Creating an Impact School

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CREATING AN IMPACT SCHOOL

IS ABOUT

PROFESSIONAL LEARNING THAT IMPROVES TEACHING AND LEARNING

HELPING AND PARTNERSHIP — GROUNDED IN

FOCUSED ON — PROFESSIONAL LEARNING THAT MAKES AN IMPACT

BY IDENTIFYING A — TARGET

MONITOR PROGRESS THROUGH — OBSERVATION

MOVING FORWARD THROUGH — TEACHING PRACTICES

1.

ACCOUNTABILITY FOR MEETING DEMANDING GOALS

	LOW	HIGH
PSYCHOLOGICAL SAFETY — HIGH	COMFORT ZONE	LEARNING ZONE
PSYCHOLOGICAL SAFETY — LOW	APATHY ZONE	ANXIETY ZONE

(Edmondson, 2008)

Understanding
Helping

Helping

Change
Identity
Thinking
Status
Motivation

Partnership

2.

The Target

Three critical elements

Understanding
Agreement
Commitment

Sample Improvement Target
Every Student, Every Opportunity
(T) = Teacher Practice / (S) = Student Behavior / **Bold** = immediate priority

Classroom Management
Classroom organization and all practices designed to reduce student misbehavior, increase responsible behavior, or increase motivation.

(T) Clearly posts and explains expectations for learning activities and transitions.
(T) Interacts with at least a 3:1 ratio of reinforcing to correcting actions.
(T) Creates opportunities for students to respond to the learning.
(S) Are on Task at least 90% or more of the time.
(S) Respond appropriately and follow directions given by the teacher.
(S) Limit disruptions to no more than 5 disruptions per 10 minutes.
(disruptions - interrupt the learning of others or the teacher's teaching)

Planning
Unit and lesson plans are clearly developed and written within collaborative teams.

(T) Uses graphic organizers / visuals to explain what will be learned or taught.
(T) Explains why the learning is important.
(T) Explains how each lesson connects to the larger unit.
(where we were, where we are, and where we will go next)
(S) Restate the objective in their own language.

Formative Assessment
Breaking down what is to be learned and planning to assess for learning.

(T) Uses formal and informal formative assessments for 100% of students.
(T) Knows how each student is doing and uses this information to make instructional adjustments to improve student performance.
(T) Data gathered is used efficiently and effectively to improve learning.
(S) Respond to all formal and informal assessments.
(S) Know how their personal learning is progressing.

Instruction
Teacher uses instructionally responsive practices that meet the diverse learning needs of all students.

(T) Provides opportunities for all students to participate.
- Uses Cooperative Learning strategies to engage all students.
- Uses Thinking Prompts and Stories to support vocabulary development and engage all students.
- Uses Effective Questions and Challenging Assignments to engage all students.

(T) Maintains a quick lesson pace.
(T) Uses Co-teaching as a model for including all students in the learning.
(S) Respond to opportunities to participate in the learning.
(S) Seek assistance when clarification is needed.

Target **design** team

20-minute target survey

INSTRUCTIONAL COACHING GROUP

CLASSROOM MANAGEMENT

Time on task

MINUTES	STUDENTS	ON TASK	% ON TASK
:10			
:20			

Ratio of interactions

REINFORCING	CORRECTING

Expectations
CLEARLY POSTED OR STATED

YES	NO

Respect
SHOWN TOWARD TEACHER AND OTHER STUDENTS

YES	NO

INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

CHECK	PRACTICE/ACTIVITY	MINUTES
	Beginning routine	
	Stories	
	Thinking prompts	
	Cooperative learning	
	Experiential learning	
	Labs	
	Seat work	
	Direct instruction	

CHECK	PRACTICE/ACTIVITY	MINUTES
	Transition time	
	Quizzes	

Individual Questions

# OF STUDENTS	# ANSWERING

Group Questions

# OF STUDENTS	# ANSWERING

CONTENT PLAN

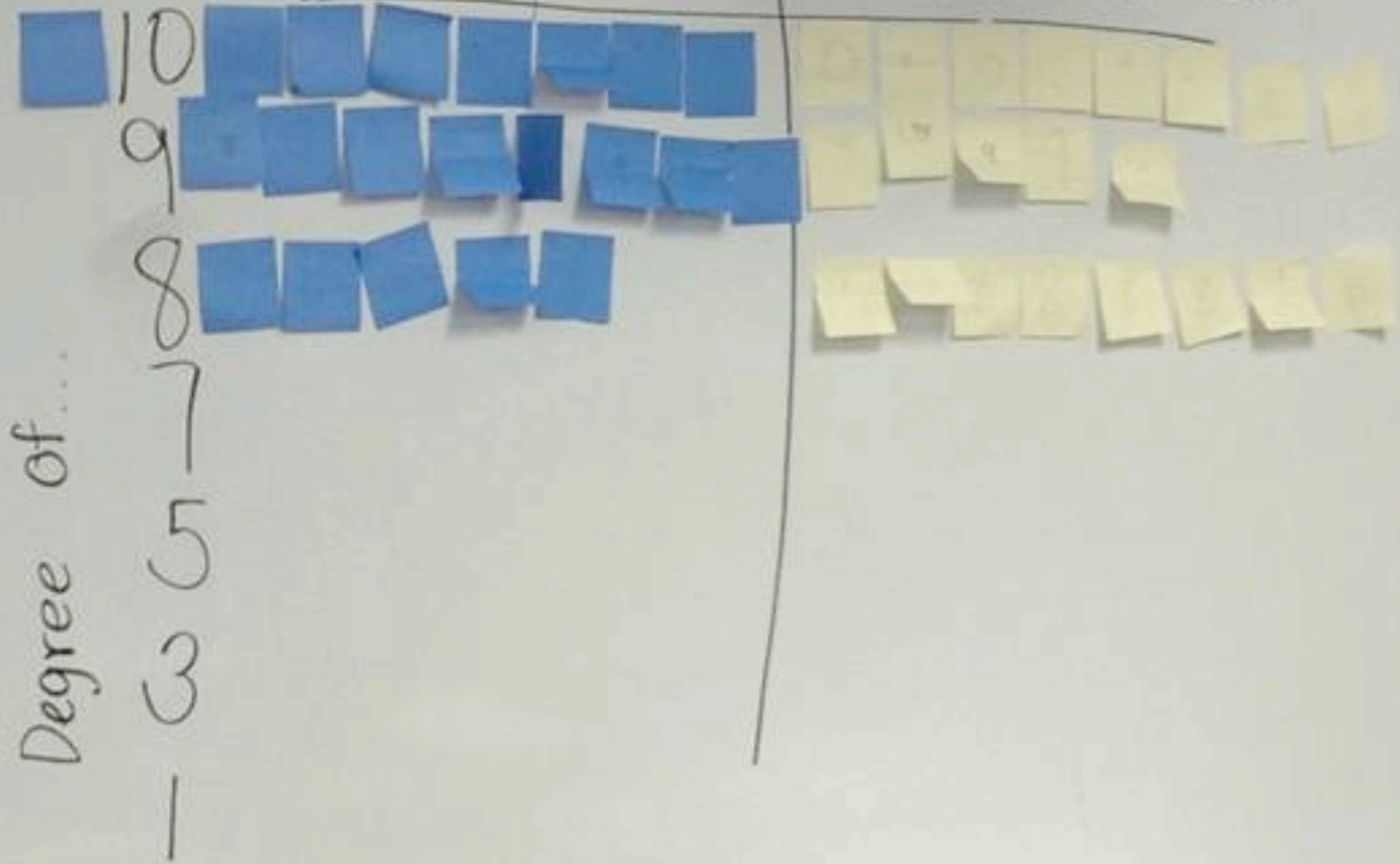|	YES	NO
Teacher explains what will be learned/taught today		
Teacher explains why the day's learning is important		
Teacher explains what students need to do		
Teacher explains how lesson fits into a larger unit plan		
There is evidence teacher has a plan for the unit		

## ASSESSMENT FOR LEARNING

	YES	NO
Teacher uses informal assessment at least twice		
All students respond to informational assessments		

Teacher meetings

3.

Observing teachers, monitoring progress

CLASSROOM MANAGEMENT

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:10			
:20			

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ASSESSMENT FOR LEARNING

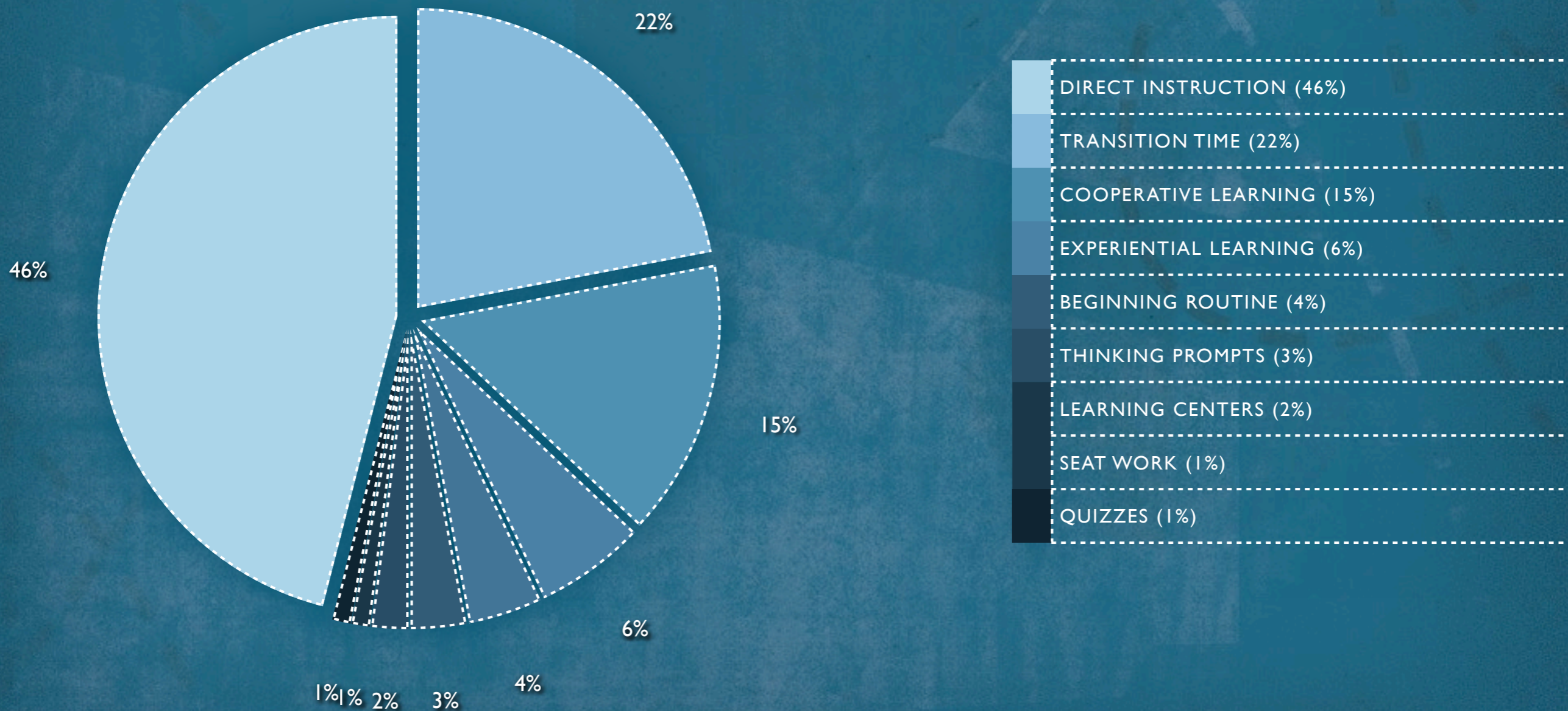|	YES	NO
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Ratio of interactions

FEBRUARY 2011

24%

76%
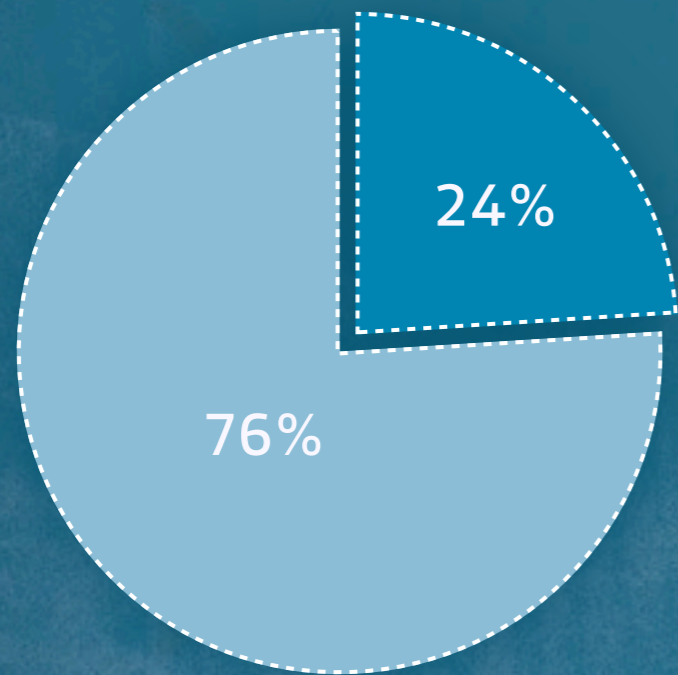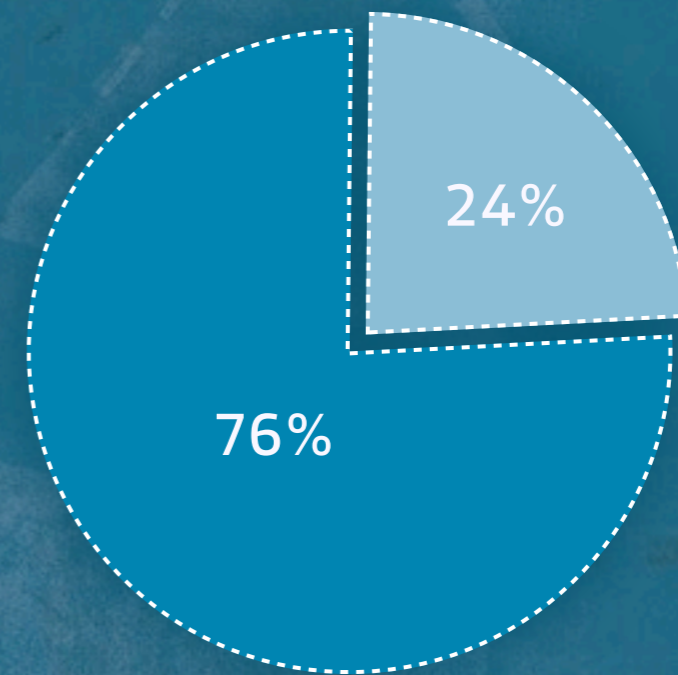
REINFORCING	CORRECTING	RATIO
59	182	1:3

OCTOBER 2012

24%

76%

REINFORCING	CORRECTING	RATIO
1491	477	3:1

Instructional Time

OCTOBER 2012

- DIRECT INSTRUCTION (59%)
- SMALL GROUP WORK (11%)
- GUIDED PRACTICE (8%)
- EXPERIENTIAL LEARNING (5%)
- LABS (5%)
- TRANSITION TIME (4%)
- COOPERATIVE LEARNING (3%)
- SEAT WORK (3%)
- GUIDED READING (2%)
- BEGINNING ROUTINE (1%)
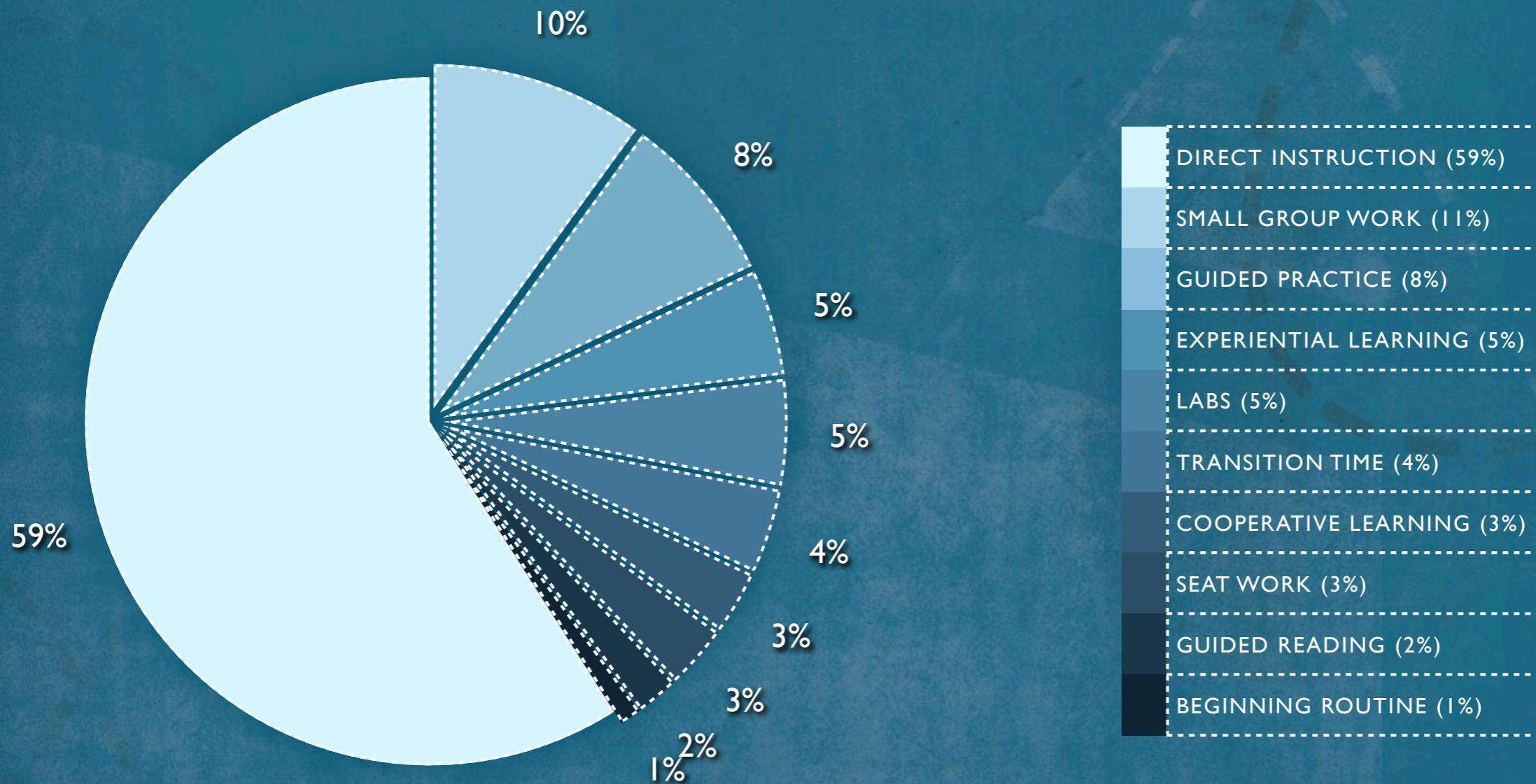
22% TRANSITIONS

20 months later...

4% TRANSITIONS

Time on Task (10 min)

FEBRUARY 2011

24%

76%
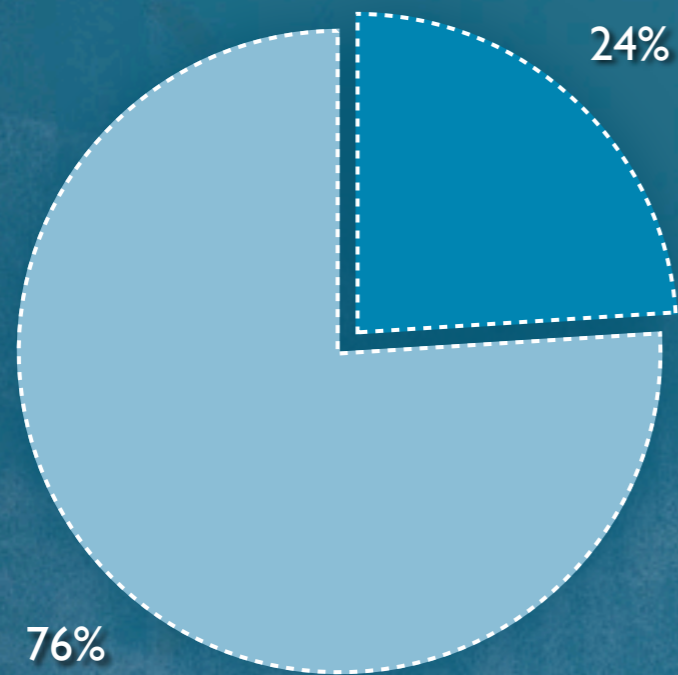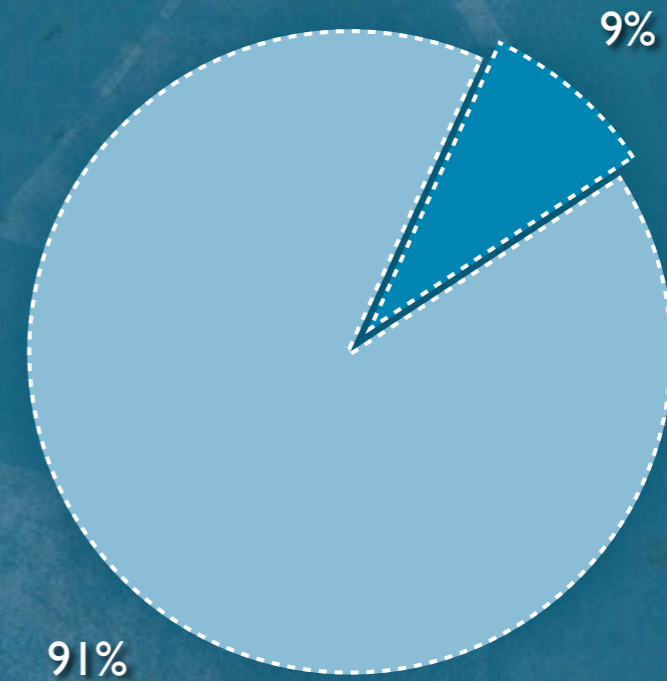
STUDENTS	ON TASK	% ON TASK
738	559	76%

OCTOBER 2012

9%

91%

STUDENTS	ON TASK	% ON TASK
818	742	91%

Time on Task (20 min)

FEBRUARY 2011

19%

81%
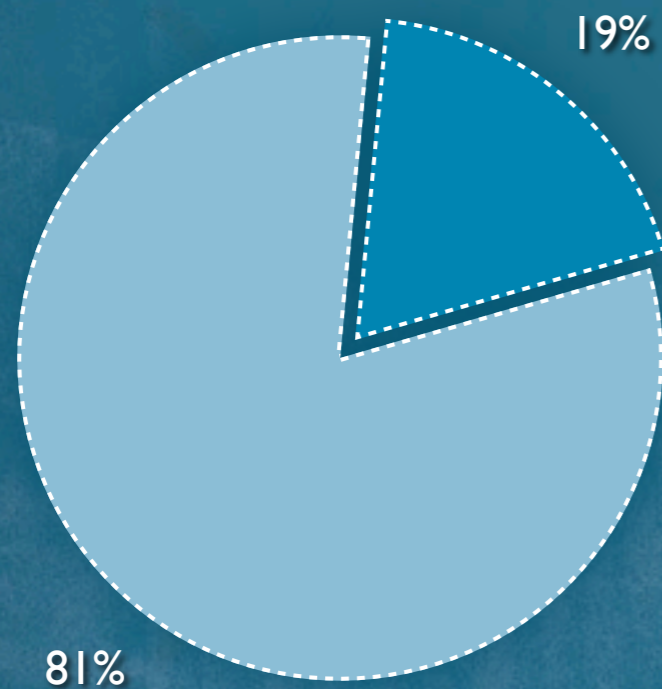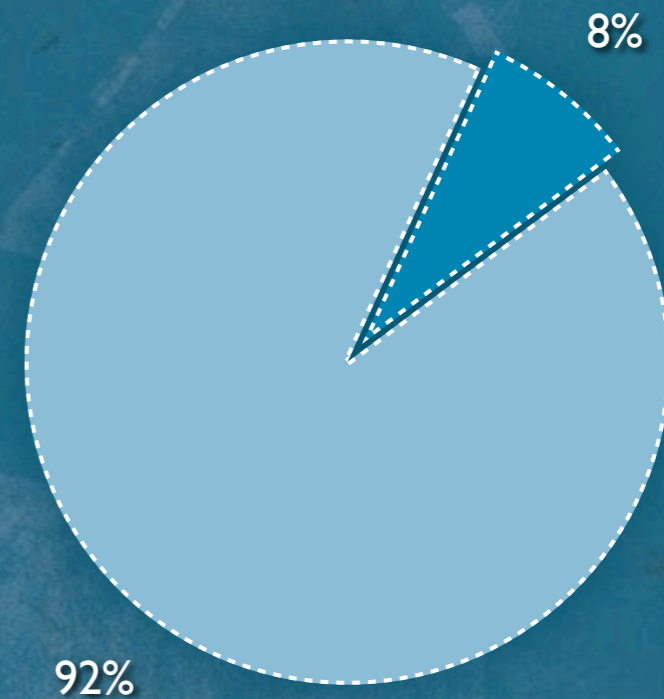
STUDENTS	ON TASK	% ON TASK
756	619	81%

OCTOBER 2012

8%

92%

STUDENTS	ON TASK	% ON TASK
807	741	92%

Content Plan

FEBRUARY 2011
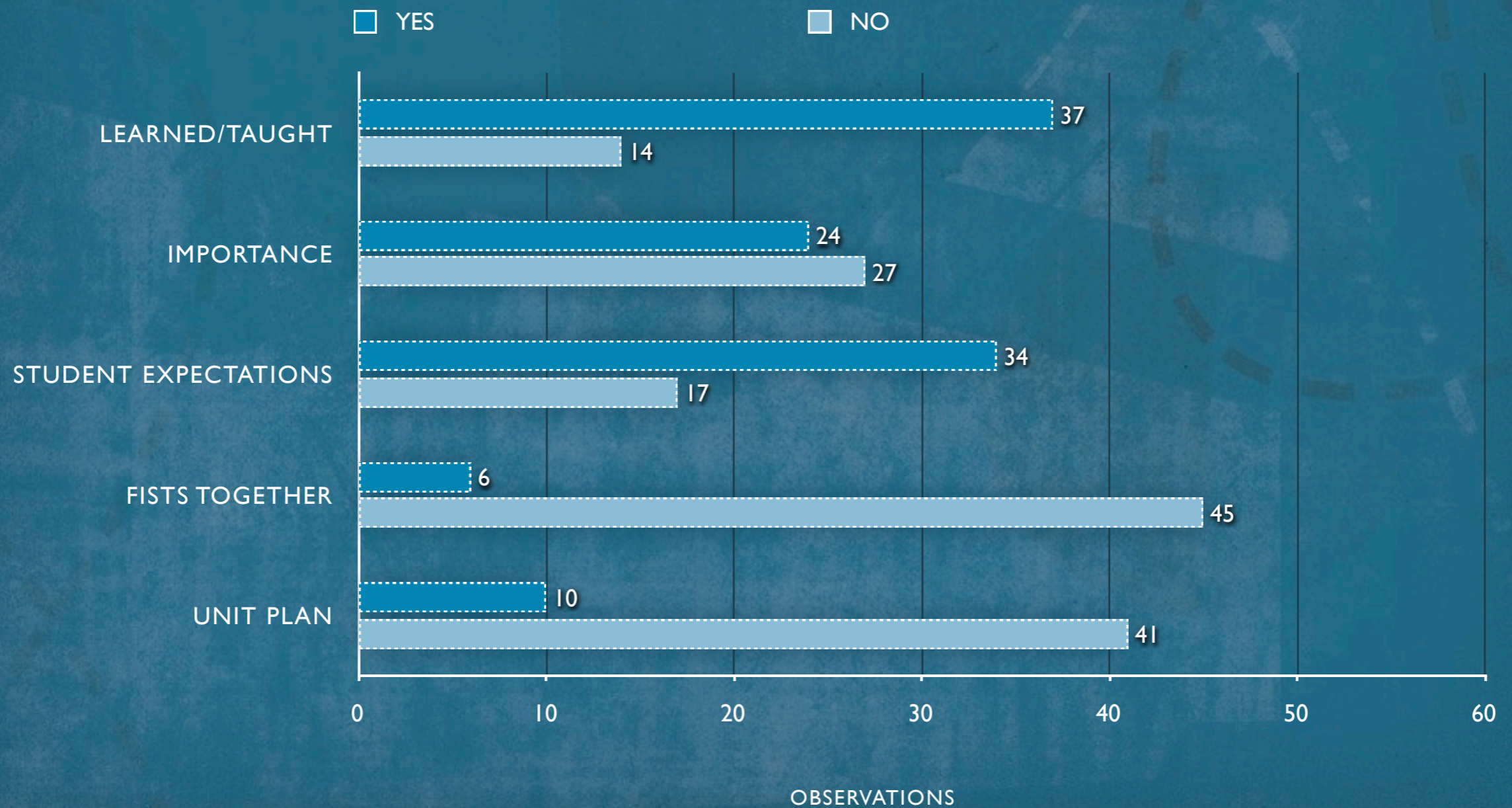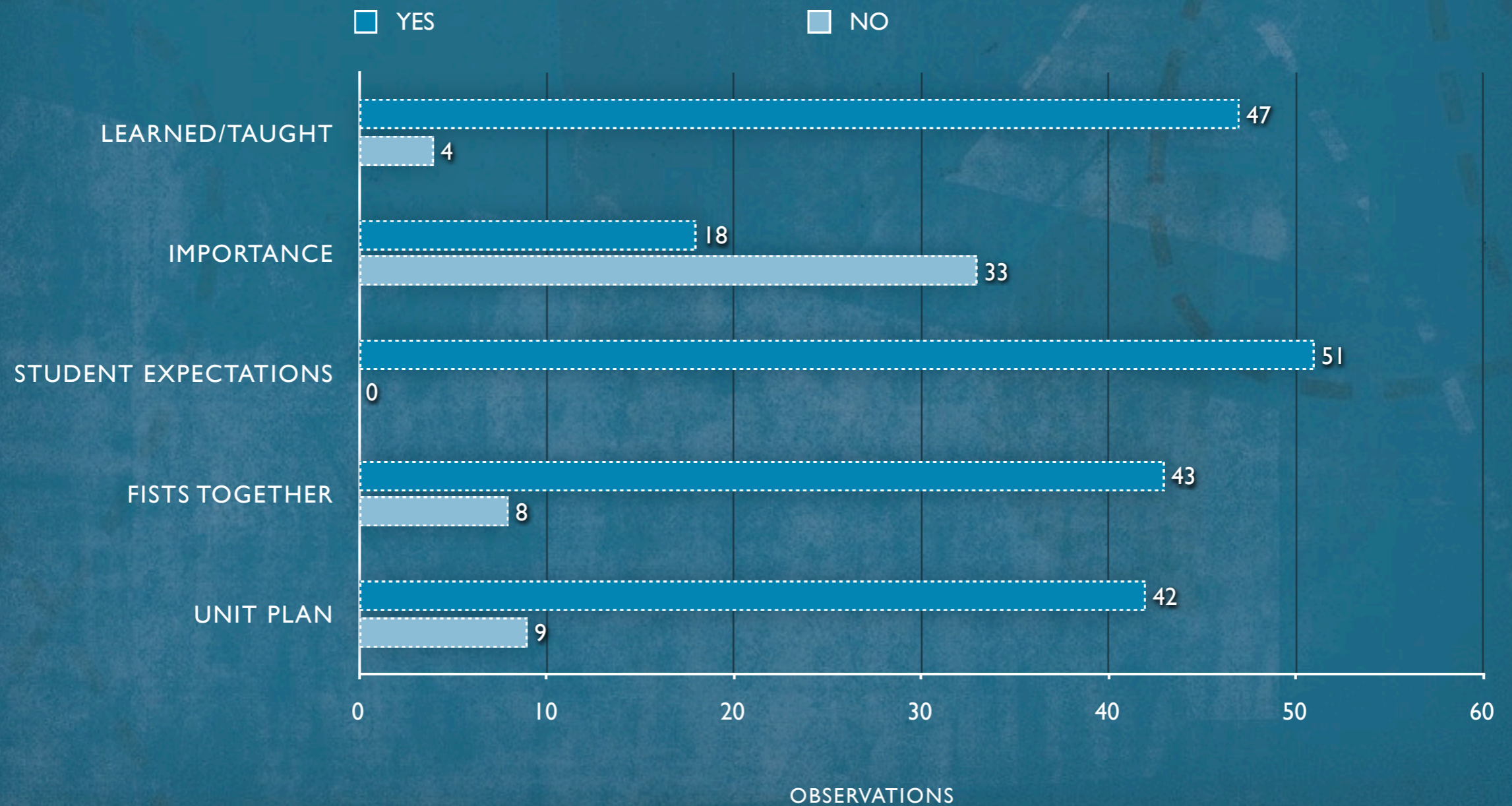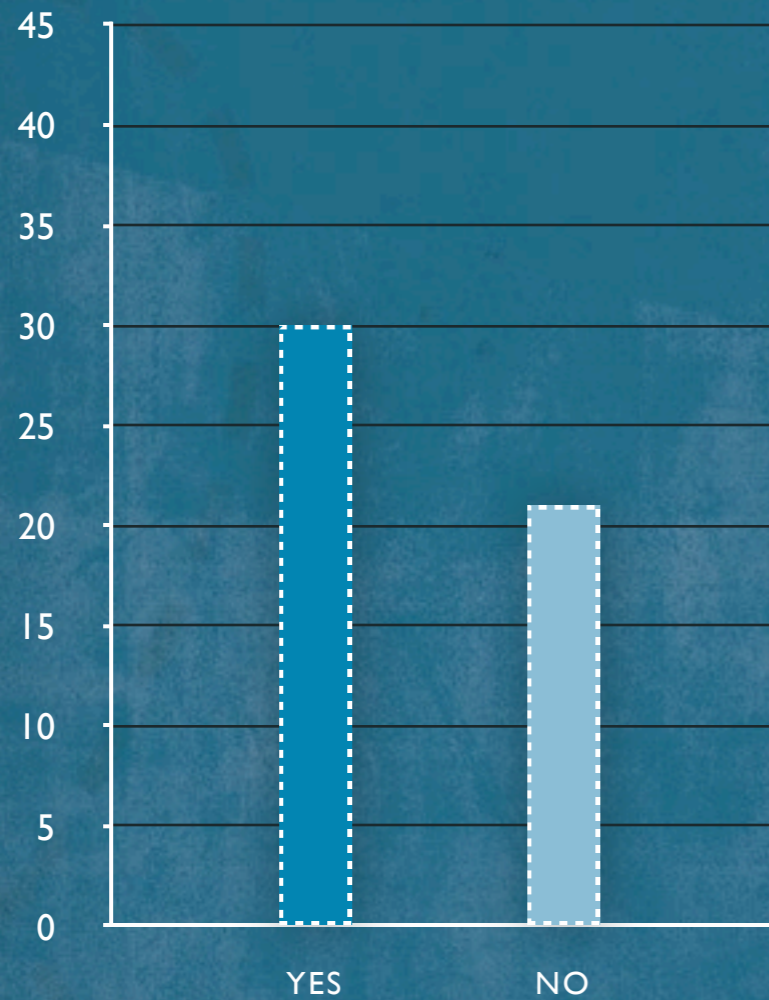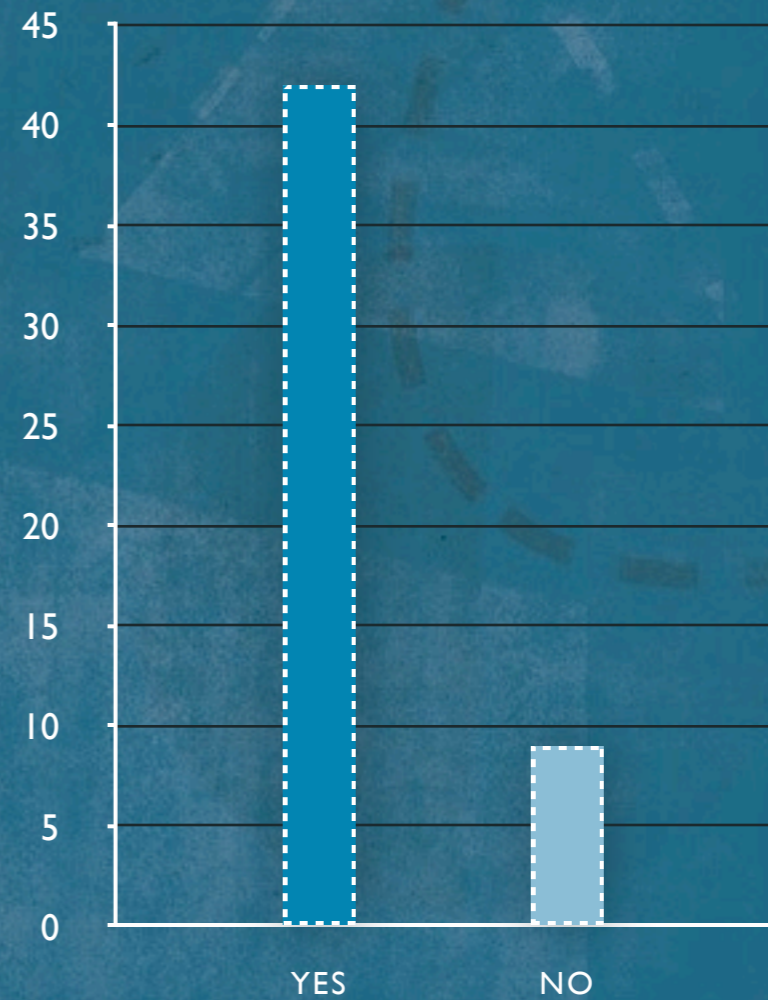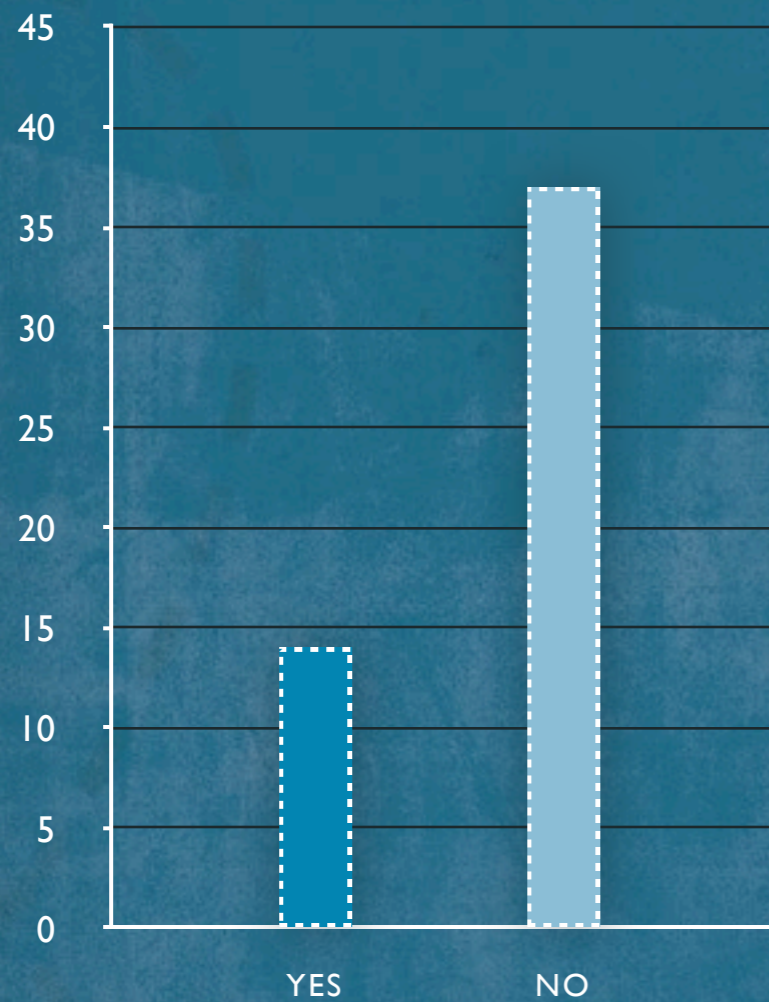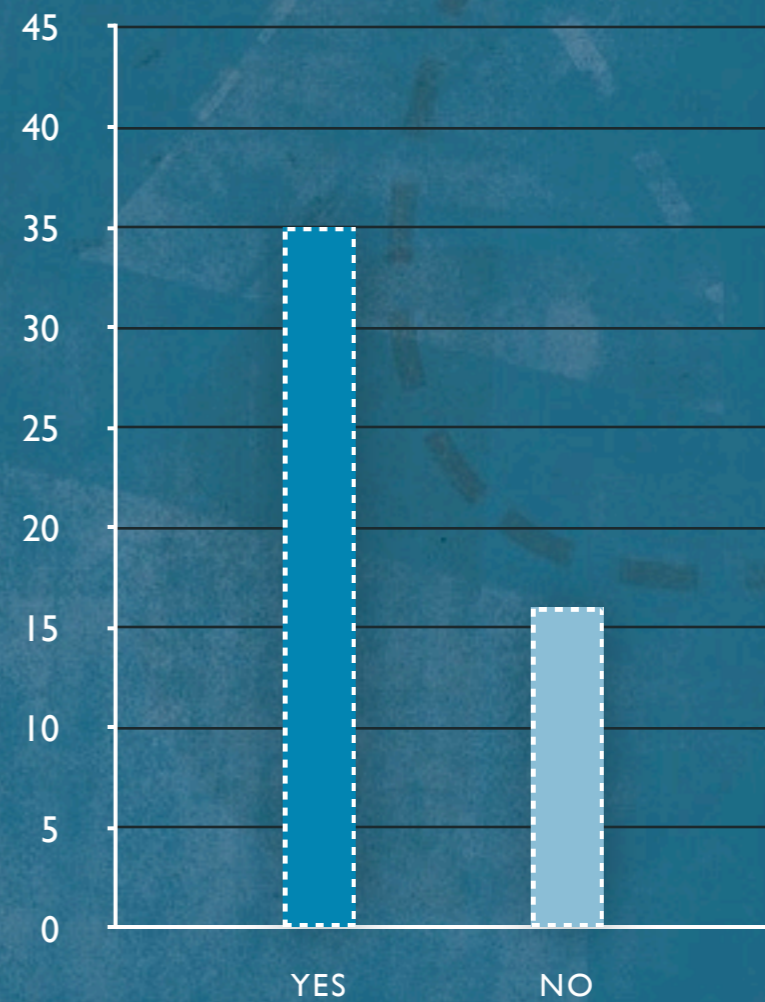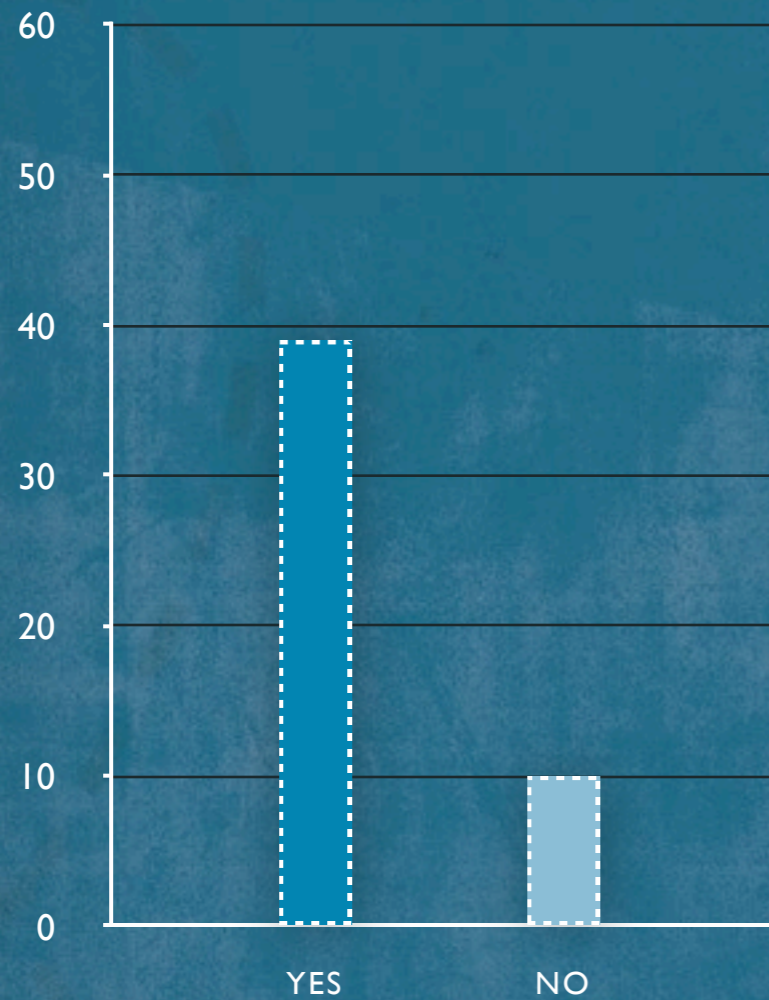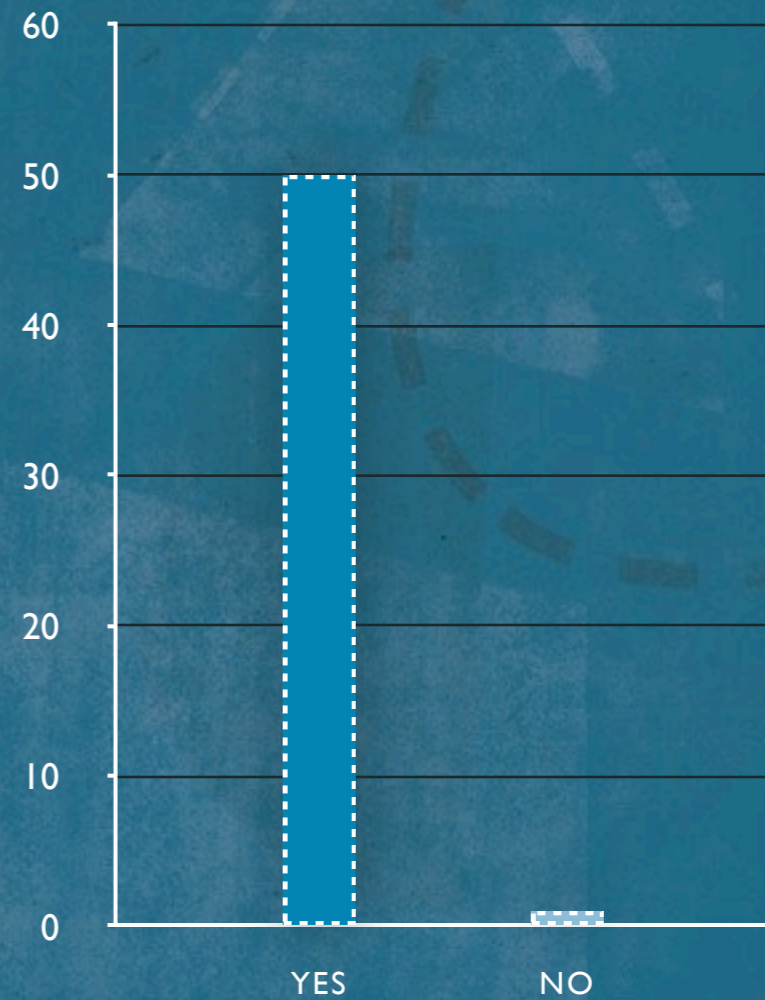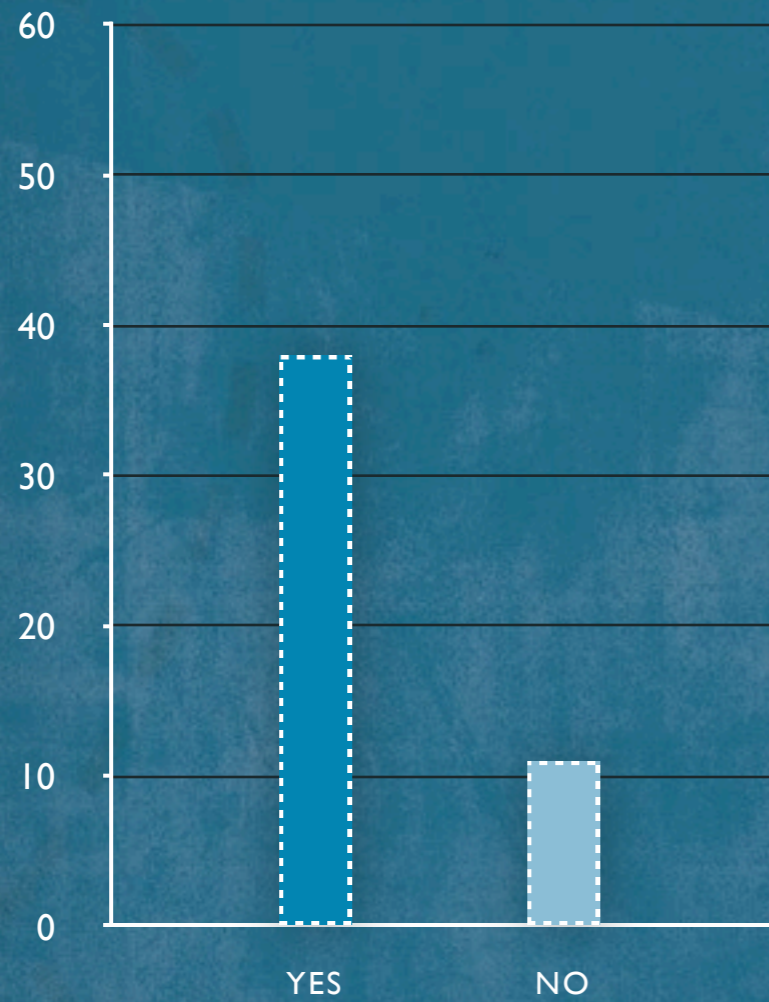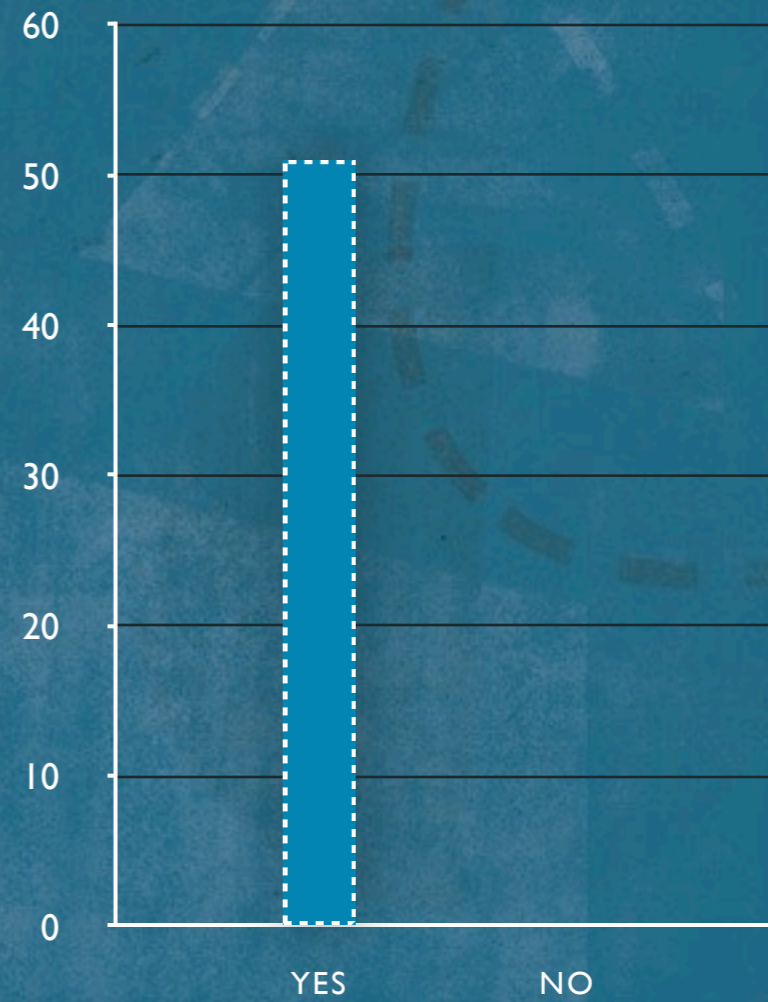
4.

Ensuring you have teaching practices to support the target

fulcrum

5.

Workshops & Presentations

Coaching

Professional Learning Communities

Principal

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