

Leadership Action Planning

LACKAMAS ELEMENTARY SCHOOL'S WILDLY Important GOALS for 2018 - 2019

1. **Teacher Clarity:** Teacher focus will be on teacher clarity. Teachers will develop a solid foundation in understanding and implementing Teacher Clarity to support the development of assessment capable learners
2. **Student Discourse:** Teachers will utilize classroom discussion techniques including questioning, listening and response methods (talk moves) to drive individual and collective ownership of learning.

Five Steps into Developing Adult Clarity Yelm Community Schools

1. *Develop adult learning goals, targets, or objectives into measurable standard(s)*
2. *Unwrap adult learning standards to clearly identify what teachers are expected to know and be able to do*
3. *Develop a clear set of expected learning progressions that would be stepping stones or building blocks towards the larger learning outcome*
4. Determining learning intentions and success criteria that are driven from expected learning progressions and will be the focus for implementation and monitoring
5. Engineering specific learning tasks and experiences that are directly aligned to the learning intentions for all professional development

Step 1: Developing adult learning goals, targets, or objectives into measurable **standards**

Wildly Important Goal:	Measurable Adult Learning standard:
#1 Teacher Clarity	Use high levels of teacher clarity to support students in the ability to track their own appropriate grade level progress.
#2 Student Discourse	Teachers will utilize classroom discussion techniques including questioning, listening and response methods (talk moves) to drive individual and collective ownership of learning.

Measurable Verbs for Building Adult Learning Standards			
Use Describe Apply Demonstrate Recognize	Perform Conduct Analyze Develop Plan	Build Create Establish Compose Construct	Assess Measure Select Evaluate Interpret

Step 2: Unwrap adult learning standards to clearly identify what teachers are expected to know and be able to do

UNWRAPPING Adult Learning Standards SUCCESS CRITERIA

1. Capitalize **SKILLS** in standard being unwrapped
2. Underline concepts in standard being unwrapped
3. Appropriately place **SKILLS (verbs)** and place them in the column titled “**SKILLS (verbs)**”
4. Appropriately capture concepts (nouns) with bullets after each skill (verb) in column titled “SKILLS (verbs)”
5. Appropriately place concepts (nouns) alone in the column titled concepts (*These will be used to develop learning progressions*)

WILDLY Important Goal #1--Teacher Clarity

Concepts (nouns)	Skills (verbs)
USE <u>high levels of teacher clarity</u> to SUPPORT <u>students in the ability to track their own appropriate grade level progress.</u>	
High levels of teacher clarity	Use <ul style="list-style-type: none"> • High levels of teacher clarity
ability to track their own appropriate grade level progress.	Support <ul style="list-style-type: none"> • Student's in the ability to track their own appropriate grade level progress.

Step 3: *Develop a clear set of expected learning progressions that would be stepping stones or building blocks towards the larger learning outcome*

Learning Progression for Adult Learning Standard:

1. Define "Teacher Clarity"
2. Define "Learning Intention"/Learning Target
3. Define "Success Criteria"
4. Determine critical components of teacher clarity
5. Understand and use teacher clarity in classroom instruction
6. Develop plan for students to articulate understanding of Success Criteria
7. Develop plan for students to monitor their progress

Step 4: Determine learning intentions and success criteria that are driven from expected learning progressions and will be the focus for implementation and monitoring

Once leaders have unwrapped the critical concepts and skills of what they need their teachers to learn (know and be able to do), they can be much more intentional with determining the learning intentions for professional development. This provides a sharp focus for what leaders share with teachers regarding the why of professional learning and development activities, lessons, and tasks teachers will engage in. Furthermore and even more importantly, these provide teachers with specific, concrete, and measurable indicators for how **they** will know when they have met the learning intentions and develop more assessment capabilities.

<p>Learning Intention #1:</p> <p>Teachers will develop an understanding of teacher clarity.</p> <p>Teachers will understand the impact and connection of teacher clarity with high impact instructional strategies.</p>	<p>Success Criteria:</p> <p>Teachers will identify the components of teacher clarity and their role in teaching with clarity.</p> <p>Teachers will make connection and share how teacher clarity has impacted their instruction and student growth.</p>
<p>Learning Intention #2:</p> <p>Teachers will research Success Criteria and develop an understanding of the connection to assessment capable learners.</p>	<p>Success Criteria:</p> <p>Teachers will develop and use appropriate Success Criteria.</p> <p>Teachers will develop a system to monitor student understanding of Success Criteria and impact on their learning.</p> <p>Teachers will ensure that students understand the Success Criteria and are able to monitor and understand their growth.</p>

Step 5: Planning for Focused Professional Development Actions for WILDLY IMPORTANT Goals 1 and 2 for 2018-2019:

**Late Start Agenda
SEPTEMBER
7:40--8:40**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning

**Late Start Agenda
October**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning
7:40-8:40	Teacher Clarity	Staff survey related to Teacher Clarity understanding (baseline data)	Survey results
		Review Kara Vandas video highlights and key concepts	Share out as evidence of reviewing the content

		Communicate Teacher Clarity expectation using LG and SC document	Look for evidence by walk through
		Share how to break down grade level standards into learning goals and success criteria using classroom teachers to explain. Share ideas for how to develop the ability for students to answer the big 3 questions.	Look for evidence by walk through

**Late Start Agenda
November
None**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning

**Late Start Agenda
December 5th**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning
7:40 – 8:40	Teacher Clarity	Survey for Teachers related to Teacher Clarity understanding (mid-point data)	Insert Survey Results

Commented [1]: +erin_price@yca.wednet.edu
I would like to have the BLT feedback on the survey tool previous used and how the questions helped guide future Professional Development
Assigned to Erin Price

**Late Start Agenda
January 23rd**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning
7:40-8:40	Classroom Discussion Techniques		

**Late Start Agenda
February**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning

**Late Start Agenda
March**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning

Late Start Agenda

April

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning

**Late Start Agenda
May**

Time	Focus	Specific Actions for Learning / Deliberate Practice	Monitoring Look-For Evidence of Adult Learning

Time allocated for GOALS in Late Start Learning Opportunities During the 2018-2019 School Year

<p>Wildly Important Goal #1: Teacher Clarity Teachers will develop a solid foundation in understanding and implementing Teacher Clarity to support the development of assessment capable learners.</p>	<p>One hour on each late start all building PLC day (Oct 3, Oct 31, December 5)</p> <p>3 hours total</p>
<p>Wildly Important Goal #2: Student Discourse Teachers will utilize classroom discussion techniques including questioning, listening, and response methods (talk moves) to drive individual and collective ownership of learning.</p>	<p>One hour on each late start all building PLC day (Jan 23, Feb 20, March 20)</p> <p>3 hours total</p>

**Additional Staff Development Opportunities to support GOALS
(PD Days, 30-45 minutes after school (Often used for progress monitoring))**

Goal	Specific Staff Development Opportunities Planned for
<p>Wildly Important Goal # 1</p> <p>Teacher Clarity</p> <p>Teachers will develop a solid foundation in understanding and implementing Teacher Clarity to support the development of assessment capable learners.</p>	<p>Pre Service Training (Teacher Clarity Focus) – 3.75 hours</p> <p>Fall Instructional Rounds (minutes/hours TBD)</p>

<p>Wildly Important Goal # 2</p> <p>Student Discourse</p> <p>Teachers will utilize classroom discussion techniques including questioning, listening, and response methods (talk moves) to drive individual and collective ownership of learning.</p>	<p>Book Study facilitated by Starla Watson Challenging Learning Through Dialogue by Nottingham (Hours TBD)</p> <p>Winter Instructional Rounds (minutes/hours TBD)</p>