareness, common understanding, common language, and common practice around high quality teaching and learning



# Along the Path to High Quality Teaching and Learning...

Clear efforts around **what to teach**  
Curriculum Alignment

Clear efforts around **what to test**  
Assessment Alignment

Few efforts around **how to teach**  
Instructional Alignment  
*High Quality Instruction*

# Along the Path...

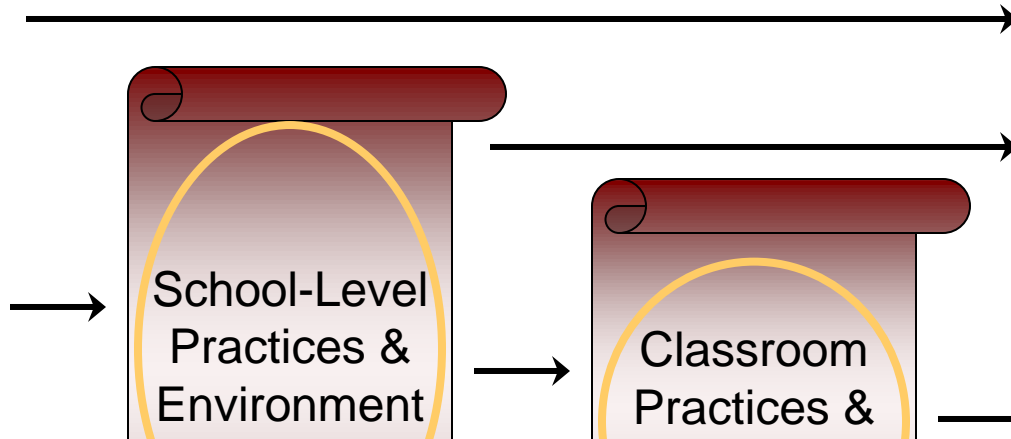
State-Level Teacher Evaluation Tool

District-Level  
Practices &  
Environment

School-Level  
Practices &  
Environment

Classroom  
Practices &  
Environment

Student  
Learning



*“Students do not benefit from educational best practices that they do not experience.” ~ Fixen*



# Block Party

*Reflections on change and high quality teaching and learning*

- ❑ Round One: Find someone with the same color quote card. Share the quote and discuss your thoughts.
  
- ❑ Round Two: Find someone with a different color quote card-read and discuss. Exchange cards.
  
- ❑ Round Three-with new quote in hand, find someone with yet another color quote card-read and discuss.



# What's It Going to Take To Reach our Destination?

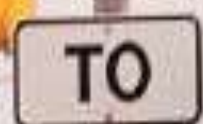
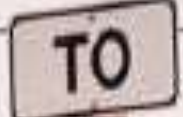
- ❑ We need to understand what effective instruction looks like, have a common understanding, common language, and common practice
- ❑ We must provide opportunities for everyone in the system to learn about high quality teaching and learning—leaders can't lead what they don't know
- ❑ We must model the change we want to see in staff meetings, Leadership Team meetings, the classroom
- ❑ We must provide training, tools resources, and time
- ❑ We must communicate, communicate, communicate



Issaquah Next Right



ING  
NOISE IN  
RGENCY  
VIOLATES



OMERSE...JE  
ESEL F

# District Vision

## Assessing What We Value •

- Instructional model/framework based on research and linked to improved student learning
- Powerful Teaching and Learning* becomes part of our culture rather than a short term initiative
- Create Common awareness, common understanding, common language, and common practice around powerful teaching and learning
- Leading with purpose and focusing direction to result in high quality teaching and learning
- Collaborative process
- Opportunities to reflect on own practice and engage in dialogue around high quality teaching and learning,
- Job-embedded staff development
- Build administrator and teacher capacity across all schools and levels

# District Communication Plan

- ❑ Vision and Timeline- 3 Phases/  
3 Year plan
- ❑ Common Messages-Q&A
- ❑ Key Stakeholders-Leadership  
Team, IEA, School Board, All Staff
- ❑ Formal and informal methods-  
Leadership Team Meetings, Board  
meetings, PTSA Council meetings,  
IEA Meet and Confer



**Powerful Teaching and Learning<sup>TM</sup>**  
**Issaquah 3-Phase Leadership Academy and School Support Plan**

*Skills/knowledge • Thinking • Application • Relationships*  
**Powerful Teaching and Learning**  
**Leadership Academy and School Support Schedule**

**Phase 1 – Creating Awareness (August 7 & 12, 2009)**  
The goal for Phase 1 is to introduce the language, research, and tools related to Powerful Teaching and Learning  
**Administrative Strand – Powerful Teaching and Learning: How We Define It and How Staff Develop It**  
Two 5-day workshops

**Phase 2 – Common Language (August 2009 – July 2010)**  
The goal for Phase 2 is to develop common language among administrators and key staff members from each building  
**Administrative Strand – Modeling Powerful Teaching and Learning**  
Contrasting Staff Meetings  
Staff Lesson Planning  
Peer Collaboration  
STAR Learning Walks for Personal Reflection  
Four 5-day workshops and four 5-day coaching (in the afternoons)

**School Support Strand –** Introduce and train 4-6 key teacher leaders from each school on Powerful Teaching and Learning and how to use the STAR Classroom Observation Protocol for personal reflection and lesson planning. Teachers will attend one workshop training, two days of live (in-the-field) observations, and a planning session with their respective principals.

**Phase 3 – Common Practice (August 2010 – July 2011)**  
August kickoff presentation to all district staff (90 – 180 minute keynote)

**Administrative Strand – Creating Conditions for Powerful Teaching and Learning**  
Staff Meetings August 2010 Retreat  
Professional Learning Communities  
School Improvement Plans  
STAR Learning Walks for Data Collection  
Executive Coaching

Four full-day workshops and coaching

**School Support Strand – School Supporter Strand** - Train 3-4 key teacher leaders from each school to serve as the Trainers/Facilitators for each school around Powerful Teaching and Learning and how to use the STAR Classroom Observation Protocol for personal reflection and lesson planning. Teachers will attend three workshop trainings and one planning session with their respective principals. Teams would work on developing a staff development plan using the Powerful Teaching and Learning Toolkit (Facilitator's Guide, CD's included in Toolkit)

**School STAR Report**-School-wide baseline data collection

---

Materials: Facilitator Guides  
STAR Protocols  
Two DVDs of choice per school  
All materials for Facilitators at each school (folder, journal, lesson planning guide, debrief card,

# Professional Development

## Year 1

- Can't expect leaders to lead what they don't know- Leadership Academy
- Distributive Leadership-Teacher Leader Teams-STAR Teams
- Conduct live observations-Learning Walks and reflective debriefs

## Year 2

- District-wide Kick Off –All Staff (1,000)
- Leadership Academy-New Administrators, TOSA's and IEA
- Learning Walks-Job embedded staff development
- Leadership-Teacher Leader Teams-STAR Teams trained to conduct Learning Walks and debriefs in buildings

## Year 3

- Continuation of years 1 and 2
- Focus on Thinking

### REFLECTIONS, PLAN, COMMITMENTS

#### WHAT THE STAR TEAM AND I HAVE ACCOMPLISHED TO DATE

--

#### Plan for Next Steps

How will I get my staff to Common Practice?	When will I implement the change?	What colleague(s) will I share my plan with?
---	-----------------------------------	--


# School Capacity/ Professional Learning

- Principal leadership/Modeling
- Teacher Leaders-STAR Teams-distributive leadership
- Common awareness, common language, common understanding and common practice
- Reflective dialogue
- De-privatization of practice
- Collective focus on high quality teaching and student learning
- Collaboration
- Shared norms and values
- Job embedded staff development

2011-2012 Powerful Teaching and Learning Rubric

Integration of PT&L Goals Within CIP	<input type="checkbox"/> STAR Team and Principal have highlighted importance and built awareness of PT&L	<input type="checkbox"/> PT&L integration is documented in the CIP Action Plan	<input type="checkbox"/> PT&L Best practices are embedded in classroom lessons and implemented through instruction	<input type="checkbox"/> PT&L Best practices are now part of culture by design, accountability built in, and data collection occurs on a regular basis
Reflective Learning Walks	<input type="checkbox"/> STAR Teams have scheduled off-site Reflective Learning Walks	<input type="checkbox"/> STAR Teams have participated in off-site Reflective Learning Walk facilitator training	<input type="checkbox"/> STAR Teams have led staff in video observations and practiced reflective debriefs and planning lessons	<input type="checkbox"/> Opportunities for live observations and reflective debriefs are made available
STAR Team and Principal Leadership Around PT&L	<input type="checkbox"/> Workshop and Planning session dates have been established with BEREC facilitator	<input type="checkbox"/> STAR Teams have met with BEREC facilitator at least once	<input type="checkbox"/> STAR Teams have developed a plan for and provided staff development around PT&L	<input type="checkbox"/> STAR Team has facilitated staff viewing of contrasting videos for the purpose of learning how to use STAR protocol for self-reflection
STAR Report-Baseline Data Collection	<input type="checkbox"/> The opportunity to have STAR Baseline Data collection has been shared with staff	<input type="checkbox"/> STAR Baseline Data collection has been scheduled	<input type="checkbox"/> STAR Baseline Data collection has taken place school-wide	<input type="checkbox"/> STAR Baseline Data results have been shared with staff
Building Background Knowledge	<input type="checkbox"/> Staff attended August Kick-off	<input type="checkbox"/> Follow-up PT&L PowerPoint was shared with staff	<input type="checkbox"/> Staff has engaged in ongoing discussions around PT&L	<input type="checkbox"/> Staff can articulate this year's goals and plans around PT&L

Common Awareness    Common Understanding    Common Language    Common Practice



# Resources

❑ DVD's, Protocols Facilitator's Guides and Materials

❑ Time-Substitutes/create opportunities for Learning Walks

❑ Alignment of documents to reflect connection with district initiatives – GLAD, Thinking Focus

❑ Subscription to STAR On-line tools- lesson planner, and data collection, SMART Goal generator

## SKILLS

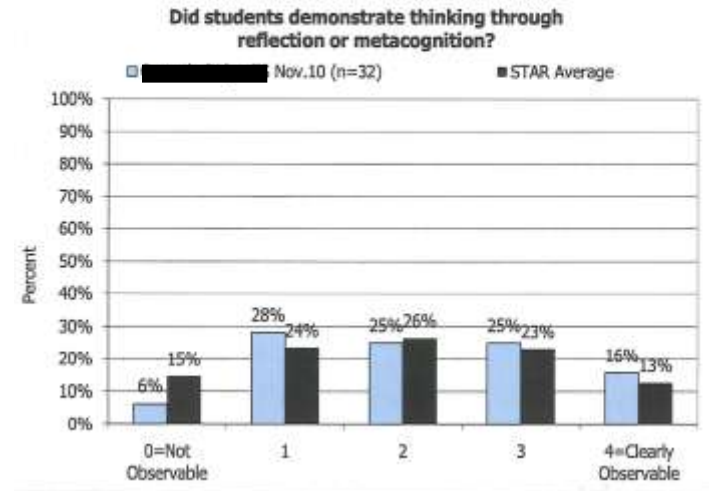
*Did students actively read, write, and/or communicate?*

<p><b>1. Students develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving, and/or demonstrating</b></p> <ul style="list-style-type: none"> <li>Poetry/essays/journals</li> <li>Research papers</li> <li>Response logs/lab reports/data tables/graphic displays</li> <li>Dialogue/debate/skits/presentations</li> <li>Develop arguments</li> </ul>	<p><b>GLAD Connections</b></p> <table border="1"> <tbody> <tr> <td>Poetry Frame</td> <td>Learning Log</td> </tr> <tr> <td>Found Poetry Chants</td> <td>Team Presentation 10/2</td> </tr> <tr> <td>Interactive Journals</td> <td>Coop Paragraph Story Map</td> </tr> <tr> <td>Expert Groups</td> <td>Exploration Report</td> </tr> <tr> <td>Process Grid</td> <td></td> </tr> <tr> <td>Pictorials as team task</td> <td></td> </tr> </tbody> </table>	Poetry Frame	Learning Log	Found Poetry Chants	Team Presentation 10/2	Interactive Journals	Coop Paragraph Story Map	Expert Groups	Exploration Report	Process Grid		Pictorials as team task																			
Poetry Frame	Learning Log																														
Found Poetry Chants	Team Presentation 10/2																														
Interactive Journals	Coop Paragraph Story Map																														
Expert Groups	Exploration Report																														
Process Grid																															
Pictorials as team task																															
<p><b>2. Students' skills are used to demonstrate conceptual understanding</b></p> <ul style="list-style-type: none"> <li>Organize/sequence/categorize information</li> <li>Consider alternatives</li> <li>Interpret or evaluate</li> <li>Predict/hypothesize</li> <li>Compare/contrast</li> <li>Analyze cause and effect</li> <li>Develop model/simulation/original creation</li> <li>Use a variety of ways to communicate conceptual understanding</li> </ul>	<table border="1"> <tbody> <tr> <td>Narrative Input</td> <td>Exploration Report</td> </tr> <tr> <td>Picture file Card Sort</td> <td>Observation Chart</td> </tr> <tr> <td>Guess my Category</td> <td>Prediction/Reacto</td> </tr> <tr> <td>Compare/Contrast Pictorial</td> <td>Reading/Trading Game</td> </tr> <tr> <td>Inquiry Chart</td> <td>Para Reading</td> </tr> <tr> <td>Story Map</td> <td>Group</td> </tr> <tr> <td>T-Graph for Social Skills</td> <td>Process Grid Game</td> </tr> <tr> <td>Team Yes, Ma'am</td> <td>Team Big Books</td> </tr> <tr> <td>Chant</td> <td></td> </tr> <tr> <td>CCD</td> <td></td> </tr> </tbody> </table>	Narrative Input	Exploration Report	Picture file Card Sort	Observation Chart	Guess my Category	Prediction/Reacto	Compare/Contrast Pictorial	Reading/Trading Game	Inquiry Chart	Para Reading	Story Map	Group	T-Graph for Social Skills	Process Grid Game	Team Yes, Ma'am	Team Big Books	Chant		CCD											
Narrative Input	Exploration Report																														
Picture file Card Sort	Observation Chart																														
Guess my Category	Prediction/Reacto																														
Compare/Contrast Pictorial	Reading/Trading Game																														
Inquiry Chart	Para Reading																														
Story Map	Group																														
T-Graph for Social Skills	Process Grid Game																														
Team Yes, Ma'am	Team Big Books																														
Chant																															
CCD																															
<p><b>3. Students use appropriate methods and tools of the subject area to acquire and represent information</b></p> <ul style="list-style-type: none"> <li>Read and/or analyze text or other data</li> <li>Produce a piece of creative or expository writing</li> <li>Participate in a discussion/debate/oral presentation</li> <li>Use and/or develop graphic organizer</li> <li>Develop a visual representation of information</li> <li>Conduct interviews or focus groups around a topic</li> <li>Construct a written or visual explanation to a phenomenon</li> <li>Use manipulatives/maps/primary sources</li> </ul>	<table border="1"> <tbody> <tr> <td>Expert Groups</td> <td>Songs and Chants</td> </tr> <tr> <td>Coop Strip</td> <td>Personal</td> </tr> <tr> <td>Paragraph</td> <td>Interaction</td> </tr> <tr> <td>Writer's Workshop</td> <td>Mind Map</td> </tr> <tr> <td>Team presentations</td> <td>Learning Log</td> </tr> <tr> <td>Process Grid</td> <td>Picture File Cards</td> </tr> <tr> <td>Team tasks</td> <td>Realia</td> </tr> <tr> <td>Strip book</td> <td>Sent Patterning</td> </tr> <tr> <td>ABC book</td> <td>Chart</td> </tr> <tr> <td>Found Poetry</td> <td>Story Map</td> </tr> <tr> <td>SQ3R</td> <td>Timelines</td> </tr> <tr> <td>Clunkers and Links</td> <td>Pictorial</td> </tr> <tr> <td>DRTA</td> <td>Narrative</td> </tr> <tr> <td>Big Book</td> <td>World Map</td> </tr> <tr> <td>Poetry Frames</td> <td>Experts teaching others</td> </tr> </tbody> </table>	Expert Groups	Songs and Chants	Coop Strip	Personal	Paragraph	Interaction	Writer's Workshop	Mind Map	Team presentations	Learning Log	Process Grid	Picture File Cards	Team tasks	Realia	Strip book	Sent Patterning	ABC book	Chart	Found Poetry	Story Map	SQ3R	Timelines	Clunkers and Links	Pictorial	DRTA	Narrative	Big Book	World Map	Poetry Frames	Experts teaching others
Expert Groups	Songs and Chants																														
Coop Strip	Personal																														
Paragraph	Interaction																														
Writer's Workshop	Mind Map																														
Team presentations	Learning Log																														
Process Grid	Picture File Cards																														
Team tasks	Realia																														
Strip book	Sent Patterning																														
ABC book	Chart																														
Found Poetry	Story Map																														
SQ3R	Timelines																														
Clunkers and Links	Pictorial																														
DRTA	Narrative																														
Big Book	World Map																														
Poetry Frames	Experts teaching others																														

# Evidence and Data Collection

- ❑ STAR baseline data collection
- ❑ Second round of data collection
- ❑ District data results
- ❑ School teams' own data collection

## Thinking: Essential Component Results




STAR Learning Walks  
**FOCUS ON THINKING**  
Done Classroom

	TEACHER	STUDENTS	
1	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Asks follow-up questions</li> <li>Asks probing questions through content</li> <li>Asks open-ended questions</li> <li>Asks for higher-order thinking questions</li> <li>Follows student responses</li> <li>Discusses responses from multiple students</li> <li>Minimizes correction time</li> <li>Provides effective and fair</li> </ul>	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Connects to a discussion/question with learning</li> <li>Uses questioning strategies</li> <li>Participates thinking in the context of a shared content</li> <li>Engages in problem-solving and decision-making processes</li> <li>Communicates and/or writes</li> <li>Provides feedback to peers</li> <li>Provides own opinions/questions or steps in time</li> </ul>	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Intentional metacognition</li> <li>Self-reflects</li> <li>Provides point-of-view reflections on own/peer</li> <li>Asks probing and open-ended questions</li> <li>Wishes only to give personal meaning</li> <li>Asks an opinion/idea and then leads or clarifies, and/or connects/feedback the peer/teacher</li> <li>Demonstrates persistence</li> </ul>
2	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Asks follow-up questions</li> <li>Asks probing questions through content</li> <li>Asks open-ended questions</li> <li>Asks for higher-order thinking questions</li> <li>Follows student responses</li> <li>Discusses responses from multiple students</li> <li>Minimizes correction time</li> <li>Provides effective and fair</li> </ul>	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Connects to a discussion/question with learning</li> <li>Uses questioning strategies</li> <li>Participates thinking in the context of a shared content</li> <li>Engages in problem-solving and decision-making processes</li> <li>Communicates and/or writes</li> <li>Provides feedback to peers</li> <li>Provides own opinions/questions or steps in time</li> </ul>	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Intentional metacognition</li> <li>Self-reflects</li> <li>Provides point-of-view reflections on own/peer</li> <li>Asks probing and open-ended questions</li> <li>Wishes only to give personal meaning</li> <li>Asks an opinion/idea and then leads or clarifies, and/or connects/feedback the peer/teacher</li> <li>Demonstrates persistence</li> </ul>
3	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Asks follow-up questions</li> <li>Asks probing questions through content</li> <li>Asks open-ended questions</li> <li>Asks for higher-order thinking questions</li> <li>Follows student responses</li> <li>Discusses responses from multiple students</li> <li>Minimizes correction time</li> <li>Provides effective and fair</li> </ul>	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Connects to a discussion/question with learning</li> <li>Uses questioning strategies</li> <li>Participates thinking in the context of a shared content</li> <li>Engages in problem-solving and decision-making processes</li> <li>Communicates and/or writes</li> <li>Provides feedback to peers</li> <li>Provides own opinions/questions or steps in time</li> </ul>	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Intentional metacognition</li> <li>Self-reflects</li> <li>Provides point-of-view reflections on own/peer</li> <li>Asks probing and open-ended questions</li> <li>Wishes only to give personal meaning</li> <li>Asks an opinion/idea and then leads or clarifies, and/or connects/feedback the peer/teacher</li> <li>Demonstrates persistence</li> </ul>
4	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Asks follow-up questions</li> <li>Asks probing questions through content</li> <li>Asks open-ended questions</li> <li>Asks for higher-order thinking questions</li> <li>Follows student responses</li> <li>Discusses responses from multiple students</li> <li>Minimizes correction time</li> <li>Provides effective and fair</li> </ul>	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Connects to a discussion/question with learning</li> <li>Uses questioning strategies</li> <li>Participates thinking in the context of a shared content</li> <li>Engages in problem-solving and decision-making processes</li> <li>Communicates and/or writes</li> <li>Provides feedback to peers</li> <li>Provides own opinions/questions or steps in time</li> </ul>	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>Intentional metacognition</li> <li>Self-reflects</li> <li>Provides point-of-view reflections on own/peer</li> <li>Asks probing and open-ended questions</li> <li>Wishes only to give personal meaning</li> <li>Asks an opinion/idea and then leads or clarifies, and/or connects/feedback the peer/teacher</li> <li>Demonstrates persistence</li> </ul>

# Keeping it in the Forefront

- Leadership Team Meetings
- Staff Meetings
- Opportunities for Learning Walks
- Monday Memos
- Staff Bulletins
- Focus on Thinking-Posters



## Powerful Teaching and Learning

**COMMON PRACTICE and FOCUS ON THINKING (August 2011 – June 2012)**

The goal for 2011-2012 is to create Common Practice by developing district-wide implementation of Powerful Teaching and Learning and engage in collection of formative data (minimum of 1x per month) at the building level. Additionally, a district-wide Focus on Thinking will strengthen instructional practice in this area which was identified as an area for improvement in the STAR baseline data reports.

**Administrative Strand**  
Assessment for Learning—Formative data collection for Powerful Teaching and Learning

- August (5<sup>th</sup>) Leadership Team Retreat
- Review of Baseline Data
- Continuous Improvement Plan/SMART Goals
- STAR Learning Walks for Formative Data Collection, discussion prompts/reflective questions, and tips for successful facilitation
- Professional Learning Communities—On-Line Lesson Planner

**Executive Coaching/Consultation**  
Facilitating Powerful Teaching and Learning at the building level

**School STAR Reports**  
Spring School-wide data collection through the STAR Classroom Practices Study

**General Support**  
Print and online materials to support the ongoing development of Powerful Teaching and Learning  
STAR Online for 285 Classroom Teachers/Administrators (Framework, SMART Goals, STAR Learning Walk, STAR Lesson Planner, Forms, 100+ Classroom Clips, Pod Casts, PTL Updates), 2,000 Phase 1 STAR Protocols

# Endeavour Elementary



Kathy Connally, Principal

# Student Achievement

Ongoing Staff Development  
Collaborative Debriefs  
Self Reflection



*Endeavour*

Intentional Instruction  
Building Leadership Team  
Classroom Learning Walks

# School Culture/ Common Goals

# Maywood Middle



Jason Morse, Principal

# Maywood Middle School STAR / BERCC

- Maywood Middle School Demographics
  - 900 plus students
  - 15 – 20 percent low income
- MSP scores ranging from high 70's to low 80's
- Familiarity with STAR process due to work with the Microsoft Math Initiative
- Design Staff meetings and professional development using STAR strategies – staff meetings modeling PTL

# Maywood Middle School

- “Distributive Leadership” – STAR Team / Team Leaders / CIP Team
- Significant amount of training provided for STAR Team
  - Four release days for training, STAR walks, and planning
- Staff meetings focused on Powerful Teaching and Learning – STAR process and CIP alignment
- Implementation of STAR process at staff meetings – sample videos / familiarity with the STAR process
- Begin process of all staff on a learning walk by spring 2012
  - Staff does learning walk in AM, planning and implementation PM
- Future goal of learning walks within own building

# Implementation

- Year 1
  - School baseline data collection completed based on STAR protocol is completed and Thinking is chosen as our school's focus.
  - Grade Level and Subject Area Team Leaders introduced to BERC through professional development pull-out days and learning walks with BERC representative.
- Year 2
  - Entire staff introduced to BERC and STAR protocol by Maywood's BERC Team (made up of Team Leaders) during staff meetings. BERC team continues professional development and learning walks with BERC representative. BERC Team leads first group of teachers on learning walks.
  - Continued emphasis on Thinking at staff meetings.

# Implementation Cont.

- Year 3 (Present)
  - Entire staff is familiar with BERC and STAR protocol.
  - BERC Team takes staff members on learning walks – the majority of staff members have been on a learning walk.
  - BERC Team continues focus on Thinking at school's LID day and throughout the year at staff meetings. Thinking is also a district-wide focus.

# Skyline High



Lisa Hechtman, Principal

# Skyline High School

- 9-12 HS approximately 2,000 students with 88 certificated staff, 3 administrators
- Already established:
  - International Baccalaureate school with “Learners Profile”
  - Pursuit of National Boards: approx 13 teachers and rising
  - History of integrated humanities/team teaching
  - Wednesday morning late starts intended for collaborative team meetings
  - History of PLCs (voluntary: 85% of staff participate)
  - BLT helps decide building goal
  - Staff meetings that are professional development gatherings
  - District HS work making HS “Optimal”

# Skyline HS

- How do we make the HS student experience Optimal?
  - THINKING SKILLS FOCUS: 100% graduation
    - Foundation of *Teaching with the Brain in Mind* and *Brain Rules*
    - Key teacher-leaders delivered with admin support
    - Focus is on **reflection** not on **judgment**: how am I going to do something different in my practice?
    - Staff dispatch: how we see thinking occurring
    - Common Thinking Skills poster in each learning space
    - Professional Goals all around thinking
    - Hosting different grade-level schools: focus is the practice
    - Using prep periods for cross discipline learning walks
    - Changing the delivery of staff meetings—feedback
    - Asking questions, admitting mistakes, regrouping, try again

# Break

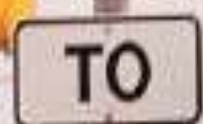
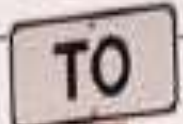




Northshore Second Right



ING  
NOISE IN  
RGENCY  
VIOLATES



OMERSE...JE  
ESEL F

# 3-2-1-Bridge

<b>Your Initial Responses to the Topic</b>	<b>Your New Responses to the Topic</b>
3-Thoughts/Ideas	3- Thoughts/Ideas
2-Questions	2-Questions
1-What are you currently doing in your own district?	1-What are you currently doing in your own district?

Bridge:

Explain how your new responses connect to your initial responses.

# 4 Corner Discussion

What are some of your thoughts and/or questions right now?

Choose a corner in which to engage in further conversations and ask questions of district teams. Feel free to move between corners.

Corner 1- ISD Elementary

Corner 2- NSD Elementary

Corner 3- ISD Secondary

Corner 4- NSD Secondary

