HOUSTON A+ CHALLENGE

Leading Learners… Learning Leaders Making good things happen!

July 30, 2015

STRENGTHEN – INNOVATE - CONNECT

Icebreaker

Middle school Leaders:

Get to know your table mates.

-Table has an envelope of questions, on cards.

-Each person will randomly select 1 card from .

-Take 1 minute to read the question and process your thoughts, silently.

-Each person will be afforded 1 minute to read their question and share their response with the entire table.

Welcome From A+

A+ Introductions

What to expect from an A+ PD

Set Stage for our Learning Today

Outcomes for Today:

- Begin to obtain clarity specific to the work of a Professional Learning Community
- Begin to build a vision for Mathematics classrooms
- Consider ways to strengthen and support Mathematics **teachers and specialists**
- Obtain clarity on the attributes of high functioning teams and how to support them

Professional Agreements:

- We will begin and end on time
- We will work hard to refrain from side-bar conversations and be respectful when others are sharing
- We will focus on building individual and collective responsibility through shared learning
- We will work hard to “Just saying NO” to electronic distractions (exception: an emergency)
- Most importantly, we will enjoy ourselves while engaged in learning today

Participant's Guide and Regrouping Protocol (Signal)

Evidence of Learning

"Schools do not need instructional leaders—they need *learning leaders* who focus on the evidence of learning."

[For adults AND children]

Eaker & Keating

A SHIFT IN SCHOOL CULTURE

Directions for Learning Activity:

- Read the article: *A Shift in School Culture* by Eaker & Keating
- As you read, identify statements or passages that resonate with you.

(10 minutes)

Three Levels of Text Protocol

- Divide into groups of 4 and assign a facilitator
- Each group member using up to 3 minutes to engage in the following 3 levels
  - Level 1: Read one of the statements that resonated with YOU (direct your group to where the statement is located)
  - Level 2: Explain WHY this statement resonated with YOU
  - Level 3: State what implications the statement has on YOUR work
- Group members then have one minute to respond to what was said
- Repeat the process until all group members have shared

Whole Group Share Out

- One member from each group will share out something they (or the group) learned as a result of the activity.

OR

- One member to share an example of the implications for the work moving forward

THANK YOUR TEAMMATES

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Culture Shift: The 3 Big Ideas

- Big Idea #1: Ensuring That students Learn
- Big Idea #2: A Culture of Collaboration
- Big Idea #3: A Focus on results

Break: 10 Minutes

It's all about establishing a Vision for Classrooms

- Read Professional Standards for Teaching Mathematics, NCTM

- After you read, capture your thoughts about the following statements:
  - I used to think, but know I know…
  - I used to think, but know I'm wondering…

Stand Up, Hand Up, Pair Up

Protocol for sharing thoughts from the NCTM reading.

The 25/75 Classroom

Learning as the *CONSTANT*, not the *VARIABLE*

The PLC 4 Critical Corollary Questions

No more than 25%

Of class time

(about 12 or 22 min.*)

- **Short lessons**
- **The teaching of HOW** (to cause both thinking and doing) rather than the Telling of WHAT
- **A strong Delivery Model:** a connection to prior learning, a teaching point (access and choice), active participation (Check for Understanding), a link, and Send off/work time

Note: Whole Group Teaching/Learning = Learning as ***the Variable*** and Time and Support as ***the Constant***.

1a. What am I teaching today and what do I want my students to know, understand, and accomplish as a result of my teaching today?

1b. How will I teach and check for understanding so I know my students are ready to engage in strong learning that 'causes' both thinking AND doing and ensures *access* and choice.

At least 75%

Of class time

(about 33 or 63 min.*)

- ***Teacher, with student(s), through minute by minute assessment (Assessment FOR Learning*/Conferring):***
  - Researching, then coaching or teaching
  - Strategically differentiating through responsive teaching
  - Learning about what students understand and misconceptions
  - Capturing assessment/differentiation notes based on what was taught and what teacher (student) is learning
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- ***Students***
  - Individual, pairs and group work
  - Thinking and doing (investigating, discovering, debating, challenging, solving, creating)
- ***Share out (last 2 minutes)***
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2. During class time every day, as a result of my teaching, how do I ensure my kids are getting support, as well as learning minute by minute while they are off working individually, in pairs, or small groups during class time?*

3. Today and every day, what do I do if my kids are not learning?*

4. Today and every day, how do I deepen the learning for kids who are ready for more?*

* Assessment FOR Learning **is *about continuous***

* Assessment FOR Learning is *about* ***informing students about themselves***

*Assessment FOR learning tells teachers **what progress each student is making** toward meeting each standard ***while the learning is happening***-when there's still time to be helpful

*Based on the average minutes (45 or 85) of Aldine's math and elar class periods

Revised: 6/5/15

HOUSTON A+ CHALLENGE

Aldine's Vision for 5th -8th grade Mathematics Classrooms

ENVIRONMENT (The "Learning Community" Classroom)			
·The Look (90/10): Walls & Physical Space	·The Sound	·Routines & Rituals	·Relationships and the "Feel"

25% TEACHING A LESSON (Whole group)	
What is the teacher doing?	What are the students doing?

75% STUDENT WORKTIME	
What is the teacher doing?	What are the students doing?

In School Teams

- Use the 25/75 document and the Professional Standards for Teaching Mathematics article to chart a vision for the environment of the mathematics classroom, and what teachers and students would be doing during the lesson (25%) and student worktime (75%).
- Chart the commonalities, across campuses, at the table

Lunch: 11:20-12:05

Number Talks Video

Debrief Number Talk

- Share out evidence of the 4 Key Arenas from the NCTM article.
  - Task
  - Discourse
  - Environment
  - Analysis

Model Mathematics Lesson

The Muffin Man Bakery

Debrief Model Lesson

- Evidence of the 4 Key Arenas
- Structures of the Mini-Lesson

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75% STUDENT WORKTIME	
What is the teacher doing?	What are the students doing?

Best Practices in Mathematics

LESS of This in Classroom		MORE of This in Classroom
• Use of cue words to determine operation to be used • Practicing routine, one-step problems	**Problem Solving**	• Word problems with a variety of structures and solution paths • Open-ended problems and extended problem-solving projects • Investigating and formulating questions from problem situations
• Copying conventional representations without understanding • Reliance on a few representations • Premature introduction of highly abstract representations • Forms of representations as an end product or goal	**Creating Representations**	• Creating one's own representations that make sense • Creating multiple representations of the same problem or situation • Using representations to make the abstract ideas more concrete • Using representations to build understanding of concepts through reflection • Sharing representations to communicate ideas
• Doing fill-in-the-blank worksheets • Answering questions with yes or no or numerical responses	**Communicating Math Ideas**	• Discussing, Reading, and Writing mathematics
• Relying on authorities (teacher, answer key)	**Reasoning & Proof**	• Justifying answers and solution processes • Reasoning inductively and deductively
• Learning isolated topics • Developing skills out of context	**Making Connections**	• Connecting mathematics to other subjects and to the real world • Connecting topics within mathematics
• Early use of symbolic notation • Memorizing rules and procedures without understanding • Complex and tedious paper-and-pencil computations	**Numbers, Operations, & Computation**	• Developing number and operation sense • Understanding the meaning of key concepts • Using calculators for complex calculations
• Memorizing facts and formulas • Memorizing equivalencies between units of measure	**Geometry & Measurement**	• Using geometry in problem solving • Developing spatial sense • Measuring and exploring the concepts related to units of measure
• Memorizing formulas	**Statistics & Probability**	• Collecting and organizing data • Using statistical methods to describe, analyze, evaluate, and make decisions
• Manipulating symbols • Memorizing procedures	**Algebra**	• Recognizing and describing patterns • Identifying and using functional relationships • Developing and using tables, graphs, and rules to describe situations • Using variables to express relationships
• Using assessments only on a large number of isolated skills • Focusing on a large number of specific and isolated skills • Using only written tests	**Assessment**	• Making assessment an integral part of teaching • Focus on a broad range of mathematical tasks • Using multiple assessment formats, including written, oral, and demonstration

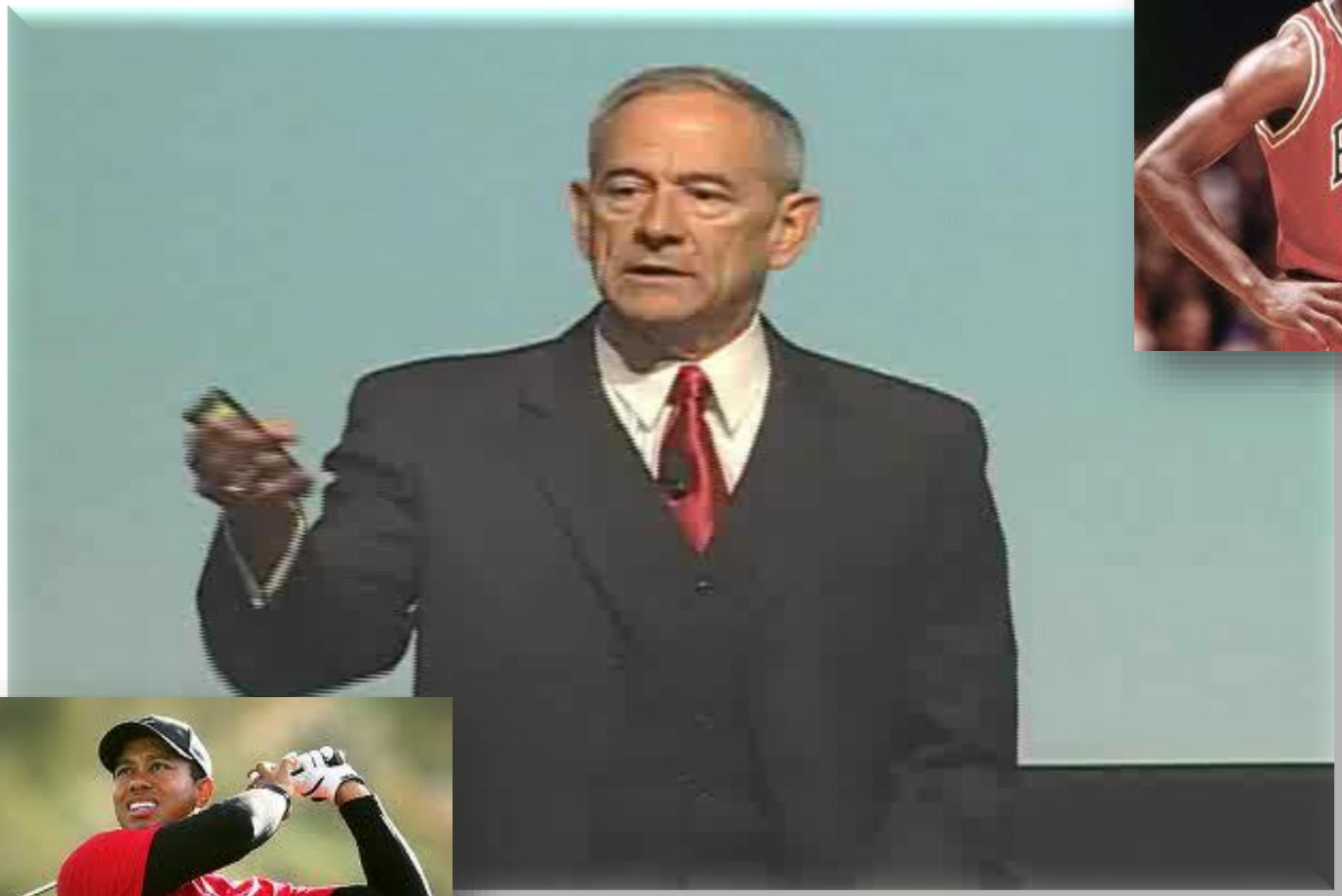
Zemelman, Daniels, and Hyde. 2012 *Best Practice, Fourth Edition*. Portsmouth, NH: Heinemann

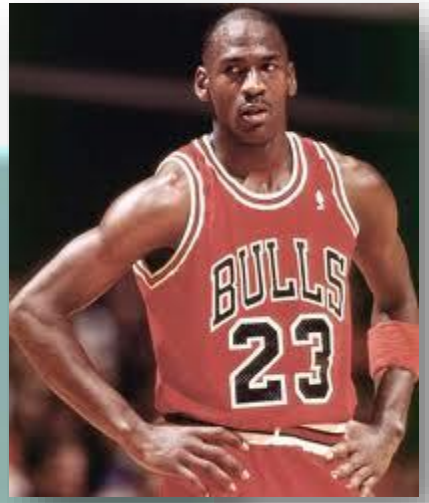
Responsibilities & Next Steps – Strong Mathematics Classrooms

Learning Experiences	Principal Responsibilities How will I as a principal **learn about**, **support**, **monitor** and **celebrate** in each of the areas?	Assistant Principal Responsibilities How will I as assistant principal **learn about**, **support**, **monitor** and **celebrate** in each of the areas?
Visioning for a Strong Mathematics Classroom		
	Next Steps:	Next Steps:

Collaborative Team Time

Individually, think about a cluster of people that work well together on your campus and name the behaviors they exhibit in your Participant's Guide





STRENGTHEN – INNOVATE - CONNECT

Current Reality: Groups or Teams?

Think about your cluster of people, are they a Group or a Team?

Clarity Around Key Team Elements

- Interdependence
- Goal Orientation
- Mutual Accountability

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Building a Collaborative Environment

Creating a collaborative environment has been described as "the single most important factor" for successful school improvement initiatives and "the first order of business" for those seeking to enhance the effectiveness of their school (Eastwood & Louis, 1992, p 215).

Content Specific

From Group	To Team
Behave nicely towards one another	Develop protocols and collective commitments to guide when working together
Each teacher independently decides what to teach	Collaboratively agreed upon curriculum focuses on what students are expected to learn
Each teacher determining the pacing of the curriculum	Establishing the priority of respective learning standards as a team
Decisions about improvement strategies are made by "averaging opinions" or individual preferences	Decisions are research-based with collaborative teams of teachers seeking our "best practices"
Behave nicely towards one another	Develop protocols and collective commitments to guide when working together
Review data	Study data and set measurable team goals and work together to achieve them
Individual teachers attempting to discover ways to improve results	Teachers helping each other improve

Interdisciplinary

From Group	To Team
Behave nicely towards one another	Develop protocols and collective commitments to guide when working together
An assumption that these are "my kids, those are your kids"	An assumption that these are "our kids"
There is little awareness of what or how others are teaching.	Teachers recognize the common curriculum and exchange ideas regarding instructional materials, teaching strategies, or methods of assessment.
Each teacher sets goals and works independently to achieve them.	Characterized by common goals and their interdependent efforts to achieve those goals.

Leadership

From Group	To Team
Behave nicely towards one another	Develop protocols and collective commitments to guide when working together
Celebrations and recognition are rather infrequent and often focus on things other than the central mission of the school.	Celebration is frequent, tied directly to the school's values, and recognizes the accomplishments of individuals as well as groups.
Improvement efforts frequently shift as new fads or trends come along.	The school is committed to "staying the course" in the attainment of the school vision. New initiatives are only implemented if it is determined that the change will help the school achieve its vision of the future.
Leaders look for a quick fix and adopt anything that might show quick improvements regardless of whether it is aligned with the school's vision or values.	Leaders role is to promote, protect and defend the school's vision and values and to confront behavior that is inconsistent with the school's vision and values.
Administrators solicit and value teacher input as improvement initiatives are developed and considered, but administrators are regarded as having primary responsibility for school improvement.	Staff is fully involved in the decision-making processes of the school. School improvement is viewed as a collective responsibility.
Administrators give directives and provide limited or no information, training and parameters to make decisions.	Administrators pose questions, delegate authority, create collaborative decision-making processes, and provide staff with the information, training and parameters they need to make good decisions.

Parent

From Group	To Team
Behave nicely towards one another	Develop protocols and collective commitments to guide when working together
There are no consistent communication systems between home and school.	Systems are in place for consistent, two-way communication between home and school (i.e., notes, phone calls, visits)
There are events at school to secure parental support for the school's efforts.	Conduct grade-level parent workshops to clarify intended outcomes and provide strategies that enable parents to reinforce the intended learning at home.
It is stated that there is an open communication policy.	The school-parent partnership moves beyond open communication.
Parents are only welcome in the school when they are invited.	Parents are welcome in the school and there is an active volunteer program.
Teachers inform parents of educational decisions that affect their children.	Parents are full partners in the educational decisions that affect their children.
Community resources are randomly chosen and not connected to student learning.	Community resources are used to strengthen the school and student learning.
Information is sent home about future class requirements.	Involve parents in setting student goals each year and in planning for postsecondary education and careers.
Parents are given opportunities to volunteer.	Develop feedback forms that enable volunteers to reflect on their experience, and analyze the results in an effort to make the experience more satisfying.

Collaborative Team Time Possibilities

- **Collective Inquiry**

  Working together to build shared knowledge into Best Practices

  - Book Study
  - Reading Best Practices
  - Form inquiry groups upon topic or question
  - Spy on ourselves as readers, writers and mathematicians
  - Do the work of readers, writers and mathematicians (in real life and in school conditions)
  - Keep a readers/writers notebook
  - Keep a math journal with models and strategies
  - Take the benchmarks and STAAR test for appropriate grade levels
  - Do work assigned to students
  - Job embedded professional development
  - Analyzing assessment questions
  - Study the standards

- **Action Orientation**

  Learning By Doing

  - Model lessons
  - Peer observations with narrowed focus
  - Role playing
  - Observe other campuses within and outside of district

- **Commitment to Continuous Improvement**

  A constant desire to improve

  - Best practices
  - Be consistent with practices
  - Create formative assessments
  - Unit planning
  - Lesson planning

- **Results Orientation**

  Assess effectiveness based on results, NOT intentions

  - SMART goals
  - Student work protocol
  - Share and discuss conference notes
  - Examine assessment data using protocols
  - ▫ Student reports
  - ▫ Teacher reports
  - ▫ Class reports
  - ▫ Grade level reports
  - ▫ Campus reports

Collective Commitments

- Group yourselves into teams that make sense.
- Each participant gets 3 index cards
- Write one commitment on each index card that you feel your team would benefit from
- Share cards and prioritize the order
- Make Commitments public

Responsibilities & Next Steps – Group→Team/Collaborative Time

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Groups to Teams Collaborative Team Time		
	Next Steps:	Next Steps:

Next Steps/Closing/Reflections

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In School Teams

- Use the 25/75 document and best writing practices article to chart what the Teacher would be doing and what the Students would be doing
- At tables, chart the commonalities

Debrief

P/AP Planning Template

Bringing it all together:

- Visioning for strong Reading and Writing classrooms
- Connections between the two Disciplines
- P/AP as Learning Leaders: roles/next steps to shift teacher practice, as well monitor and support the work

P/AP Planning Template

- Groups to teams
- Collaborative team time

-What are the principals' roles and responsibilities to this work as a Learning leader?

-What about the assistant principal?

-What about the R/W specialist?