Common Language/Common Understanding

Needs **Activities** Outputs Inputs **Impact** Stakeholder group will find one article focusing on common language/common Walkthroughs **Time** understanding and learn about it in a flipped faculty We have a common meeting. language around Common words such as language/common "growth mindset" understanding is one Principal will focus and "student on student engagement of the most important engagement," in her learning walks, contributors to a but we do not have Research-Flipped faculty and feedback will be positive school climate. based articles meetings a common provided around Stakeholders will understanding levels of benefit from more of those phrases, engagement. clarity within and this is having the school. a negative impact on our school climate. Teachers will be provided the opportunity to have dialogue Models of **PLC** with principal around successful protocols the feedback provided practices and what was happening in their classroom.

Knowledge Dimensions

Activities Needs Outputs Inputs **Impact** At the next building stakeholder meeting, begin discussing the goal of having **Discussions at** a more balanced approach building to learning. Stakeholders Time stakeholder representing different grade meetings levels or departments should bring the discussions back to their constituency. In our school. Students will be best we notice that able to understand much of the what they are learning, In order to support the instruction why they stakeholder group provided by are learning it. discussions, the next teachers and how to faculty meeting should focuses on factual use that learning during focus on the four knowledge those moments knowledge and Research-based **Faculty** dimensions, including having of cognitive then procedural teachers and staff read articles meeting focus knowledge. We conflict when they are an article about the knowledge rarely see alone if they dimensions prior to the meeting, conceptual and making sure teachers are have a knowledge or prepared to discuss balanced approach to meta-cognitive how they implement learning that knowledge each dimension. involves being used in all four knowledge the classroom. dimensions. Teachers should be expected to provide Models of **Teacher goal** evidence of how they successful setting support a balanced practices approach to learning.

Social-Emotional Engagement

Needs **Activities** Outputs Inputs **Impact** Teachers and leaders will engage in professional Teachers and students development with will engage in dialogue an outside organization. **Time** centered around socialemotional learning. At faculty and stakeholder meetings, teachers and leaders will discuss the common language and common understanding needed to work with Our students do not Students will feel marginalized students and seem to feel an less alienated and **Teachers and leaders** those in trauma. more like a part of emotional connection Research-based will use more inclusive to their school our school articles language with Teachers and leaders will community. community. marginalized students. create stakeholder groups with students to foster student voice in the school community. Students and teachers will practice **Teachers and leaders** mindfulness. will use more inclusive language with students Models of successful experiencing practice Students will create SEL issues in the social stories around hallways and classrooms. stressful issues they are facing.

Academic Engagement

Needs

Research-based articles on academic engagement

Examples of different instructional strategies

Read Claxton's article on engagement

Create surveys asking students how they believe they best learn

Inputs

Research-based articles

Models of successful practices

Time to discuss the concept of academic engagement

Activities

PLC meetings will be used to create a common understanding around "academic engagement."

PLC will engage in a deep discussion of Claxton's engagement strategies and reflect on which strategies they are already using.

Instructional leader will attend PLC discussions and talk with teachers about which elements should be included on walkthrough feedback form.

Send surveys to the students in the classrooms where the pilot program will take place.

Outputs

Groups of teachers will pilot teacher clarity strategies.

Part of teacher clarity will be to utilize strategies that increase classroom discussion.

Principal's walkthroughs will help provide feedback incorporating Claxton's strategies to increase student engagement.

Impact

We will see an increase in academic engagement among our students.

Collective Efficacy and Grading

Needs

Inputs

Activities

Outputs

Impact

We do not have consistency and clarity of meaning when it comes to our grading practices.

Research-based articles

Models of successful

practices

Time to discuss the

grading philosophy

of teachers, families

and students within

the school community

current reality of grading practices in the school

Dialogue around the

Jigsaw activities where groups are chosen to specifically look at one type of grading practice to report out to the group

Guskey says, "A survey is great. In fact, we've just started a group to guide districts and schools in these efforts (see www.gradingrx.com). I would recommend including teachers in the survey, if for nothing more than to show possible disparities between these stakeholder groups" (also see: https: //gradingrx.com/exploringthe-factors-teachers -consider-in- determining -students-grades/)

Teachers, students and families will be impacted positively by grading practices. In order to do this, they need to be clear about purpose. If the purpose is "to communicate accurate and meaningful information about students' academic performance at this time," for example, then "impact" is measured based on the effectiveness of that communication. Or are there other ancillary impacts, such as: perceptions of the fairness of grading; the accuracy of grades; the fairness of teachers; the usefulness of grading in guiding improvements in student learning; students' focus on learning instead of gaining high grades; or school-home relationships?

Parents' and families' as well as students' major concerns about grades are:

- 1. Fairness,
- 2. Accuracy,
- 3. Meaningfulness.
 Consistency, guided by a
 constant focus on what will help
 students, is important in all three
 (Guskey, e-mail
 communication, 2019).

Grading-improve how we evaluate that evidence and communicate the results of those evaluations to students, families, and others (Guskey & Link. 2019)

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Instructional Leadership

Needs

I do not practice instructional leadership enough in my school. I spend too much time on the management side of leadership.

Inputs

Research-based articles, blogs and books focusing on instructional leadership

> Webinars focusing on instructional leadership

Videos that help model instructional leadership practices

Define what instructional leadership practices are most important to me

Activities

Join an open/closed forum on social media (Twitter, Voxer, etc.) — for example, a Facebook group dedicated to instructional leadership.

Work with a leadership coach, peer, or superintendent on increasing instructional leadership practices.

Collaborate with my stakeholder group and learn what they want out of an instructional leader.

Create a survey for teachers (and student groups when age appropriate) asking what they want out of their leader.

Outputs

Engage in one flipped faculty meeting beginning in October.

Engage in walkthroughs that will help foster feedback in the school community starting in October.

Attend PLC meetings where the focus is on growth measures or instructional strategies.

Impact

Teachers and students will engage in collaborative conversations around learning with their leader, and that leader will make sure their meetings keep a consistent focus on improvements to the learning environment.