

**Quality instruction isn't
everything.
It is the only thing.**



Kennewick School District

- Enrollment: 153,00
- Schools:
 - 13 Elementary
 - 4 Middle Schools
 - 3 High Schools
 - 1 Voc/tech Skills Center
 - 1 Parent Partnership Program
- Ethnic Make- up
 - Anglo 73%
 - Hispanic 23%
 - Asian 2%
 - African-American 2%

Free and Reduced 50%

- ♦ Range of F&R
9% to 96%

Staff:

Teachers 869

Classified 774

Administrators 60

Learning Communities

- What we want for our children ... we should also want for their teachers (and administrators): that schools should be places for learning for both of them, and that learning should be suffused with excitement, engagement, passion, challenge, creativity, and joy.
 - Andy Hargraves

Overview

- The 90% Reading Goal
- The Kennewick Assessment Model
- Implementation
- Core Beliefs
- Intervention
- Instruction

The 90% Reading Goal

- 90% of our third grade students will read at or above grade level

2005-2006 Kennewick School District Goals

1. Ensure that our schools and classrooms are safe and orderly.
2. Student learning goals:
 - a. Our preschoolers will enter kindergarten ready to learn.
 - b. 90% of all third graders will read at or above grade level.
 - c. 85% of sixth, seventh, and eighth grade students will achieve WASL equivalent standards by 2008, and 95% by 2013.
 - d. 85% of sophomores will achieve the Certificate of Academic Achievement by 2008, and 95% by 2013.
 - e. 90% of graduating seniors will be prepared for college, work, and citizenship after high school.
3. Develop and efficiently operate the academic infrastructure necessary to support student learning.
4. Establish a district-wide customer focus.
5. Ensure that the district is efficiently operated and fiscally sound.
6. Ensure that the decision-making governance and collective bargaining processes within the district will always focus on the best interest of students.
7. Ensure that Kennewick School District employees have the highest quality staff growth and development opportunities to build a world class staff.

Focus

- What are you focused on in your school or district?
- Can you name just one or two things that are a focus?
- Does the staff agree?
- How will you know when you get there?

BACKGRBOUND

- Study of high school grades found a correlation to English classes and failure rates
- 1996 literacy became the district focus
- Establish the 90% reading goal for third graders
- White Paper Expectations for Schools and Principals
- School Board sets aside a reading fund
- Implemented a reading and math assessment system
- Implemented professional development for reading instruction
- Increase time for reading instruction
- Receiving the Gates Foundation grant expanded our focus on instructional leadership
- External coaches – Hoffman and Huge
- Harvard Institute for School Leadership (HISL)
- Instructional Conferences

Kennewick School District Reading Goal

- Components of the Goal
 - ◆ Simplicity
 - Clearly defined
 - Easy to understand
 - Objectively measured
 - The goal and focus have not changed

Kennewick School District

Reading Goal

- Components of the Goal
 - ◆ Building Based Decision Making
 - Each building has unique needs
 - Each building has a unique staff
 - Each building has a unique group of students
 - Each building has a unique set of experiences
 - Each building is responsible for decisions
 - Each building is responsible for the performance of their students

The Three Legs of Educational Improvement

- A clear focus on:
 - Assessment
 - Instruction
 - Curriculum

Expectations

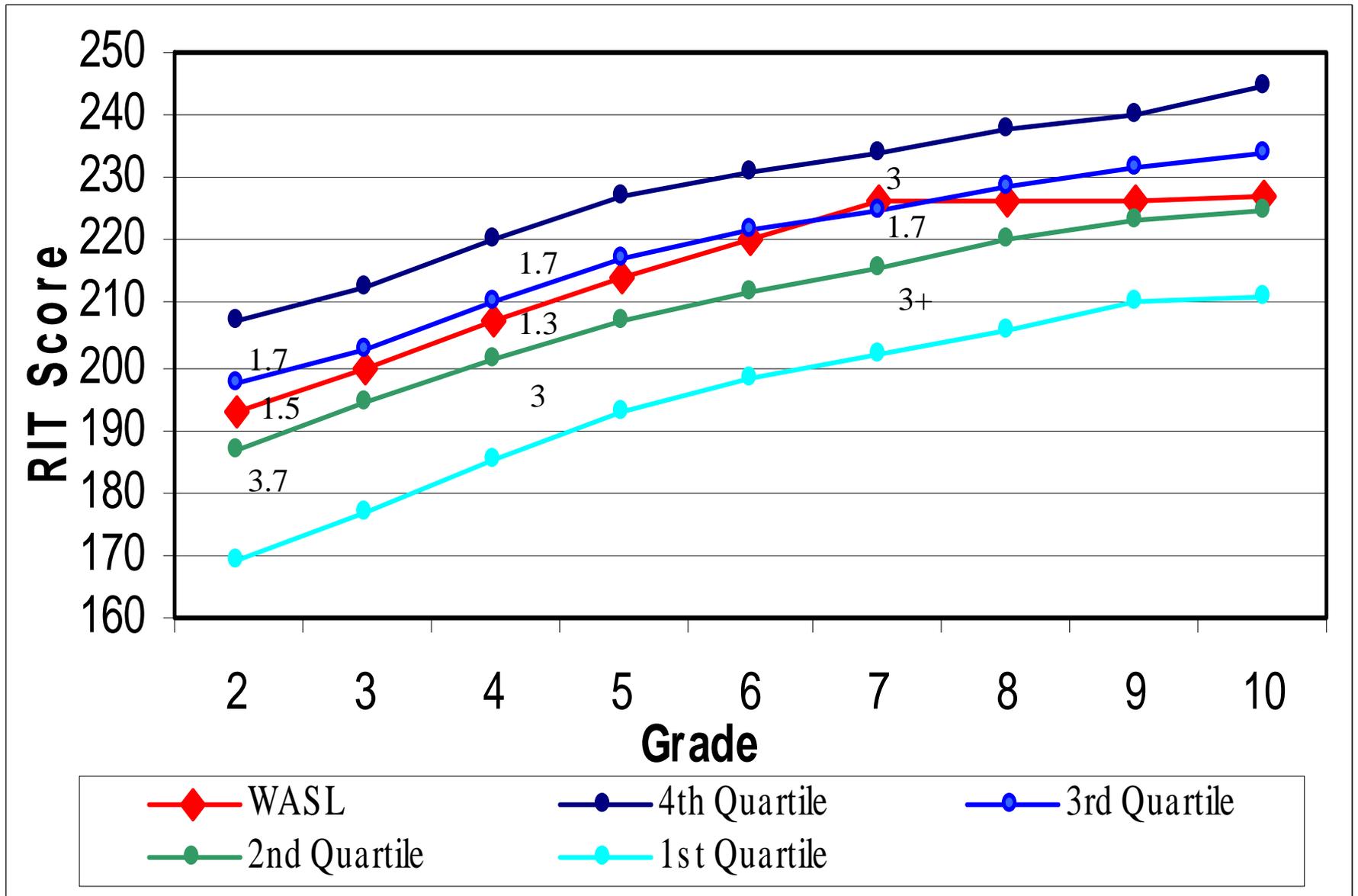
- What are your expectations of your school in relation to reading instruction?
- Does your staff know what those expectations are?
- How do you know where school is in relation to your expectations?

You get what you inspect

- Inspection
 - Yearly school board presentation
 - Scores
 - Strategies
 - Mid Year Predictions
 - Public sharing of strategies and scores
 - Data analysis at principals meetings
 - School Visits by groups of principals
 - Time and Focus reports

The Kennewick Assessment Model

Performance Growth Curves for Quartile 1-4.

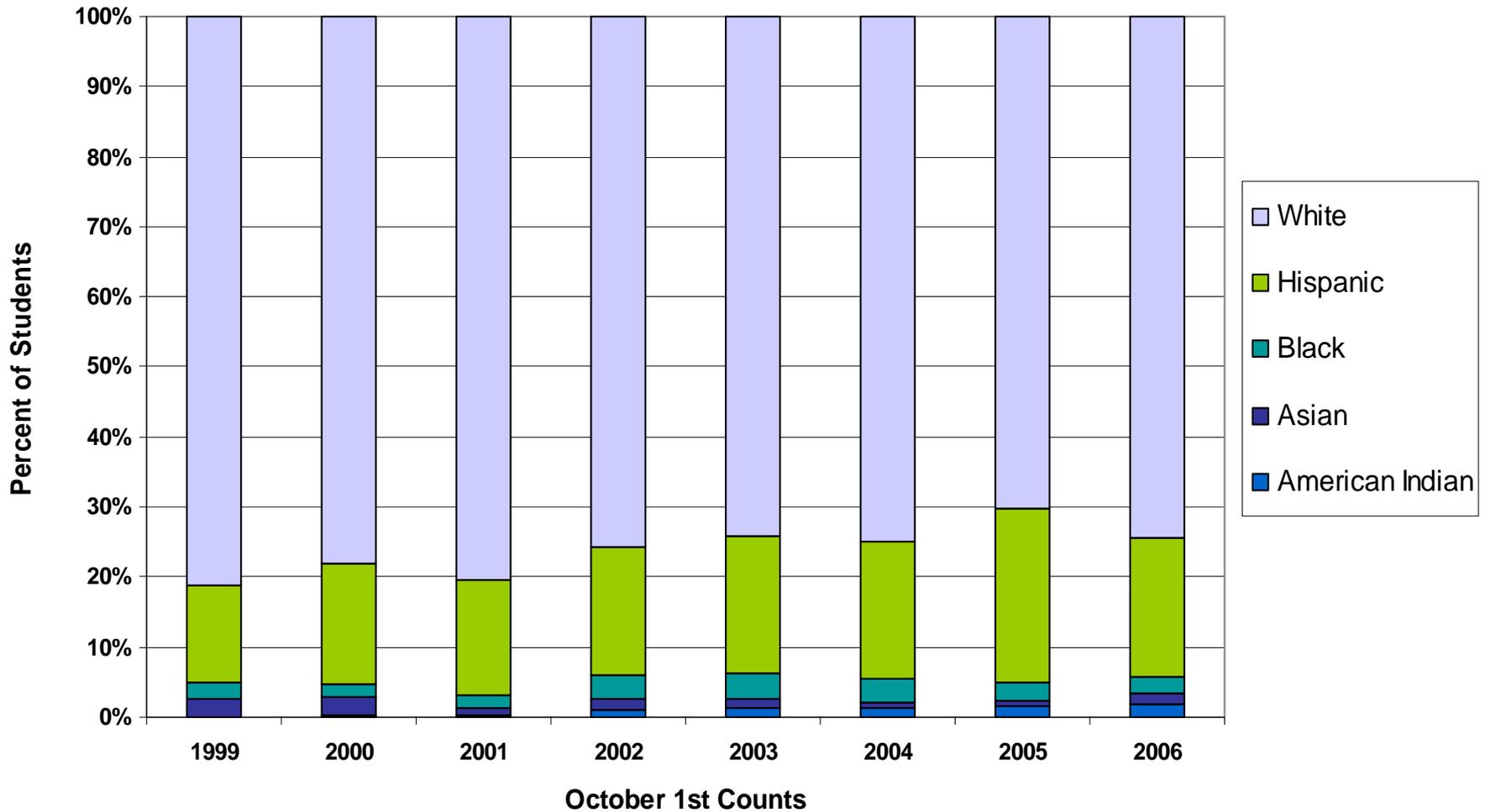


Washington Elementary

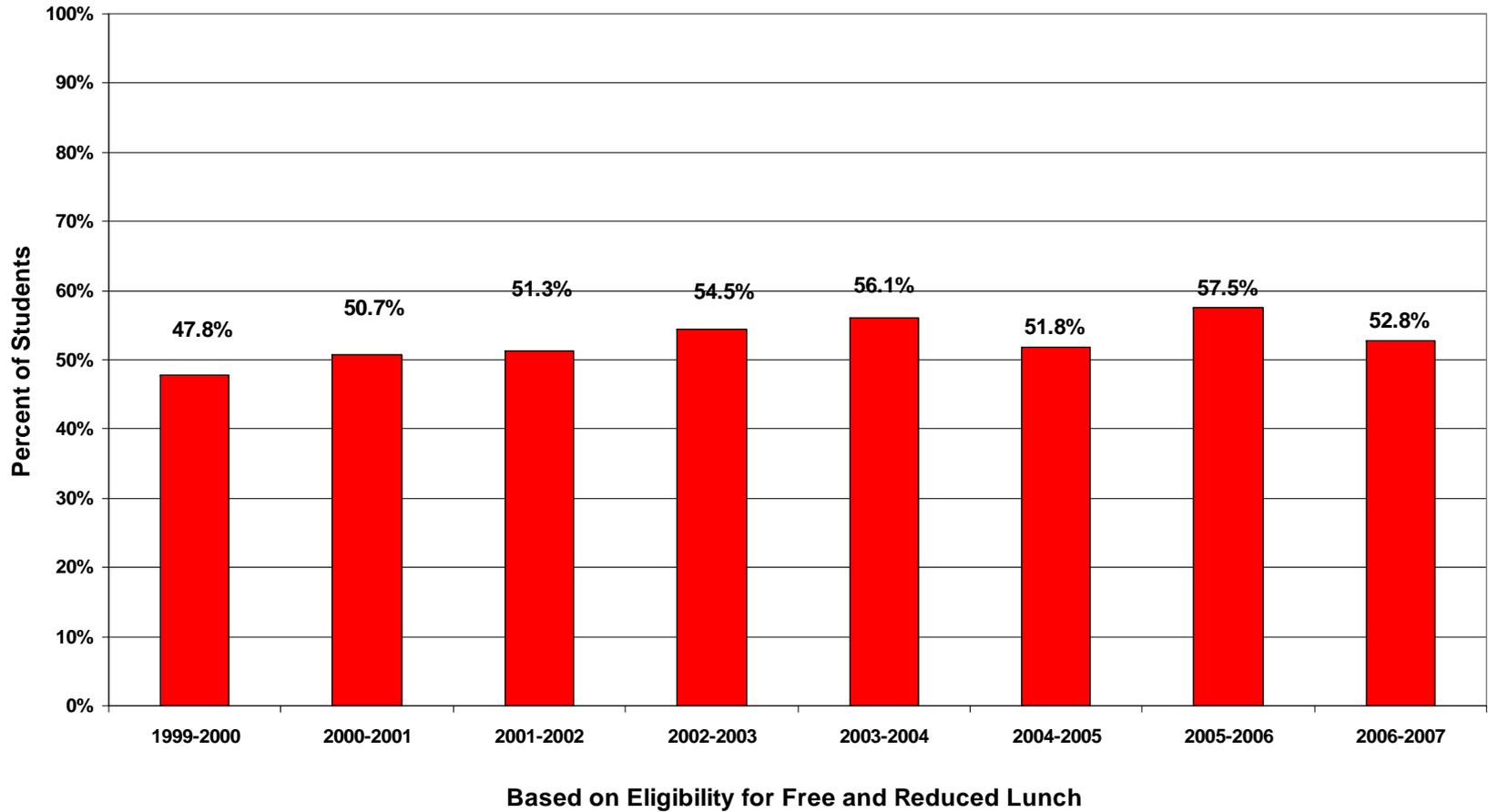
- **Board Report**
2007 – 2008

Kennewick School District

Percent of Students by Ethnicity



Percent of Low Income Students



Kindergarten Test Results

Fall and Spring at Washington

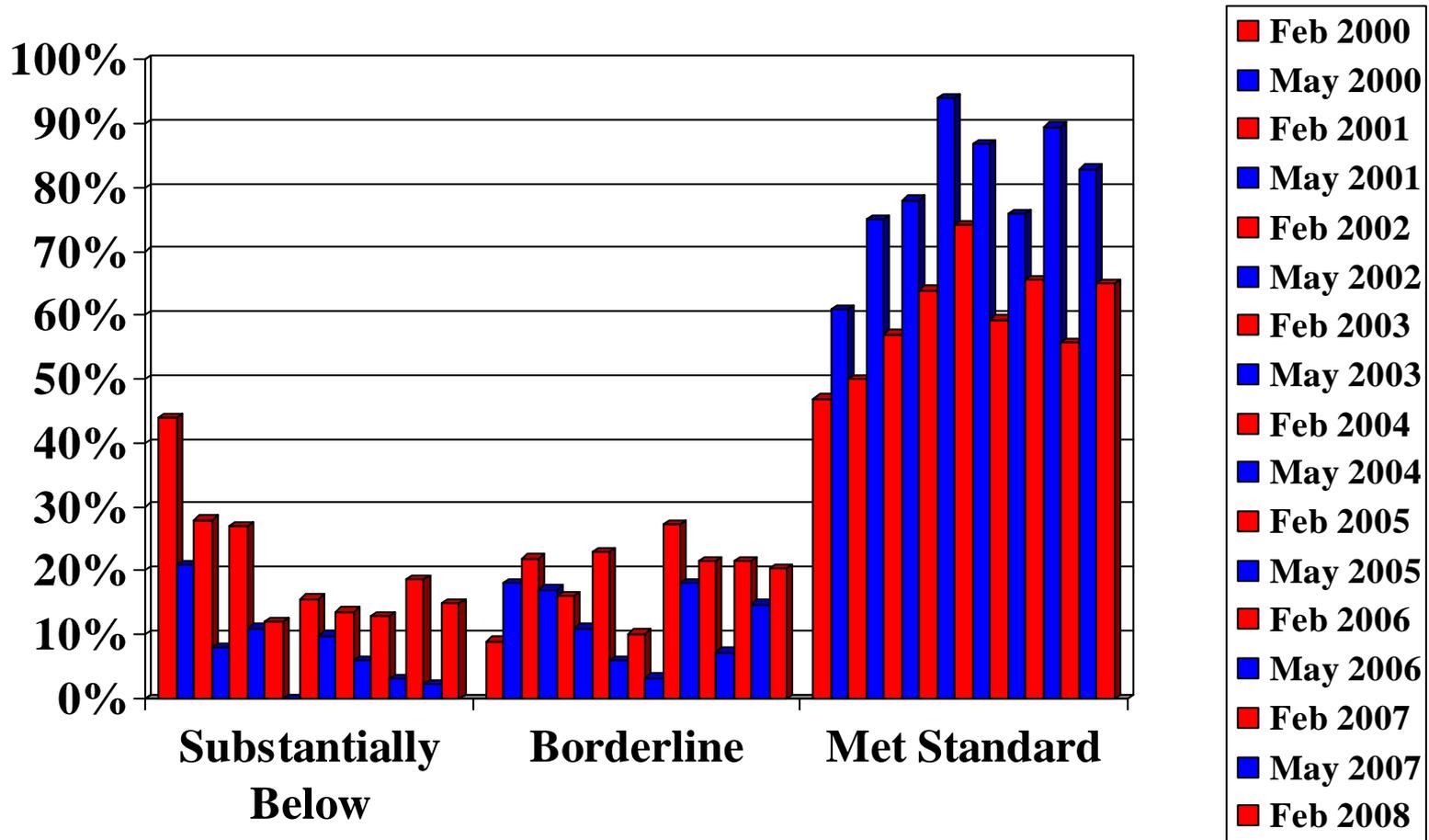
Average Percent Correct

School Year	Upper Case Letter Recognition		Lower Case Letter Recognition		Letter Sound Recognition		Initial Sound Recognition		Initial Sound Production		Rhyming Recognition		Rhyming Production		Write First Name		Total	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
99 - 00	59%	96%	43%	94%	14%	85%	44%	94%	22%	94%	72%	98%	48%	92%			40%	92%
00 - 01	41%	94%	29%	91%	6%	88%	31%	87%	10%	92%	46%	92%	29%	84%			26%	90%
01 - 02	54%	97%	43%	96%	14%	91%	33%	95%	15%	93%	51%	95%	38%	96%			37%	94%
02 - 03	55%	97%	40%	95%	20%	92%	32%	90%	20%	92%	44%	91%	33%	90%			37%	94%
03 - 04	50%	98%	37%	97%	10%	96%	50%	98%	25%	94%	69%	94%	56%	93%	63%	99%	36%	97%
04 - 05	55%	99%	41%	98%	15%	98%	64%	98%	33%	93%	73%	96%	49%	96%	68%	98%	41%	98%
05 - 06	47%	99%	36%	98%	15%	98%	56%	98%	30%	93%	62%	96%	45%	96%	65%	98%	36%	98%
06 - 07	56%	97%	44%	97%	18%	97%	56%	94%	25%	95%	64%	92%	41%	96%	73%	97%	41%	97%
07 - 08	54%		42%		13%		57%		24%		74%		32%		74%		39%	

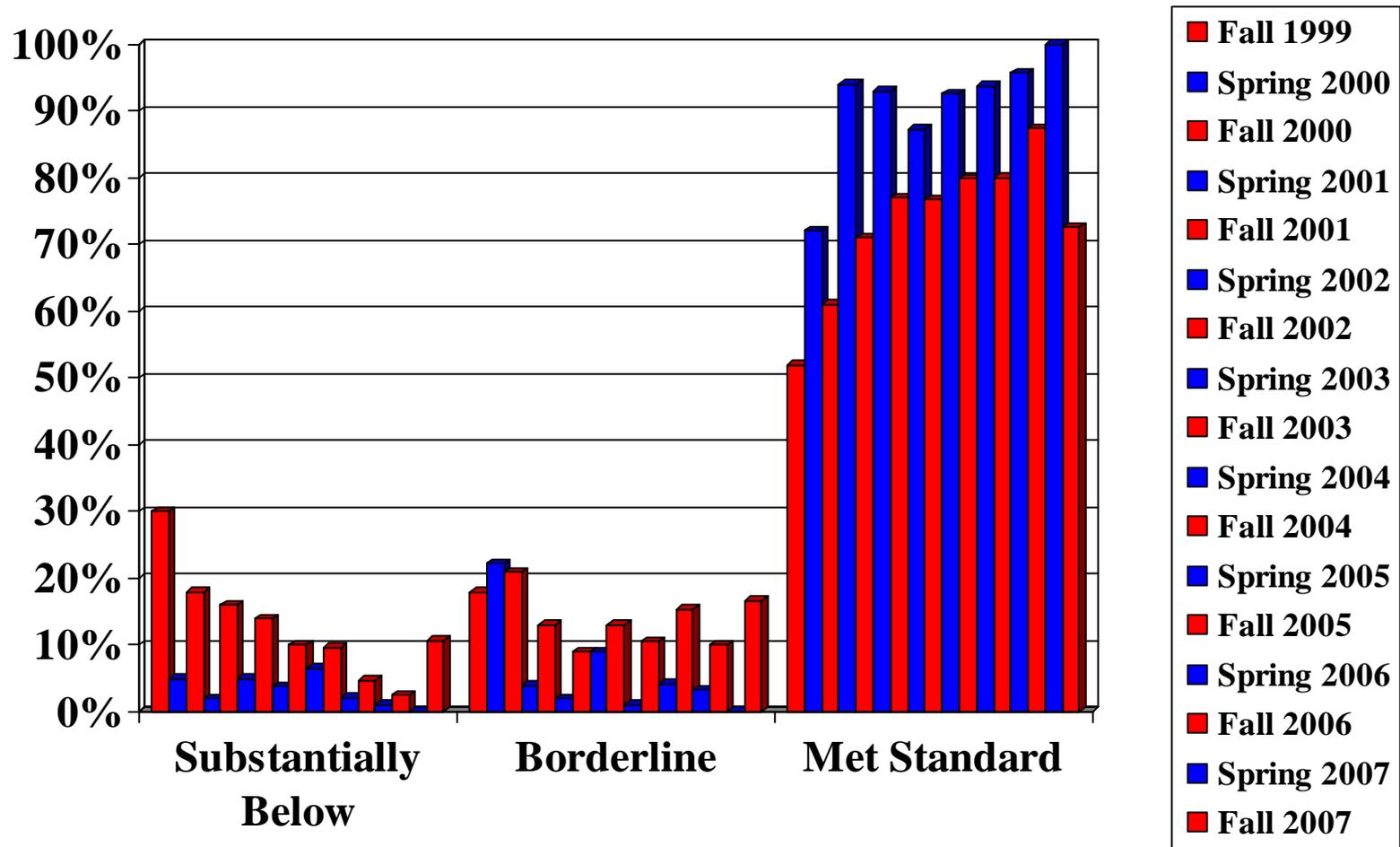
Kindergarten Assessment

Test Period	Upper Case Letter Recognition	Lower Case Letter Recognition	Letter Sound Recognition	Rhyming Recognition	Rhyming Production	Initial Sound Recognition	Initial Sound Production	Name Writing	Overall Score	DRA (percent above 85% accuracy)
Fall 2001	49%	37%	16%	62%	41%	48%	26%		36%	
Spring 2002	95%	92%	89%	95%	91%	93%	94%		92%	
Fall 2002	54%	40%	18%	65%	46%	50%	29%		40%	
Spring 2003	95%	93%	90%	95%	91%	94%	93%		93%	74%
Fall 2003	55%	42%	21%	75%	48%	55%	33%	74%	42%	
Spring 2004	94%	92%	88%	93%	87%	92%	92%	98%	92%	71%
Fall 2004	55%	42%	20%	72%	41%	60%	34%	76%	42%	
Spring 2005	95%	93%	91%	92%	86%	92%	92%	99%	93%	87%
Fall 2005	54%	42%	22%	69%	43%	56%	33%	78%	42%	
Spring 2006	95%	93%	90%	92%	85%	91%	92%	99%	92%	76%
Fall 2006	57%	44%	25%	58%	35%	72%	40%	76%	44%	
Spring 2007	96%	94%	92%	84%	91%	92%	92%	98%	93%	77%

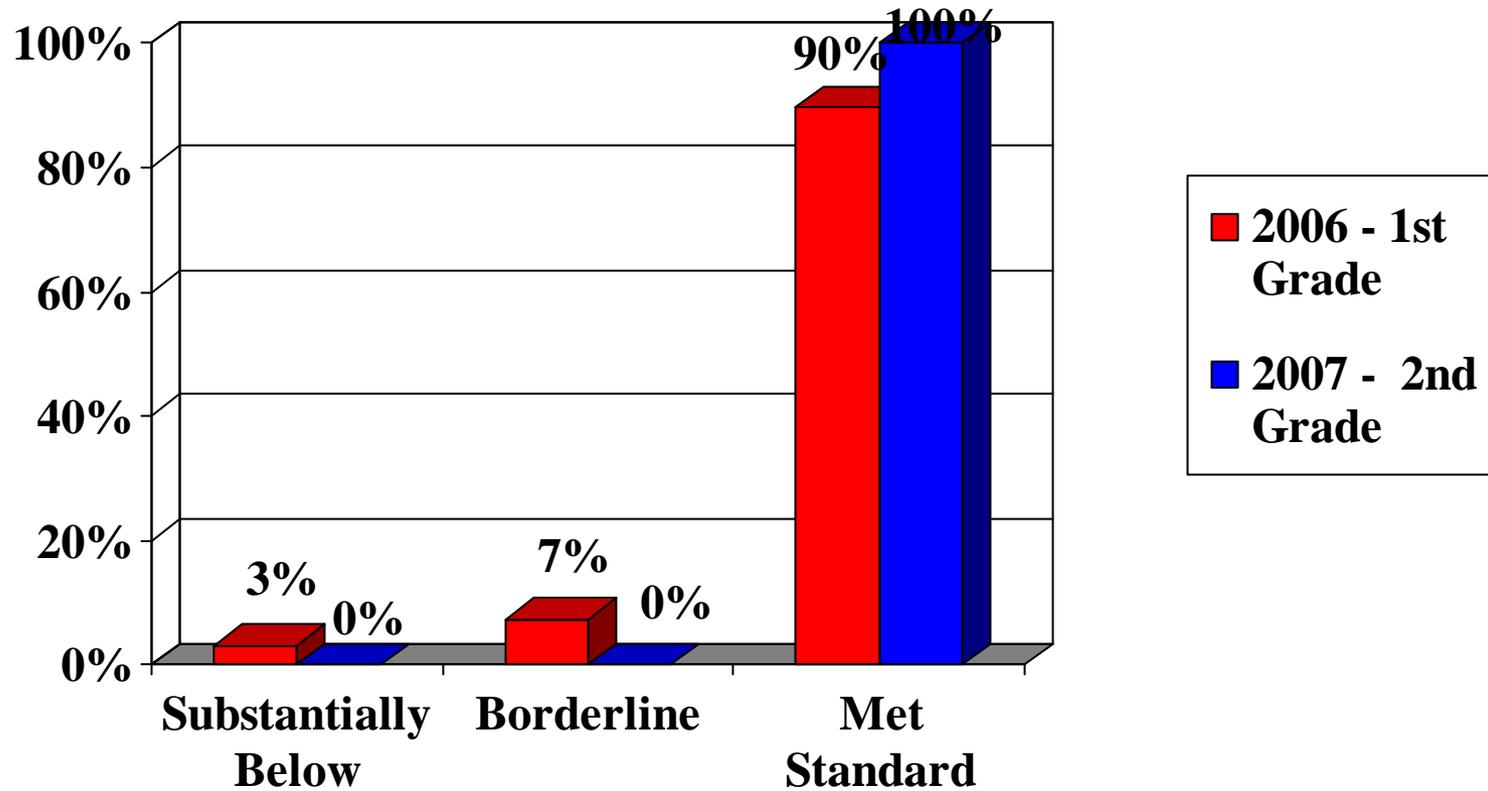
First Grade DRA Test History for Washington



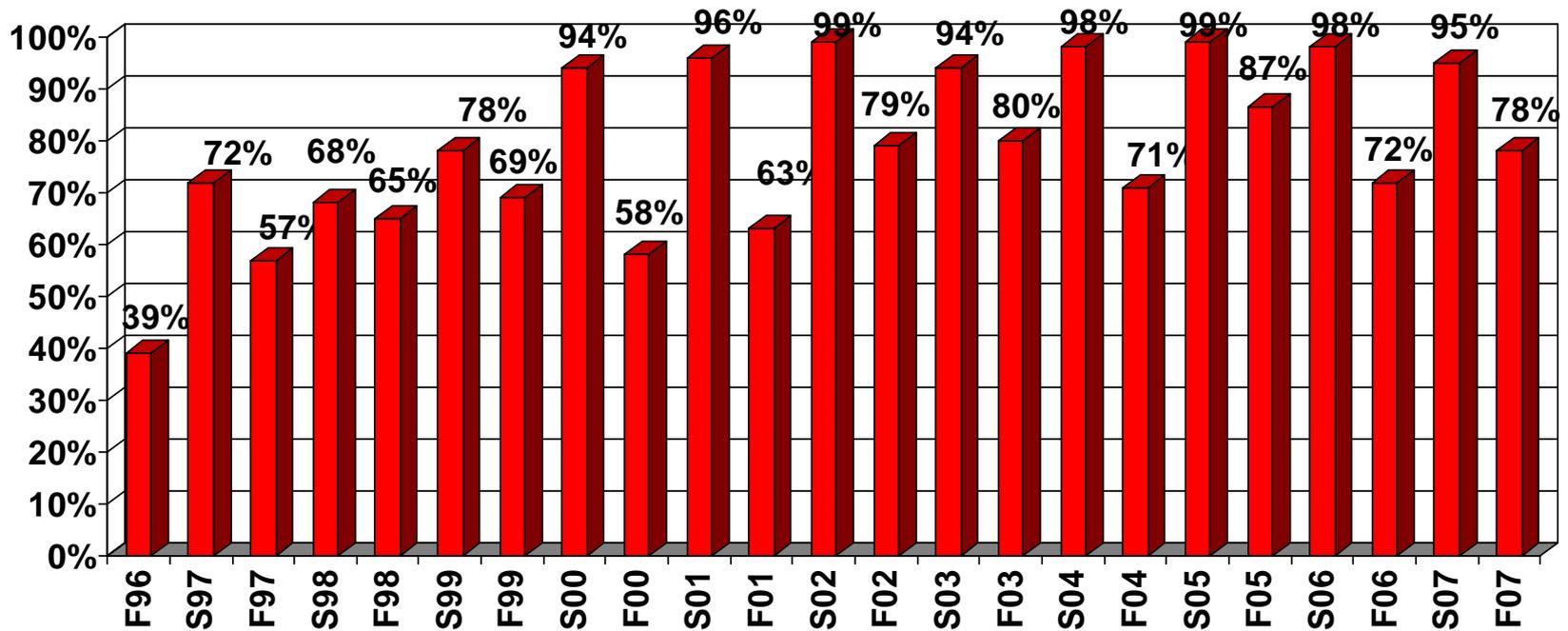
Second Grade DRA Test History for Washington



DRA Growth From Spring 2006 - 1st Graders to Spring 2007 - 2nd Graders

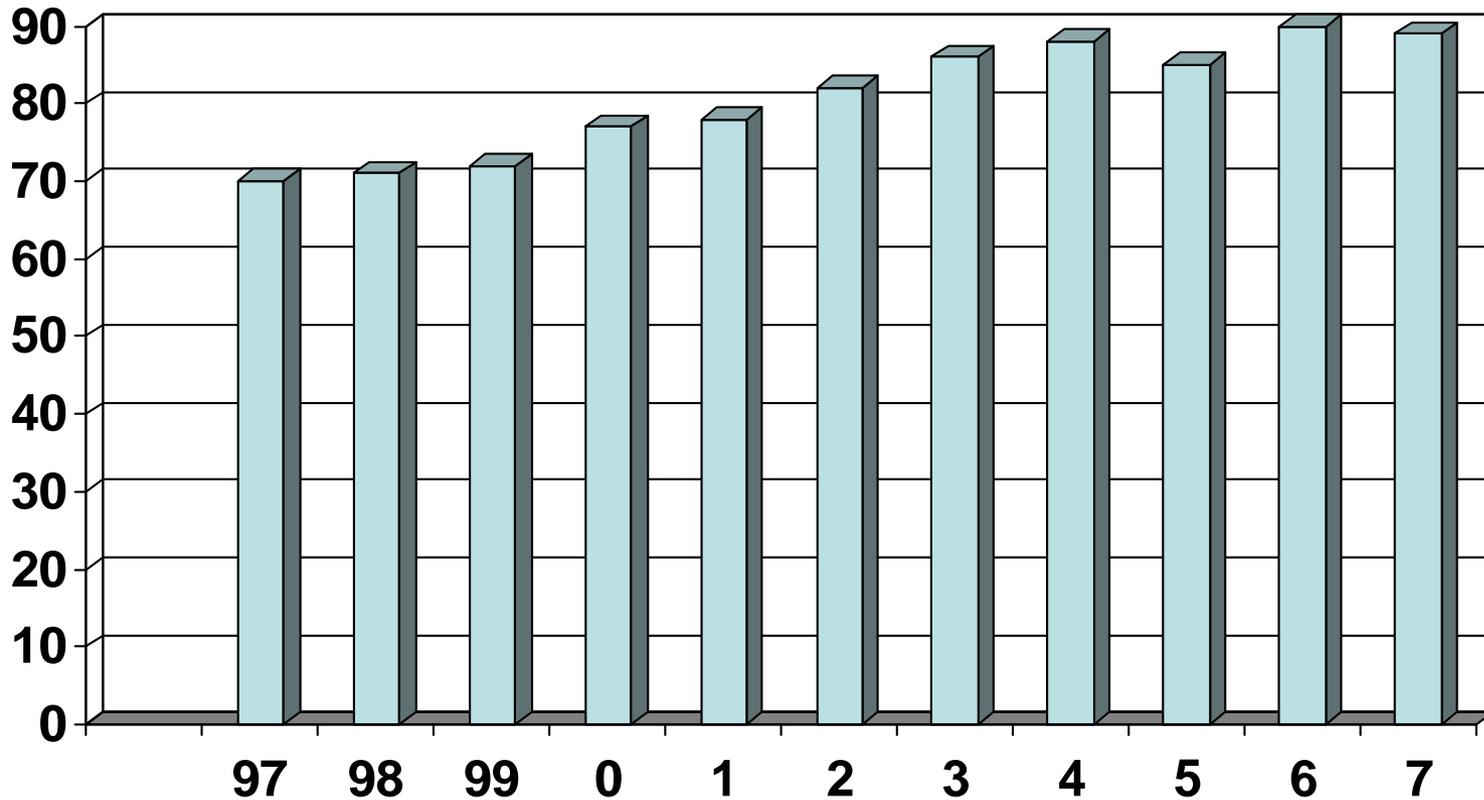


Percent of Third Graders Reaching a Fall RIT of 188 and a Spring RIT of 194 on Reading Level Tests

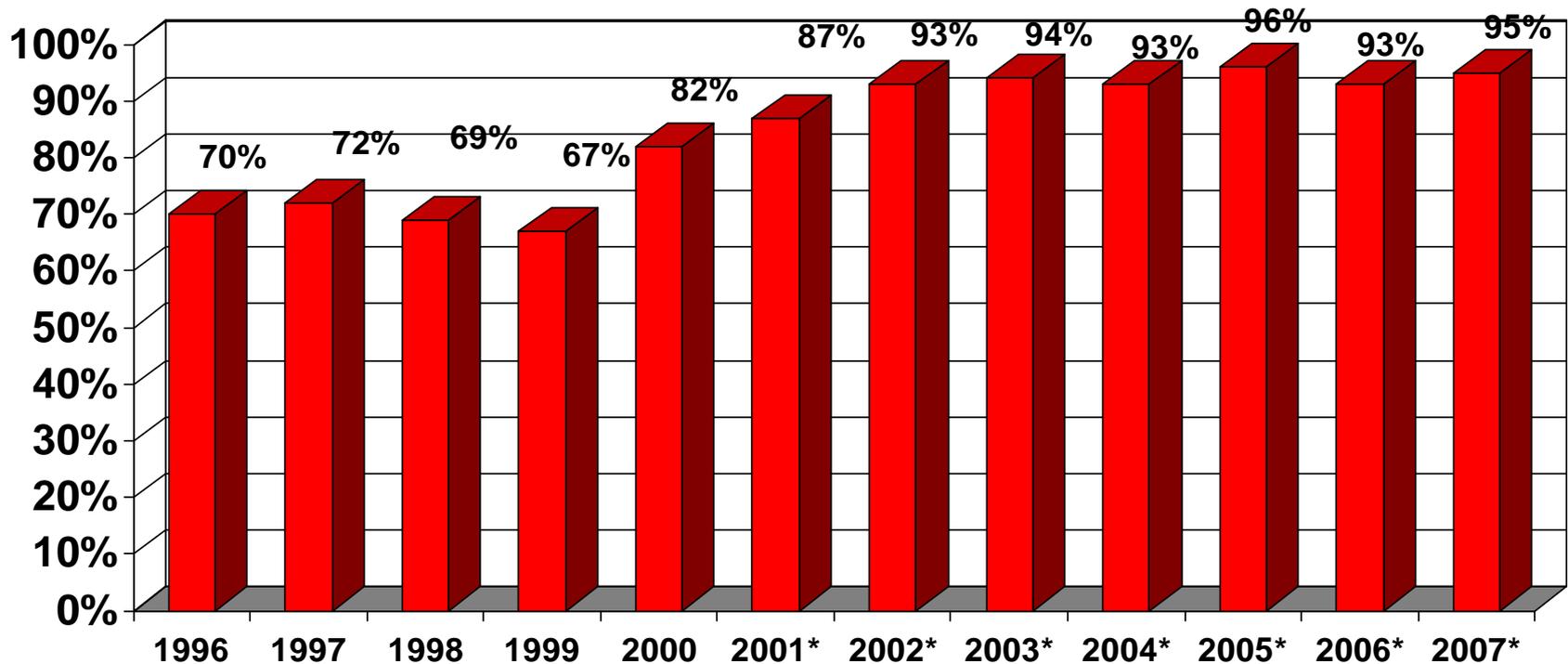


Percents are based on total enrollment.

Kennewick School District Third Grade Percentage of Students at Grade Level Spring MAP Reading Scores



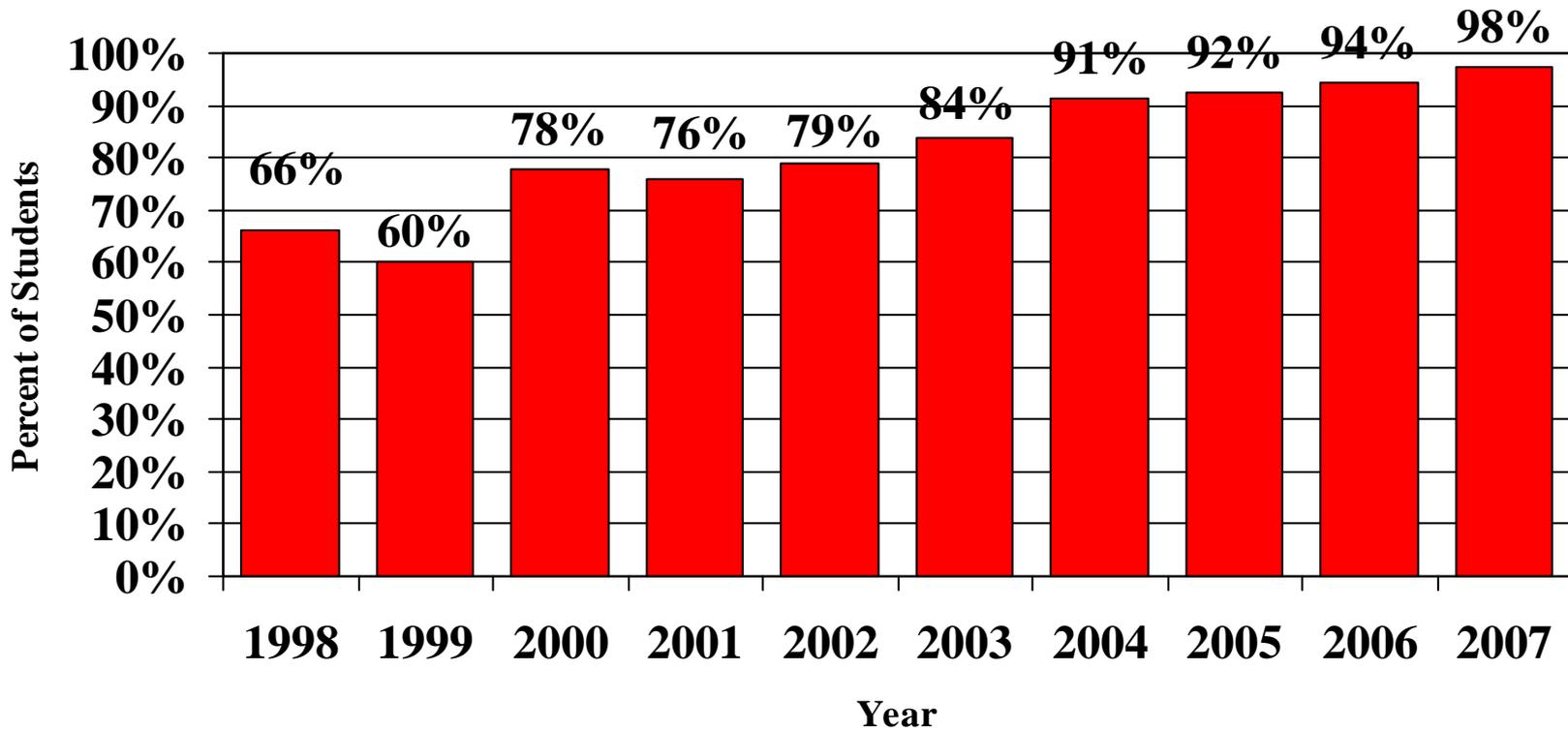
Percent of Fourth Graders Reaching a Spring RIT of 199 on Reading Level Tests



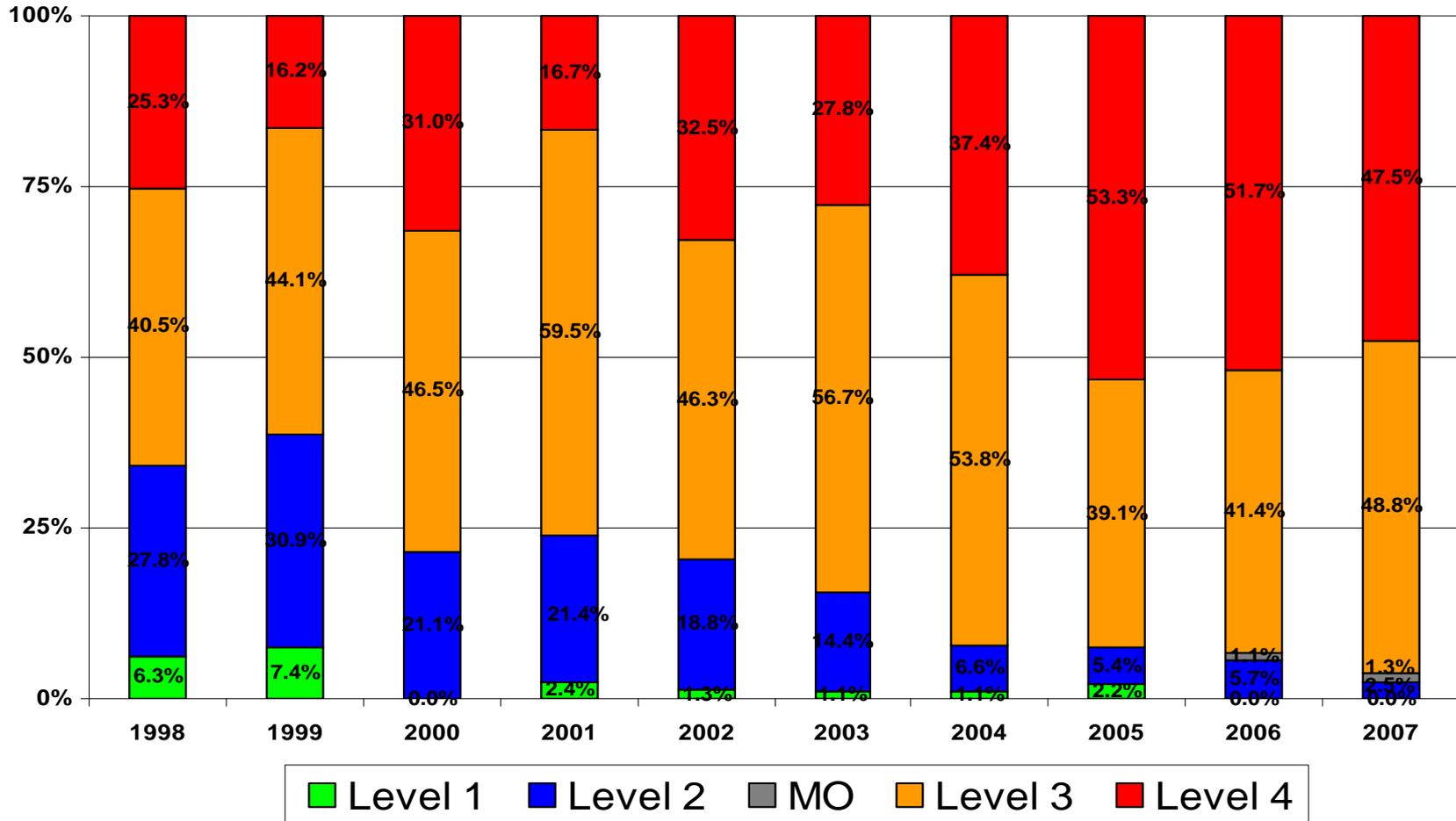
*Before Spring 2001 – 4th Grade Goal - 201

Percents are based on total enrollment.

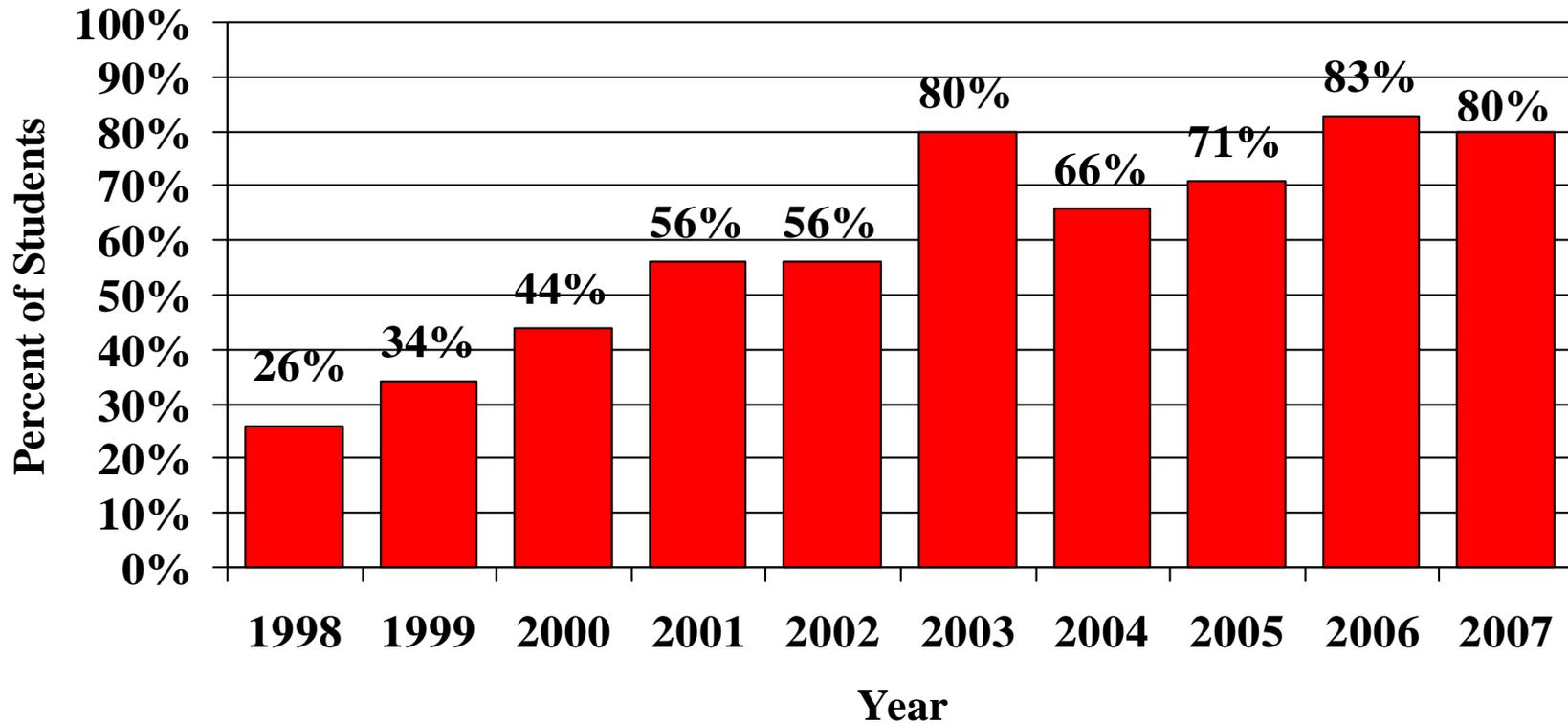
Percent of Fourth Graders Meeting the Standard WASL Reading



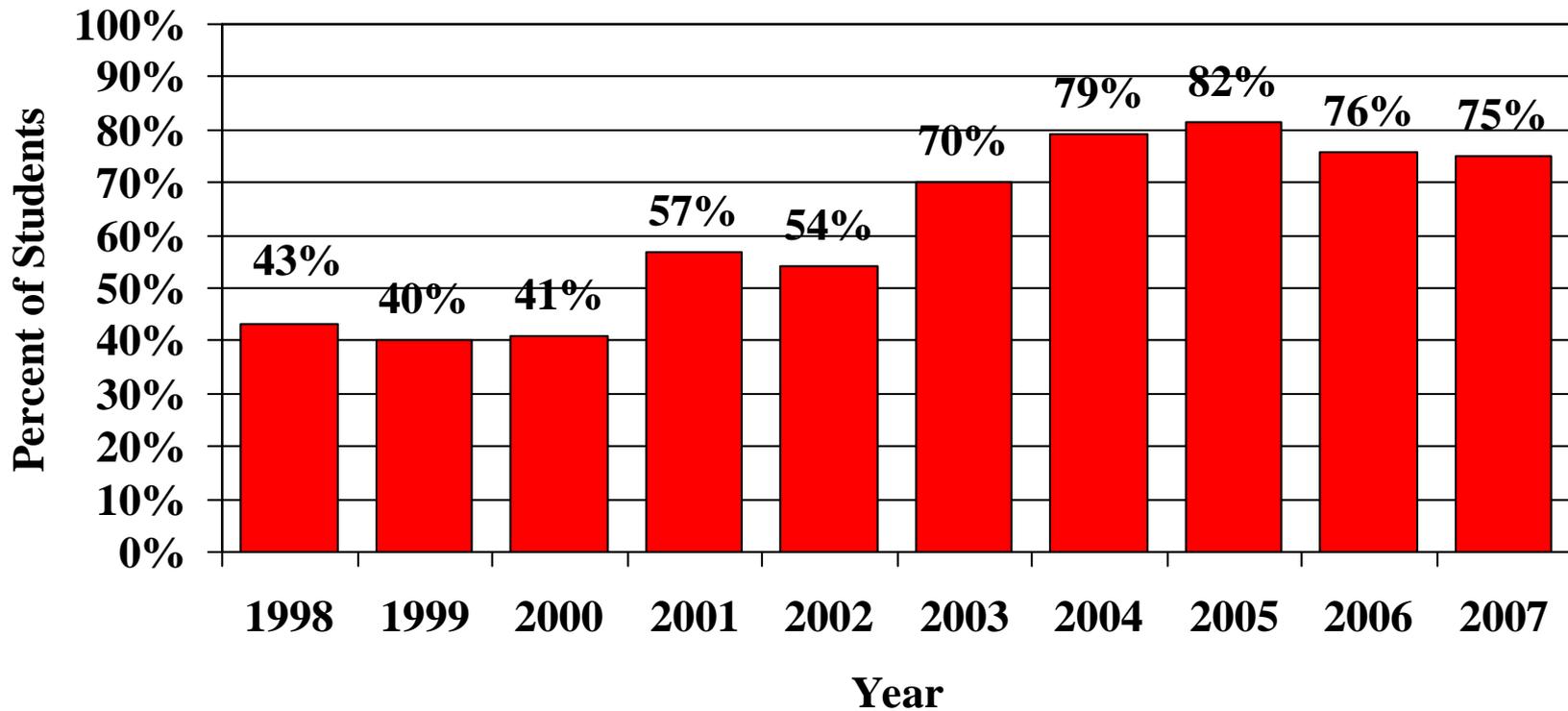
Fourth Grade Reading WASL Results by Level



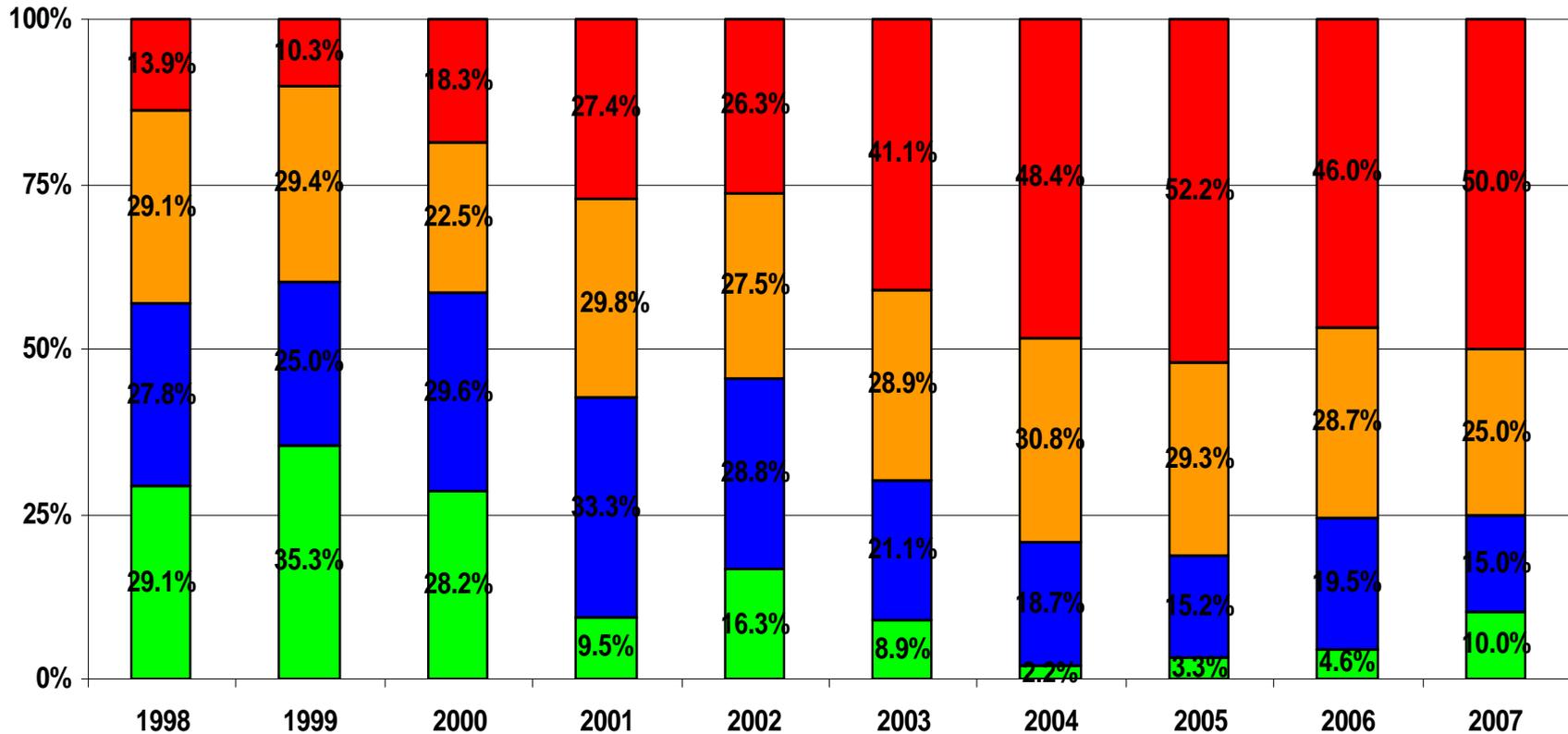
Percent of Fourth Graders Meeting the Standard WASL Writing



Percent of Fourth Graders Meeting the Standard WASL Math

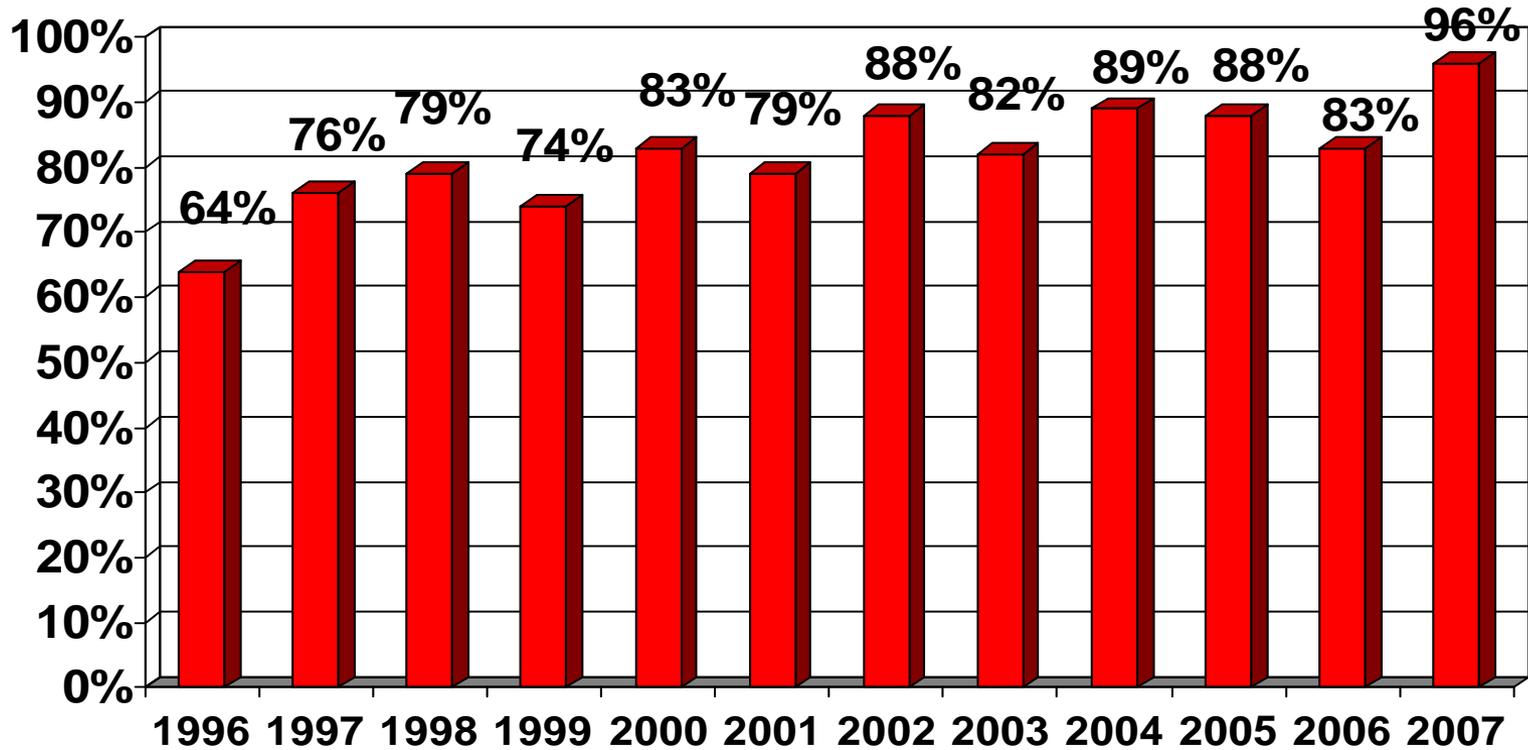


Fourth Grade Math WASL Results by Level



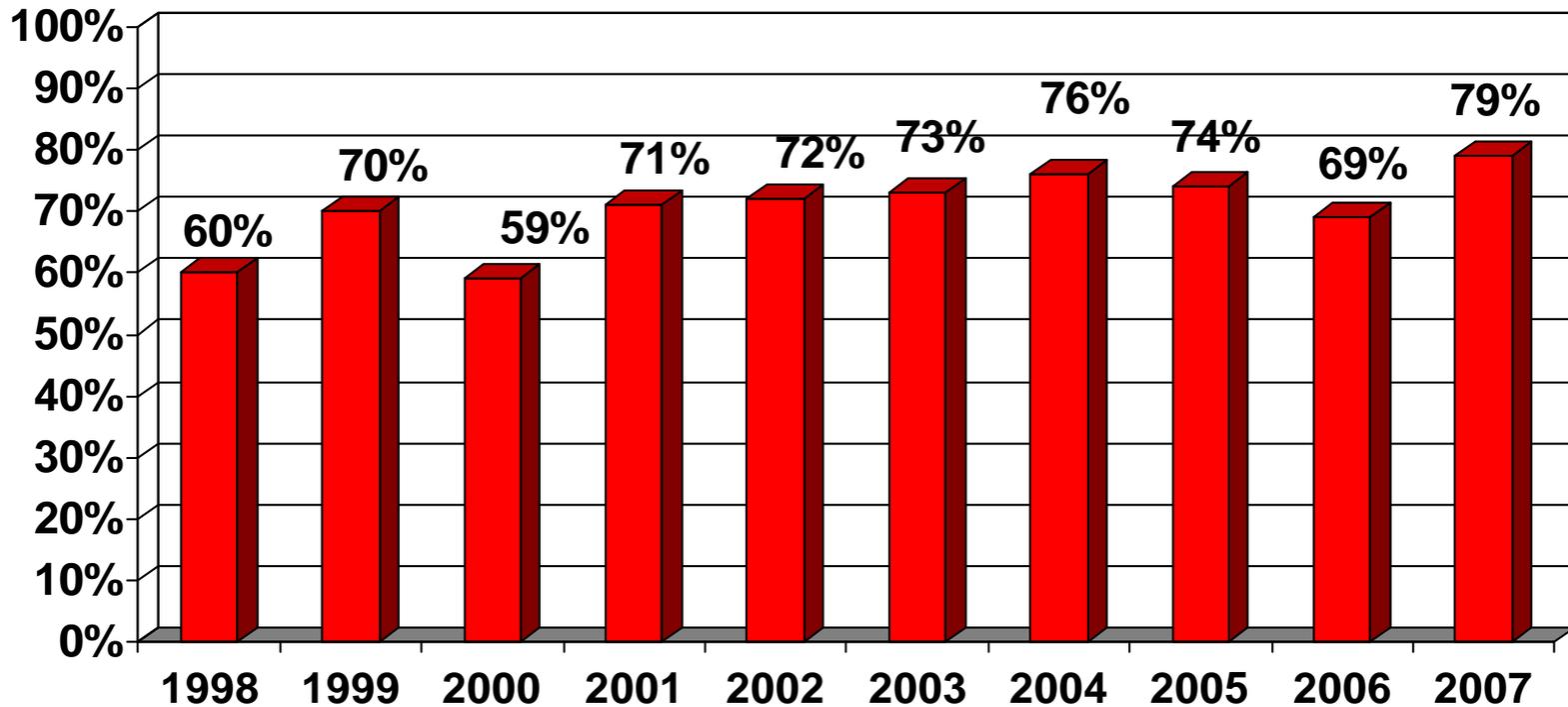
■ % Level 1
 ■ % Level 2
 ■ % Level 3
 ■ % Level 4

Percent of Fifth Graders Reaching a Spring RIT of 207 on Reading Level Tests



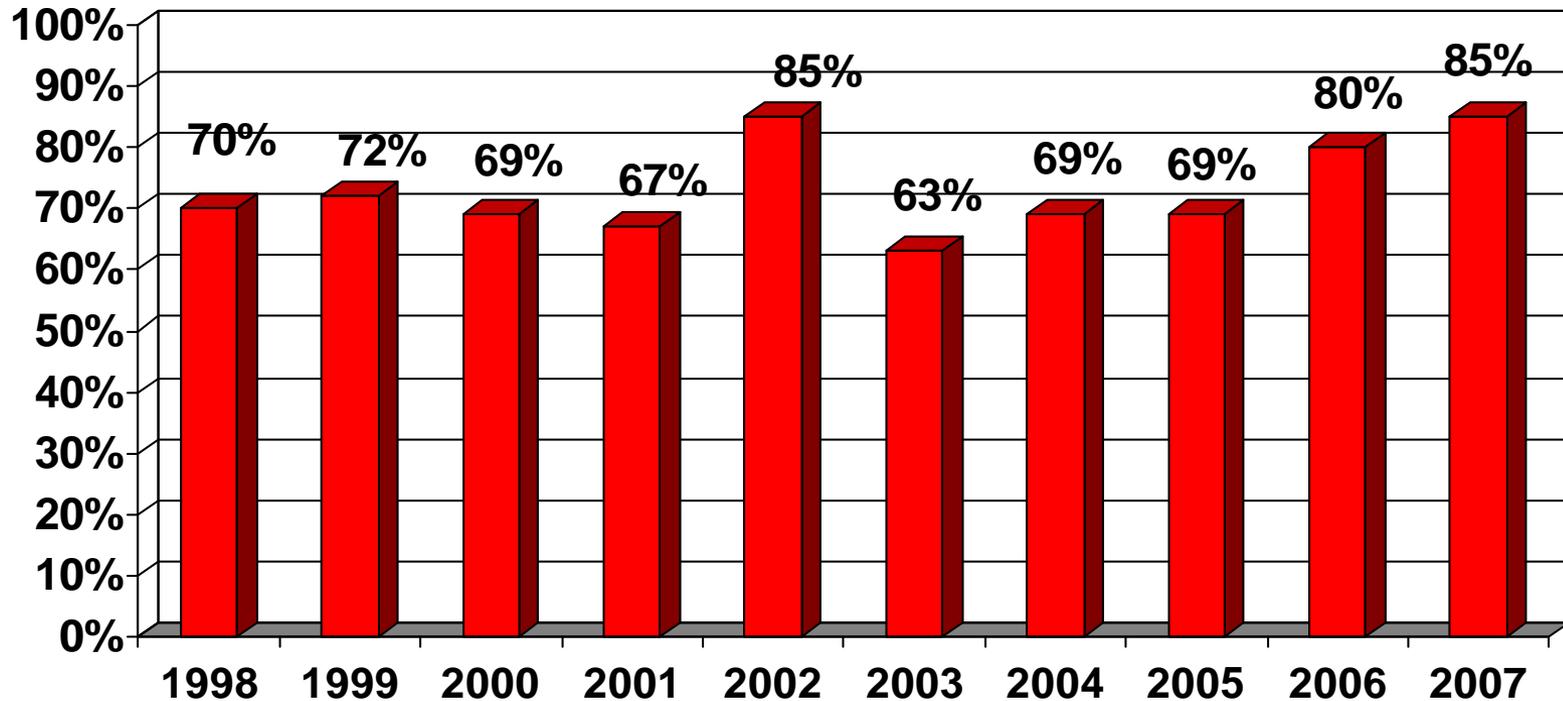
Percents are based on total enrollment.

Fifth Graders Above the 50th Percentile on Spring Reading Level Tests



Percents are based on number of students tested

Fifth Graders Above the 50th Percentile on Spring Math Level Tests



Percents are based on number of students tested

Reading Level Test History

Goal: 3rd Grade RIT of 194
 4th Grade RIT of 199
 5th Grade RIT of 207

Percent of Students Reaching the Spring District Reading Goal

	Spring 2005 3 rd Grade			Spring 2006 4 th Grade			Spring 2007 5 th Grade		
	Control Group	Building	District	Control Group	Building	District	Control Group	Building	District
Percent Reaching Goal	100%	99%	86%	93%	93%	85%	95%	96%	76%
Number of Students	60	92	954	60	88	986	60	81	989

The Control Group is a set of students tracked from 3rd to 5th Grade

Reading Level Test History_(WG)

Goal: 3rd Grade RIT of 194
 4th Grade RIT of 199
 5th Grade RIT of 207

Percent of Students Reaching the Spring District Reading Goal

	Spring 2005 3 rd Grade			Spring 2006 4 th Grade			Spring 2007 5 th Grade		
	Control Group	Building	District	Control Group	Building	District	Control Group	Building	District
Percent Reaching Goal	84%	82%	86%	76%	77%	85%	71%	63%	76%
Number of Students	38	66	954	38	71	986	38	70	989

The Control Group is a set of students tracked from 3rd to 5th Grade

MAP Reading Test History

Goal: 3rd Grade RIT of 194
 4th Grade RIT of 199
 5th Grade RIT of 207

Percent of Students Reaching the Spring District Reading Goal

	Spring 2003 3 rd Grade			Spring 2004 4 th Grade			Spring 2005 5 th Grade		
	Control Group	Building	District	Control Group	Building	District	Control Group	Building	District
Percent Reaching Goal	97%	94%	86%	95%	93%	84%	94%	88%	81%
Number of Students	63	86	1036	63	90	1054	63	94	1032

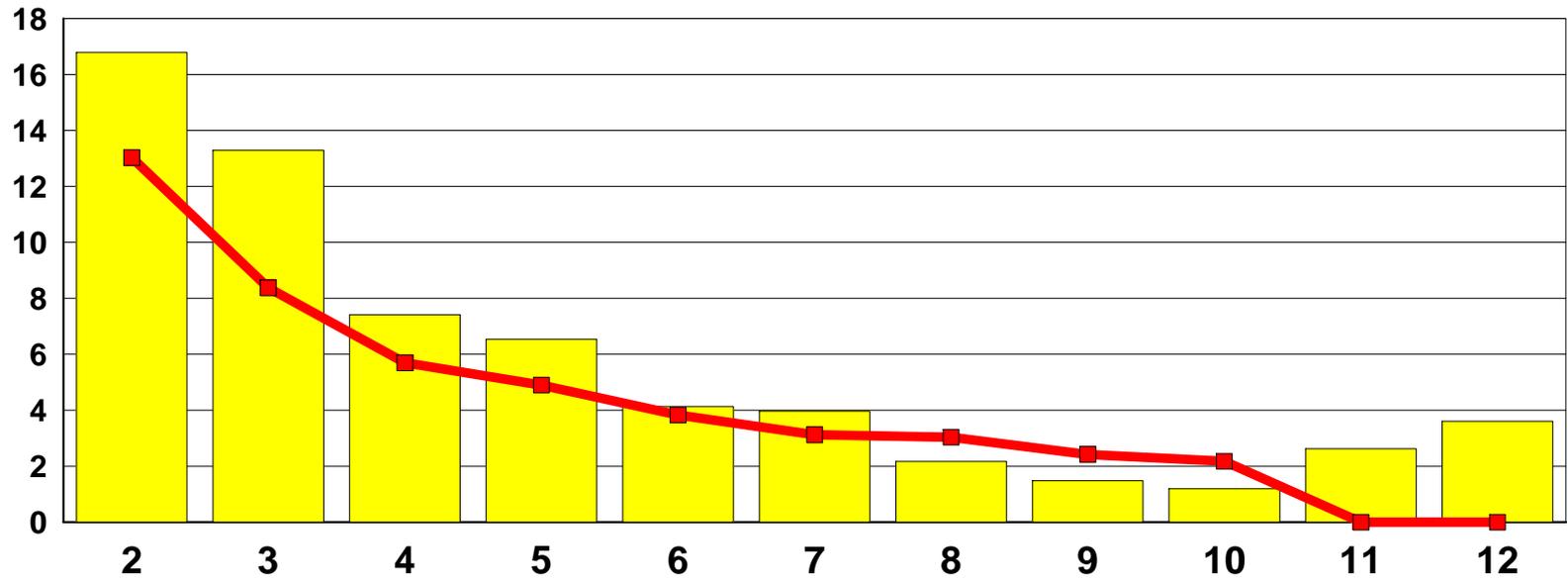
The Control Group is a set of students tracked from 3rd to 5th Grade

Washington Elementary School Growth from Fall 2006 to Spring 2007

Reading 3rd Grade (9 pts)				Reading 4th Grade (7 pts)				Reading 5th Grade (5 pts)			
1	2	3	4	1	2	3	4	1	2	3	4
									34		18
									30		17
									26		17
									24		14
									20	18	14
									19	17	11
									17	14	11
									15	11	9
									15	11	9
									14	10	8
									13	9	7
									13	8	6
									12	8	6
									12	6	6
									11	5	5
									10	4	4
									9	3	3
									8	2	2
									7	1	1
									6	0	0
									5	-1	-1
									4	-2	-2
									3	-3	-3
									2	-4	-4
									1	-5	-5
									0	-6	-6
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									-163	-169	-169
									-164	-170	-170
									-165	-	

School	Grade	Subject	# students	# of students met or exceeded RIT target	% of students Met or Exceeded Growth	Overall % of Target Met of Exceeded	Mean Rit S07	StdDev
AM	3	Math	95	66	69.5	136.9	207	17.8
AM	3	Reading	95	75	78.9	162.1	204	15.9
AM	4	Math	63	39	61.9	133.5	212.7	19.4
AM	4	Reading	62	35	56.5	105.2	204.9	16.5
AM	5	Math	76	44	57.9	104.7	221	18.5
AM	5	Reading	75	49	65.3	145.7	212.9	17.1
CV	3	Math	78	58	74.4	134.2	206.6	12.6
CV	3	Reading	78	60	76.9	148.9	204.9	10.6
CV	4	Math	82	51	62.2	117.4	216	13.3
CV	4	Reading	83	49	59	105.4	210.5	10.7
CV	5	Math	70	42	60	120.2	218.9	16.3
CV	5	Reading	70	34	48.6	94.1	209.2	13
EG	3	Math	73	57	78.1	157.6	205.1	12.3
EG	3	Reading	75	62	82.7	185.4	201.8	12.6
EG	4	Math	70	38	54.3	102.5	206.7	12.5
EG	4	Reading	72	35	48.6	100.8	201.1	12.6
EG	5	Math	68	33	48.5	94.6	218.3	16.1
EG	5	Reading	68	37	54.4	111.2	208.8	14.7

MAP Growth



Third Grade Reading Percent to Standard

School	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Amistad	52%	44%	47%	51%	68%	80%	71%	80%	82%	85%
Canyon View	65%	83%	76%	90%	90%	90%	88%	93%	92%	90%
Cascade	83%	88%	91%	99%	96%	93%	97%	95%	97%	90%
Eastgate	40%	53%	54%	67%	68%	80%	68%	85%	86%	80%
Edison	54%	53%	55%	53%	46%	74%	51%	80%	82%	62%
Hawthorne	78%	73%	87%	90%	92%	80%	82%	85%	90%	93%
Lincoln	85%	87%	86%	78%	99%	92%	94%	92%	93%	92%
Ridge View	88%	79%	84%	94%	90%	92%	91%	92%	85%	88%
Southgate	86%	88%	82%	90%	95%	91%	86%	94%	91%	97%
Sunset View	85%	84%	87%	89%	95%	93%	94%	90%	92%	91%
										93%
Vista	79%	80%	93%	91%	95%	94%	100%	94%	98%	
Washington	78%	94%	96%	99%	94%	98%	99%	98%	95%	99%
Westgate	51%	57%	49%	55%	76%	81%	82%	85%	84%	91%
District	72%	77%	78%	82%	86%	88%	85%	90%	89	88%

The Principals (Coaches) Role

- Know where all students are in their progress
- Be sure that staff members know the progress of students
- Be sure that students are receiving the appropriate interventions

- In organizations goals erode because of a low tolerance for emotional tension. Nobody wants to be the messenger of bad news. The easiest path is to pretend there is no bad news, or better yet, “declare victory”- to redefine the bad news as not so bad by lowering the standard against which it judged”
 - Peter Senge

Results

- How do you monitor the progress of students?
- How does that information get to the classroom teachers?

Implementation

Beliefs and Practice

- Changing and improving instructional practice
 - Leads to new beliefs and expectations
 - Leads to new organizational structures
 - Leads to collaboration and problem solving
 - Leads to improved student learning and performance

Beliefs and Practice

- Practice follows belief
- Belief doesn't follow practice

- We have to get people to try new things to change their belief. We can't talk people into change

Implementation

- Lots of schools have great programs
- Lots of schools have great plans
- Few schools have fully implemented and fully use the programs and plans they have in place.

Classroom Visits

Look-Fors

2006-07

- **Are you teaching what your schedule says you should be teaching?**
- **Are you using the curricula selected by our school?**
- **Are you starting on time? How are your transitions?**
- **Are you teaching the whole hour?**
- **Are all kids engaged in what you are teaching (all the time)?**
- **Are you instructing students or are kids working individually?**
- **If kids are working individually, what are you doing?**
- **If you are using felt pens, crayons, scissors, etc., are you spending more time on the art than the subject being taught?**
- **Are the paraeds working with kids the whole time (even during spelling tests)?**
- **When teaching math problem solving, are you following the building-wide procedures?**
- **When teaching writing, are you following the building-wide procedures?**
- **Are your science lessons aimed at the 5th grade Science WASL?**
- **Are you participating (and to what extent) in the building-wide “WASL Wednesday” lessons and activities?**

Philosophy Of Implementation

Some people want it to happen

Some people wish it to happen

**Others make no excuses and
make it happen**

Review of Our Reading Program

Twelve Years Ago

- Time
- Whole Language – Phonics
- Continuity
- Direct Instruction – Seat Work
- Remediation
- Priority
- Accountability
- _ Individual reading programs

Changes Made Since 1996

- Time
- Phonics
- Small Groups
- Direct Instruction
- Coordinated Curriculum
- Priority
- Remediation
- Accountability
- _ Schoolwide reading program

Improvement

If we know we have to improve

Yet continue to do what we've always done

In the same way we've always done it

And continue to get the same results

Who really are the slow learners?

Elements of an Effective Reading Program

- Comprehension
 - Fluency
 - Vocabulary
- Decoding Skills
- Phonemic Awareness
 - Oral Vocabulary

Implementation

- Getting staff to try new things may be toughest part of improvement
 - Clear expectations
 - A solid plan
 - Relationships
 - Knowledge
 - Success

Core Beliefs

Core Beliefs

- We are responsible for student learning
- Direct Instruction
- Accountability
- Teacher quality
- Performance Pressure
 - (Gentle pressure relentlessly applied)
- Intervention
- High Expectations for **all** students

Core Beliefs

- Group Effort
- Clear and Shared Purpose
 - Teamwork
- Staff Development
- Closely Monitored Teaching and Learning
- Align Curriculum and Instruction with Standards, Assessment and Research
- Ability Grouping

Intervention

Core Beliefs

Washington Elementary School

All Kids Can Learn

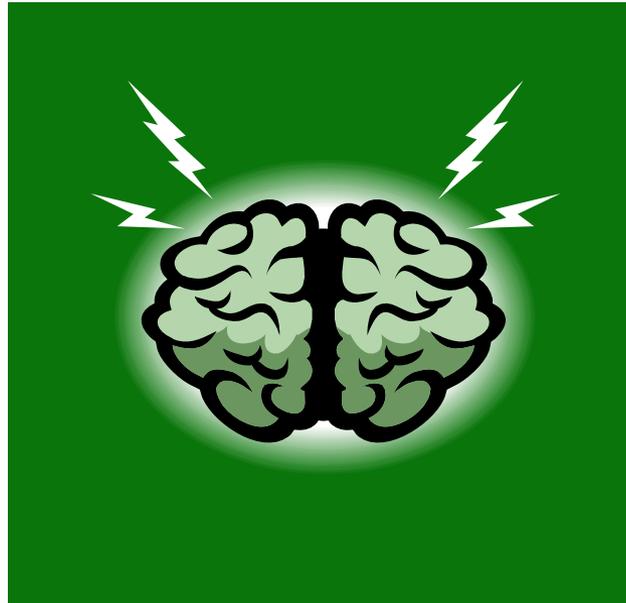
We Can Teach Them

No Exceptions

No Excuses

How Do We Learn to Read?

- What does our brain need to learn?



Remediation Programs

Washington Elementary School

- **Kindergarten Remediation**
- **First Grade Remediation**
- **Second Grade Remediation**
- **Third Grade Remediation**
- **Extended Day Program**

Intervention

- What do you expect students to be able to know and do and the end of each grade?
 - Kindergarten
 - Know the letter names
 - Know the sounds of the letters in their name
 - Write their own name
 - Retell a story
 - Hear same and different sounds
 - Recognize and produce rhyming words

Intervention

- List the “Big Four” for a second grader
- Share with your neighbor

Intervention

- Second grade expectations
 - Read about 77 words per minute
 - Identify story elements
 - Can retell a story
 - Can read real and nonsense multi-syllabic words

Intervention

- Before we can intervene we need to specifically identify our expectations for students

Intervention

- We need to be able to almost write an intervention prescription for our students.
 - Specifically identify the deficit (fluency)
 - Name the intervention (Read Naturally)
 - Identify the level of competence in that skill (77 words per minute)

Washington Elementary School

Reading Schedule

2006-07

Reading Assignments

Kindergarten

*Susan-	8:45 to 9:30
*Caryn-	8:45 to 9:30
Lori-	8:45 to 9:45

1st Grade

*Claudia-	8:45 to 9:45	Susie	8:45 to 9:45
*Karen-	8:45 to 9:45	Margaret	8:45 to 9:45
*Teddi-	8:45 to 9:45	Melissa	8:45 to 9:45
*Alan-	8:45 to 9:15	Jan R.	8:45 to 9:45
Mary Jo	8:45 to 9:45	Penny	8:45 to 9:45
Peggy-	8:45 to 9:45	Wendi	8:45 to 9:45
Sharon-	8:45 to 9:45	Kathleen	8:45 to 9:45

2nd and 3rd Grades

*Teddi-	9:45 to 10:45	Sharon	9:45 to 10:45
*Claudia	9:45 to 10:45	Wendi	9:45 to 10:45
*Steve-	9:45 to 10:45	Margaret	9:45 to 10:45
*Dawn-	9:45 to 10:45	Sherrie	9:45 to 10:45
Jan B.-	9:45 to 10:45	Lori	9:45 to 10:45
Jan R.-	9:45 to 10:45	Kathleen	9:45 to 10:45
Mary Jo-	9:45 to 10:45	Jan C.	9:45 to 10:45
Melissa-	9:45 to 10:45	Debbie	9:45 to 10:45

* Certificated staff

Sample Goals

Washington Elementary School

- We have some specific goals we hope to meet within the next three years. The staff will work to more closely align instruction and curriculum with the skills needed to pass the WASL and MAP tests. Due to the socio-economic status of our clientele, remediation and extra instruction will play a large role in our success. Additional lessons and procedures will be developed to supplement our current curricula.
- Goal I – Increase our WASL reading score by 25%. 90% will pass by 2007.
- Goal II - Continue to have 90% of our 3rd grade students pass the district reading functional level test each year.
- Goal III- Increase our WASL math score by 25%. 75% will pass by 2007. Adopt new math curriculum and develop new remediation, and teaching strategies.
- Goal IV- Develop a school-wide writing program.

“The people who succeed in this world are the ones who wake up in the morning and search for the circumstances they want....And if they do not find them, they make them.”

The Attributes of Effective School-Based Reading Programs

- Leadership
- Clear focus
- Assessment
- Early effective intervention
- Quality materials
- Instructional time
- A sense of team
- A systemic approach to instruction

Expectations

- What are your expectations of your school in relation to reading instruction?
- Does your staff know what those expectations are?
- How do you know where school is in relation to your expectations?

Expectations

- 90% of Third graders will read at grade level or above
- Clear assessments measure our progress
- We know the growth of every student

A System for Improving Instruction

Framing the Questions

- How do we increase our focus on instructional leadership?
- As a district leadership team are we focused on teaching and learning?
- How do we assist each other to recognize quality, engaging, and rigorous instruction?
- What knowledges, skills, and behaviors do we need to assist teachers in increasing academic performance of all students?

What is good instruction?

It's in the details



Reflection

- Instructional leadership
 - What are you looking for when watching a lesson?

Why PERR?

- Consciously Competent
- Unconsciously Competent
- Unconsciously Incompetent
- Consciously Incompetent

The Questions

- How do we increase our focus on instructional leadership?
- How do we assist each other to recognize quality, engaging, and rigorous instruction?

A System of Instructional Leadership

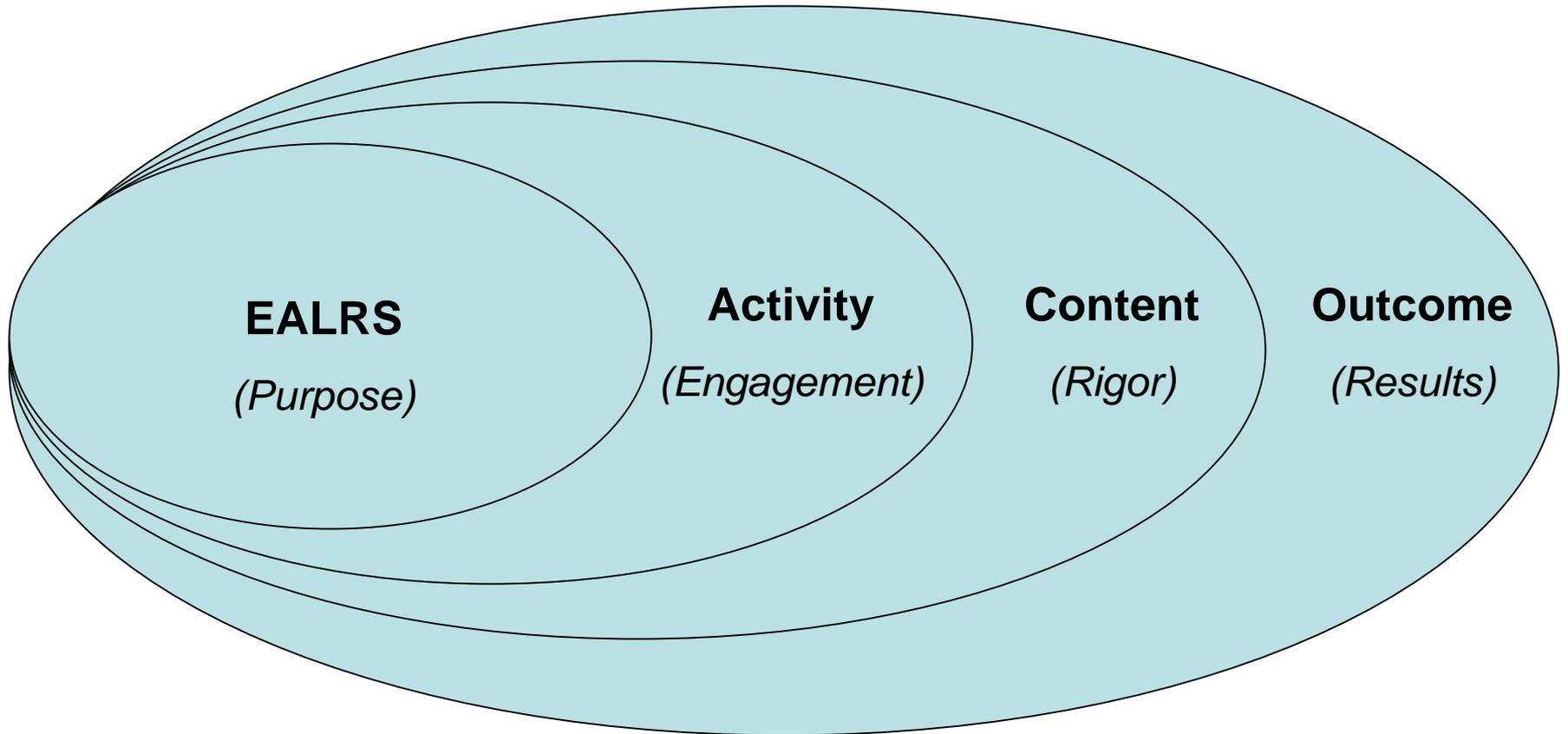
- Instructional Conferences
 - Building and District Level
- Learning Walks
 - Teachers and Administrators
- Regular classroom visits -2/10 Goal
- Learning Partners
 - District Office/Building Principal
- Model of Good Instruction
 - Purpose, Engagement, Rigor, Results
- Video Taped Lessons
 - Available for checkout

Focus On Instruction

- Instructional Conferences and Learning Walks
 - Purpose of the lesson
 - Student engagement
 - Rigor of the lesson
 - Results of the lesson
 - Engaging teachers in supportive conversations

A Model of Quality Instruction

INSTRUCTIONAL LESSON DESIGN



Purpose

What are the elements of purpose in a lesson?

Teacher	Student

Purpose

- Teacher intentionally plans and instructs for student achievement of essential learnings.
 - Clearly communicated
 - Consistent through the lesson
 - Connected to GLE's
 - Connected to previous learning

Purpose

- Teacher Indicators
 - The learning purpose is written on the board
 - The teacher states the purpose and refers to it during lesson
 - Students “discover” the purpose and it is shared at some time during the lesson
 - There is a designated place in the room where the purpose is posted

Purpose

- Student Indicators
 - Students know what they are supposed to learn
 - Can apply learning
 - Students can connect learning to previous learning
 - Students write the purpose on their assignment
 - Students can restate the purpose

Purpose

- Student Indicators
 - Students know what they are supposed to learn
 - Can apply learning
 - Students can connect learning to previous learning

- “When placed in the same system, people, however different, tend to produce the same results.”
 - Peter Senge

Learning from each other

- What is my learning focus?
- What did I see?
- What can I use in my own professional practice?
- What support do I need?
- What questions do I have?



Framing the Questions for Your District

How do we increase our focus on ...?

How do we assist each other to
recognize ...?