Perry Schools - News on Learning

Office of Curriculum, Instruction, Assessment *Issue 1 of 3: Fall 2014*

We Welcome in a Brand New 2014-15

Qualities embraced at Perry and again set forth during PD Days 1-2 messages include:

- ✓ Positive
- ✓ Professional
- ✓ Authentic, student-led learning

A common thread to these conversations is a commitment to supporting teachers who take risks in the classroom to give students voice and choice in their learning, to use technology to leverage learning opportunities, and to use technology to solve issues related to learning.

5 supports already in place at Perry to help teachers succeed to achieve authentic learning Perry:

1. Rather than expecting teachers to work by a lock-step pacing guide or submission of lesson plans, the expectation is shifted to compelling units around big ideas. Let enduring understandings and rich questions generated by students define for students **WHY** the learning matters.
2. PLCs are in place at Perry for rich feedback and project tuning.
3. Some teachers and leaders are already trained in problem-based learning which guides design learning, understand the power of producing for authentic audiences rather than for a teacher or a grade, and the role of teacher as facilitator.
4. Students who tell us in their own words why autonomy, voice, and choice on how to demonstrate learning is a more enduring experience, rich in long-term learning. Teachers understand this environment can be messy and open-ended.
5. A belief that human beings, whether they're 6 or 46-year-olds, **engage** at our highest levels when we understand **WHY** and get someplace *under our own steam*.

District Goals 2014-15

1. Positive, caring climate (communicate effectively, build trust, model professionalism)
2. Responsive to the community we serve, the staff we support, and the students we teach.
3. Model 21st century practices to increase engagement and student achievement results.

Instructional Action Step 1: Guaranteed Curriculum and Formative Instructional Practices [Refocus of FIP 1-3]

Instructional Action Step 2: Authentic Learning for College, Career, LIFE

Ensure that ALL students learn the curriculum through relevant, engaging, tasks so that self-directed, lifelong learning habits are developed.

Office of Curriculum, Instruction, Assessment
Dr. Betty Jo Malchesky, (440)259-9200 Ext. 9206

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Teacher Performance

Consider teacher (and principal) performance as a rich opportunity for professional growth as well as a good way to share out the instructional opportunities that you provide students on a regular basis.

Each principal led/will lead a staff meeting in August or September to introduce the performance review process. Documents and tools that each of us need to understand are highlighted on this process chart available in the Public folder/@PTES:

- **Teacher Handbook 2014-15**
- **Guidelines**
- **Student Growth Measure (SGM) Business Rules**
- **Article XI of the negotiated agreement**
- **Professional Review Process:**

- **Prepare for the Preconference:**

  Teacher Preconference process:

  1. Teachers bring OTES Rubric, highlighted in each component to self-reflect on current performance in preparation for goal setting.

  2. Teacher and evaluator co-develop the *Teacher Growth Plan*.

  3. Pull up the unit on the web. Understand the intent of the unit (objectives, Enduring Understandings, Essential Questions) so that **WHY** the learning matters is understood.

     - Identify Learning Targets [K, R, S, P – FIP 2] for the lesson within the larger aims of the overall unit.

     - Quality assessment practices are evident as reviewed through the lens of FIP 1-3.

     - Differentiated instruction is addressed and planned [Pre-assessment, Knowledge of Students].

Walkthrough Visits Begin

Walkthrough visits have begun. Teachers can expect to receive feedback via email (from Observation 360) once a walk-through is conducted. In addition to looking for evidence of the school growth area, "look fors" for classroom walk-throughs at Perry are as follows:

- **Focus for Learning / Aligned Resources**
  Focus for Learning: Clear Learning Target is measureable and resources are aligned to cognitive level of learning target (task type K, R, S, P)

- **Lesson Delivery**
  - Student – led; Teacher is facilitator of learning leading students to independent, creative, and critical thinking
  - Balanced; Teacher - directed and student – led to encourage independent, creative, and critical thinking
  - Primarily teacher-directed

- **Lesson Delivery**
  Authentic Learning - Teaching strategies are designed to encourage independent, creative, and critical thinking.

- **Differentiation**
  Instruction is differentiated to student needs, interest/choice by use of strategies, materials, and/or pacing.

- **Classroom Environment**
  Positive rapport with students; Students initiate responsibility; Expectations and routines for whole class, group, and independent work; Instructional time is maximized.

- **Assessment of Student Learning**
  - Formative assessment used; Specific feedback used to adapt/differentiate or engage student is self-assessment
  - Formative assessment used; differentiation not evident
  - Formative instructional practices not observed

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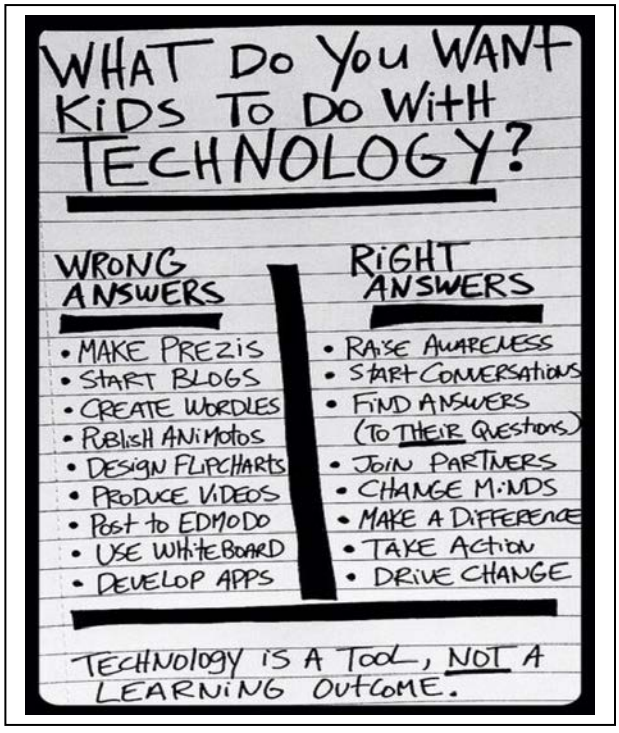
SLO Update

Teachers measuring student growth from SLO (Student Learning Objectives) administered approved pre—assessment(s) during day 2-15 of the school year (day 1-8 if block schedule). Please grade student pretests through mid-September (or administer MAP/CAP). SGM worksheets will be provided during week 3 of September. Save student pre-test scores on SGM worksheet by/before September 30. Complete student demographics and "Baseline Trends" also by September 30. Then final SLO approval (all components) will be provided by October 30.

Technology Requests

If technology help is needed, whether it is related to a computer mouse, Promethean, printers, projector bulbs, software, etc., please **submit a Technology Request** from the "Staff Resource" district web page. Please do not send emails to individual staff (e.g., Rob, Darci, principals). Darci then assigns the work to your school's Tech Coach, A/V coordinators, or others as needed.



1:World Technology

Please complete the **QUICK** staff survey **HERE.**

This information will be used to support individual teachers or team tech needs. Our external PD facilitator, Mike Pennington, is eager to join in on supporting classroom practice.

PLCs - BTL - DTL

As PLCs have prepared for SMART goal(s) in early September, the SMART goal that most PLCs are working toward as defined by teacher leaders in August is:

By May 2015, summative assessments used to report Power Objectives will be blueprinted and accurately aligned [FIP 2-3] with the support of the content PLC and opportunities for students to demonstrate authentic learning will be described in that meeting's PLC log so that effective strategies can be shared district-wide.

Project Tuning Protocol: The protocol is used to launch professional teams into richer conversation in an efficient period of time. It is intended to provide useful feedback to the individual teacher so that for delivering authentic and differentiated learning to the individual teacher seeking our help. Remember: ***Be hard on the content, not the person.*** NOTE: If the PLC was already accustomed to providing this level of feedback so that teachers left the meeting equipped to improve practice that day, then that is when a "protocol" is no longer a need for this group.

The purpose of **BTL** **(Building Teacher Leaders)** is:

- To support teacher leaders with PLC needs
- To review the PLC log doc and answer PLC questions
- To take action on supports needed

The purpose of **DTL** **(District Teacher Leaders)** is:

- To make decisions/support PLC needs or school growth area needs that have not been answered at the building level.
- To review data collected on district goals and set action needed.
- To provide leaders training or support needed to achieve results.

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Tech Coaches
AV Coordinators
IC Coaches

Principals and teachers, remember to place all Technology Requests online so that work can be dispersed to:

Tech Coaches: Cindy Klinar (PES), Paige Ward (PMS), Kaitlyn Jonozzo (PHS); Tech Coaches lead monthly tech support meetings and support teachers with instructional software implementation specific to their school as well as Google Apps for Education.

AV Coordinators: Doug Freeman (PES); Jeff Miller (PMS); Colleen Moskowitz (PHS); AV Coordinators support technology hardware related to standard classroom equipment (document camera, projector, laptop). AV Coordinators also set up technology for meetings (i.e., staff meetings, professional development).

Infinite Campus (IC) Coaches: Bobbie Kelley (PES and PMS); Michelle Carino (PHS); Infinite Campus coaches support grade book set up and issues. IC Coaches also meet monthly to resolve issues, take steps to make IC efficiently work for building goals and teacher needs, and further develop standards-based grading within IC.

Check Objectives in IC

Please check the power objectives listed in **Infinite Campus** for each course you teach. This will determine if we have any issues for grading/ reporting that need corrected now. If corrections are needed, contact Deb Kuhn at kuhnd@perry-lake.org before September 15.

Check Your Course Curriculum on our District Website

Please go to the district website for your course(s) - (see: Academics/Curriculum Overview/School/Course) to check that the units for each grading period are accurate. Parents can expect to see accurate Power Objectives, Academic Vocabulary, Enduring Understandings, and Essential Questions for the unit. If corrections are needed, contact Coni S.

Update on Next Generation State Assessments

If you have been staying tuned to HB 597 and the bill's recent House committee meetings, you may be wondering about standards and state assessment in Ohio. The FAQ below serves as where we are as a district currently with Next Generation assessments.

Q: When will State assessments be administered?

A: At the end of this semester, End of Course exams will be administered via paper/pencil (not computer-based) for 8th or 9th graders taking Algebra I, Geometry, English I, or English II. American History and American Government students take the approved district interim exam this semester; however both of these interim exams will be replaced with the new End of Course in these two subjects.

Online (computer-based) exams will be administered during spring 2015 as scheduled in 3-8 ELA, 3-8 Math, 4/6 Social Studies, 5/8 Science, English I, English II, Algebra I, Geometry, American History, and American Government.

District Assessment Schedule

The district assessment schedule can be accessed from the district website at: Academics/Curriculum Overview. Please see Amy Harker, District Test Coordinator, with questions regarding PARCC (ELA/Math) and AIR (science/social studies) assessments. Practice modules and important links for Next Gen Assessment can be accessed online at:

- **PARCC Math/ PARCC ELA:** http://parcconline.org/for-educators
- **PARCC Professional Learning Modules:** http://www.parcconline.org/professional-learning-modules-parcc-assessments
- **AIR Science/AIR Social Studies:** http://oh.portal.airast.org/ocba/
- **AIR Resources:** http://oh.portal.airast.org/ocba/resources

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Fall Benchmarking is Nearly Complete – Response to Instruction (RtI) Discussions Begin!

The K-8 fall benchmark screening window for NWEA-MAP takes place week of September 8. K-8 school staffs are to use the following reports to develop diagnostic needs as well as build differentiated instruction (Standard 3, 4, 5 of the Ohio Standards for Teaching Profession):

- *DeCartes* Report
- *Student Goal Setting Worksheet* Report

Question: Should parents see MAP or Value-Added data along with summative data?

Answer: Yes, if it is current, timely and relevant to sharing evidence of current course progress.

Instructional Rounds Conducted in 2014-15

For teachers new to Perry, our district worked with professional development consultant, Mike Grote, over the past two years on the work of ***Instructional Rounds.*** This practice is adapted to education from the field of medicine—embodying a set of ideas about how practitioners can work together to solve common problems and improve their practice. In the education context, *instructional rounds* build collaborative networks of teachers and leaders who together visit classroom practice and learn from one another about improving teaching and learning.

Each school's identified growth area in 2014-15 is:

PES – Differentiated Instruction
PMS – Authentically apply critical thinking
PHS – Provide student led, authentic learning opportunities daily to increase student achievement and college/career readiness skills.

Since 2012, two cohorts of teachers have been trained so far to conduct instructional rounds. This year, buildings will design their own plans for when and how to conduct Instructional Rounds now that schools have learned the practice. An additional teacher cohort is planned to be trained next year, 2015-16.

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