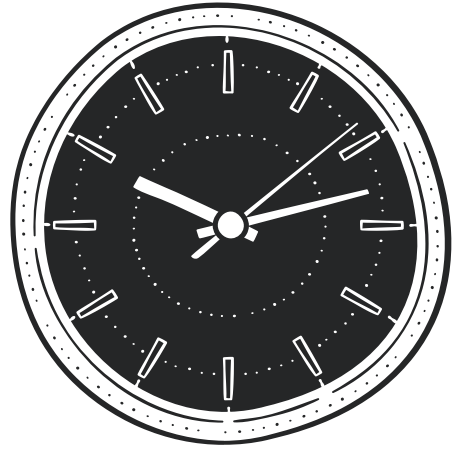


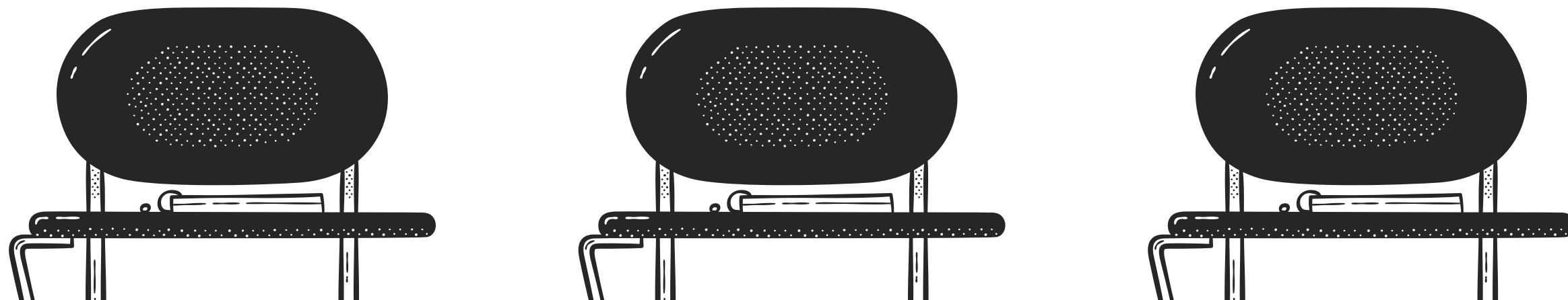
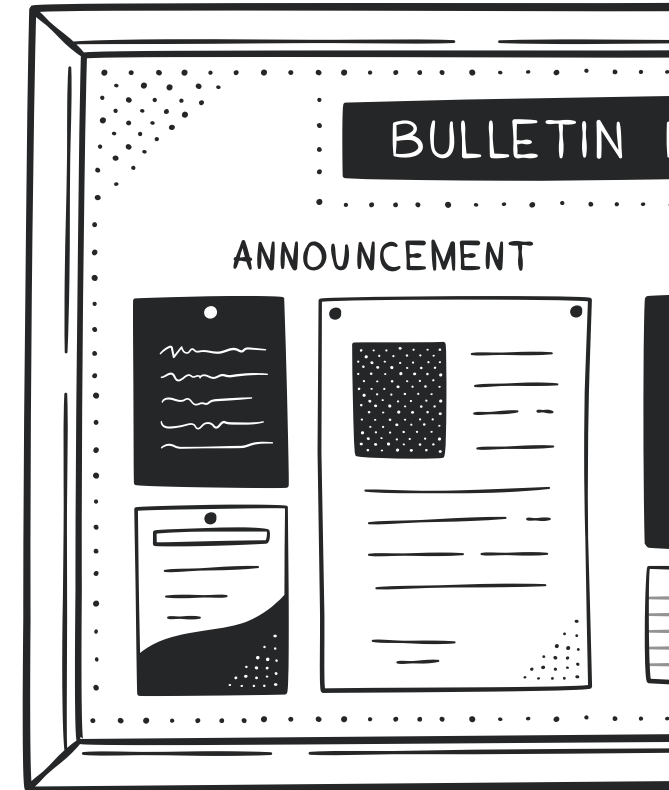
Bringing the Practice Profiles to Life!

Dr. Grace Green
Assistant Superintendent of Elementary Schools
ggreen@northwestschools.net





WELCOME
Who is Here?



*Which is your
favorite candy?*

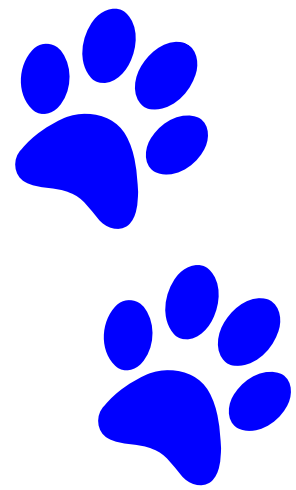


Today's Learning Targets

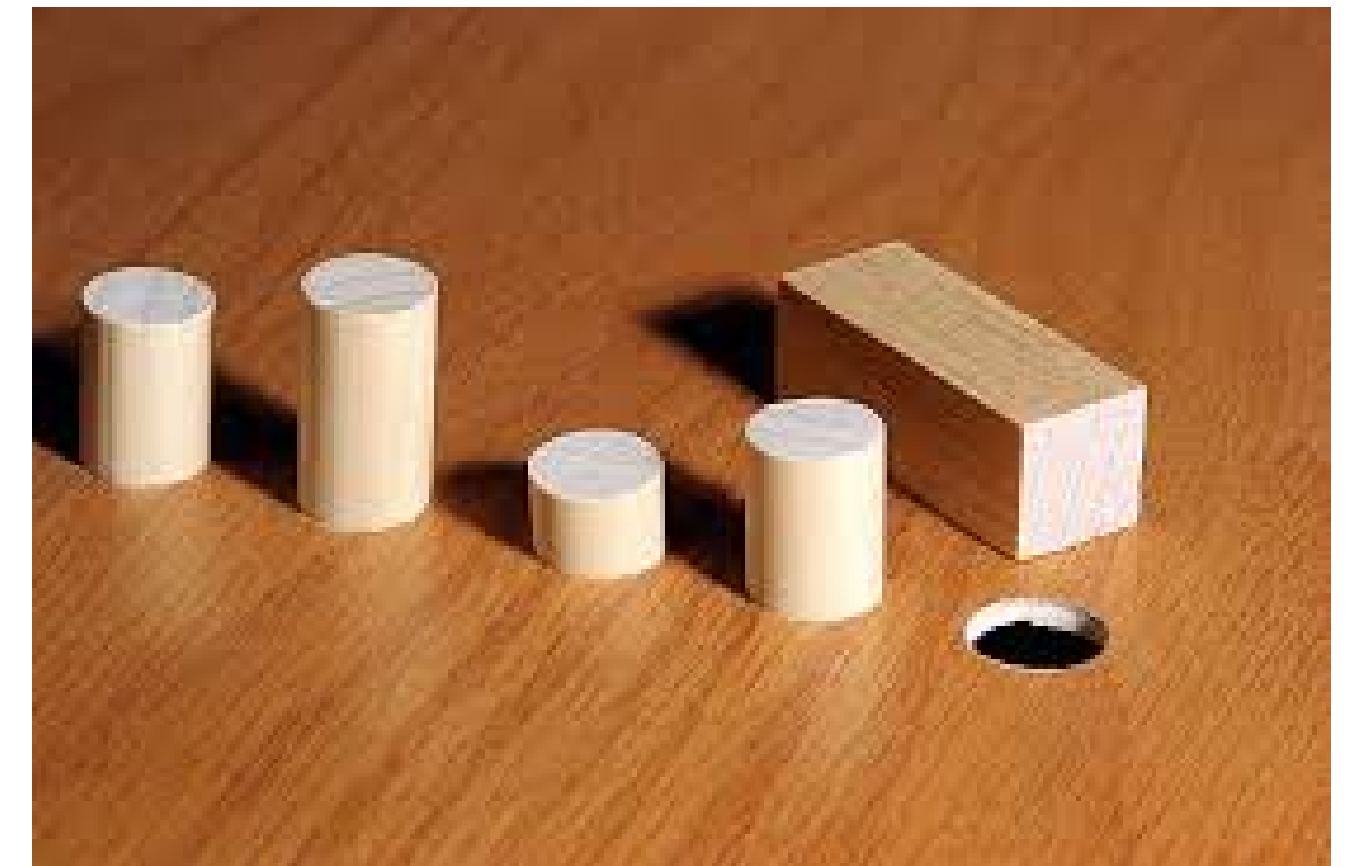
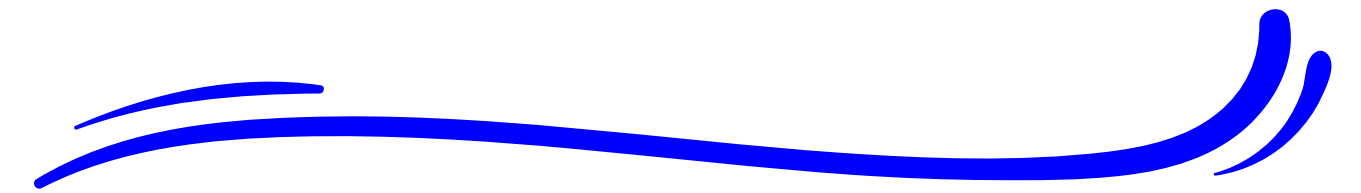
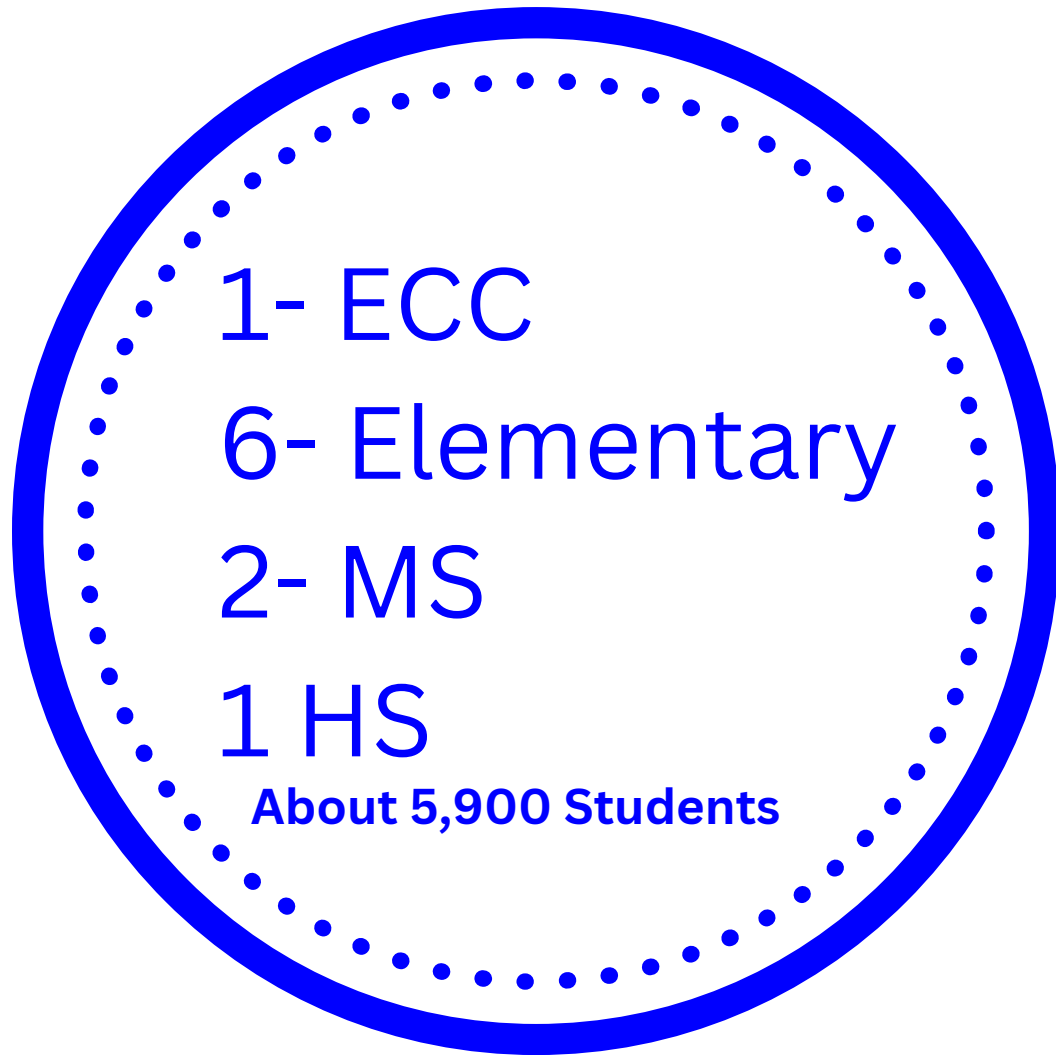
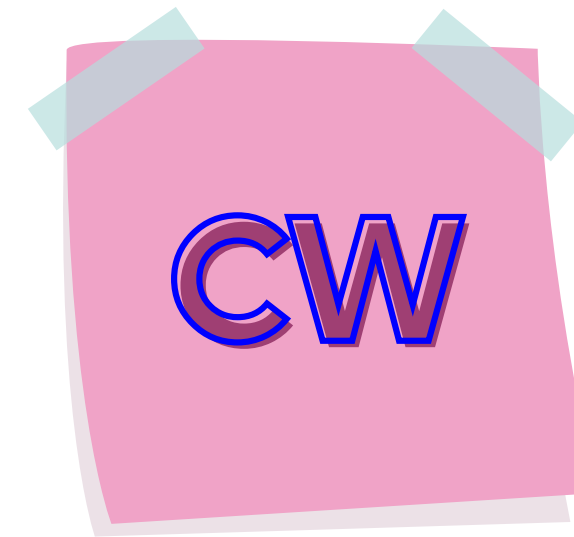
1. Understand how to use the Practice Profiles to support your district CSIP Goals
2. Understand how to use the information from the Practice Profiles to develop a data collection tool
3. Develop an understanding how to use the collected data to support instruction in the classroom.

Success Criteria

1. Reflect about your current use of practice profile and determine if it is being used efficiently and does it support your district goals?



Northwest R-I School District

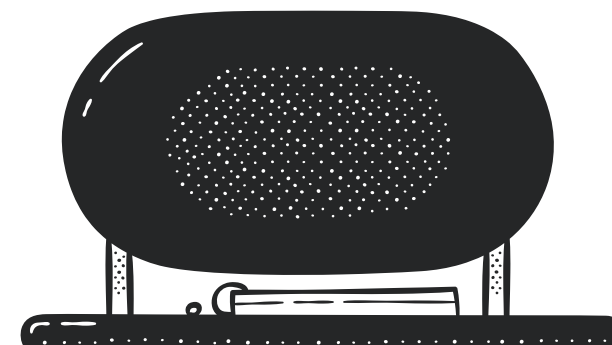
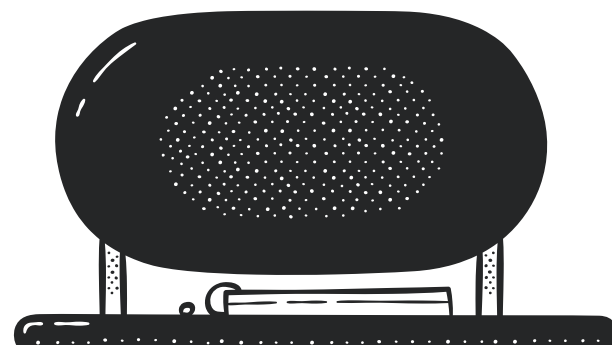
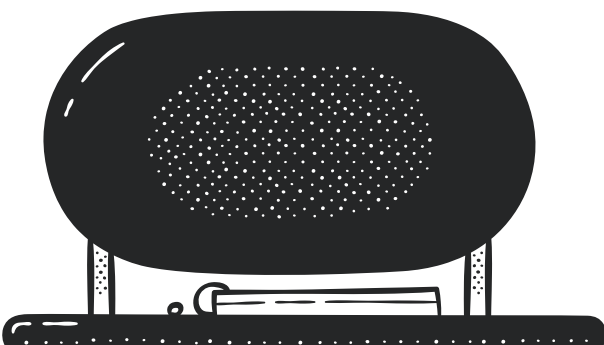
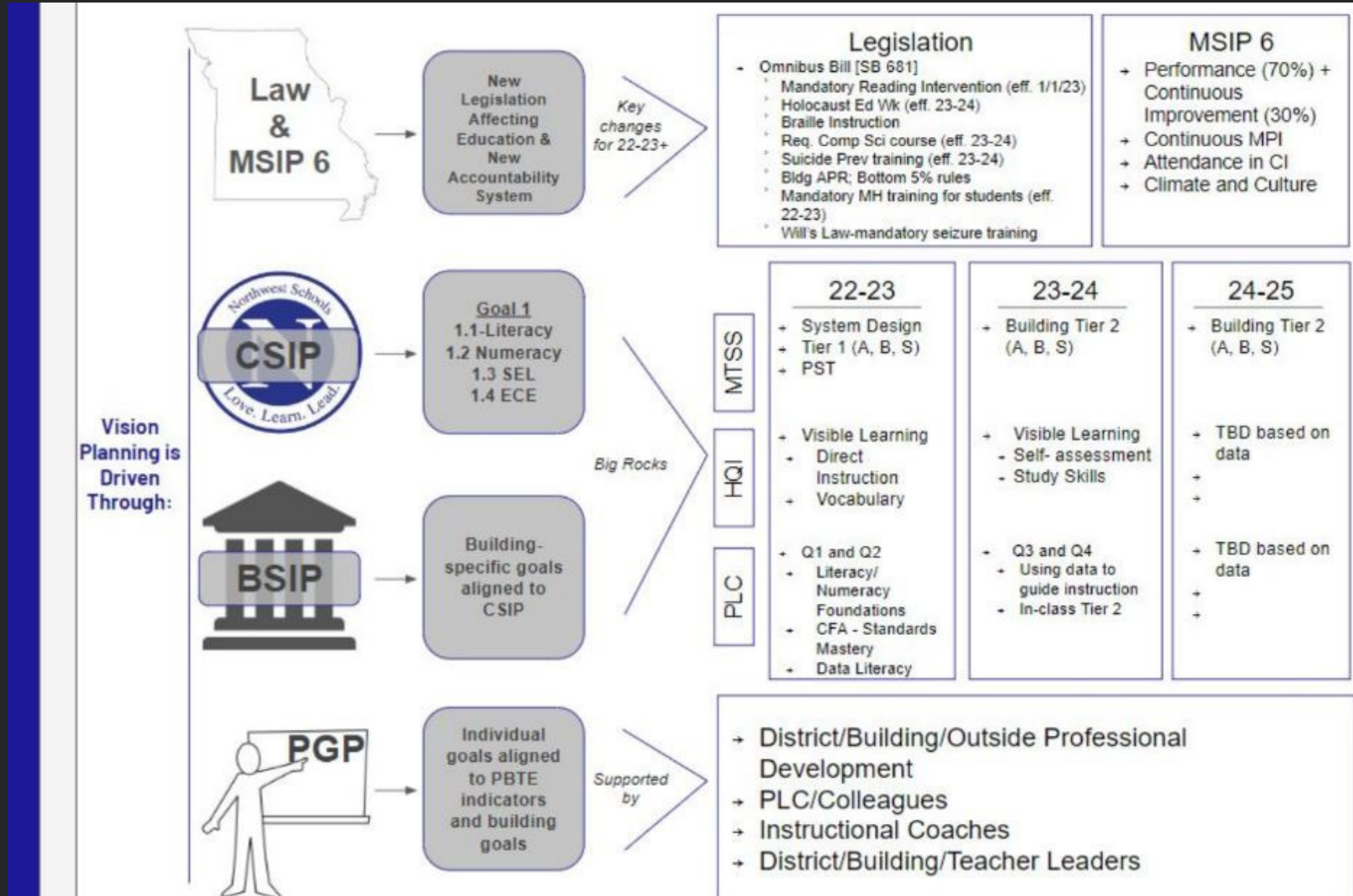




Turn and Talk

Share your story

Vision Board to help our teachers connect all of the pieces!



GOAL

Northwest

LOVE · LEARN · LEAD

Our Mission: The Mission of the Northwest School District is to ensure all graduates/students are respectful, responsible, and resilient life-long learners ready for success in a complex and ever-changing world.

Goal 1: Improve student achievement for ALL students All students will demonstrate student success by being respectful, responsible, resilient, and ready.

Objective 1: Literacy

- By 2025, Northwest School District will meet or exceed the proficiency level or higher on local and state assessments.
- Northwest R-I Super Subgroup Achievement will annually demonstrate growth in educational plan goals in the area of literacy.

Objective 2: Numeracy

- By 2025, Northwest School District will meet or exceed the proficiency level or higher on local and state assessments.
- Northwest R-I Super Subgroup Achievement will annually demonstrate growth in educational plan goals in the area of numeracy.

Objective 3: Soft Skills & Social Emotional

- Annually, Northwest R-1 School District will meet or exceed identified action steps to support growth in the areas of leadership, Culture, and Academics.

Objective 4: Early Learning

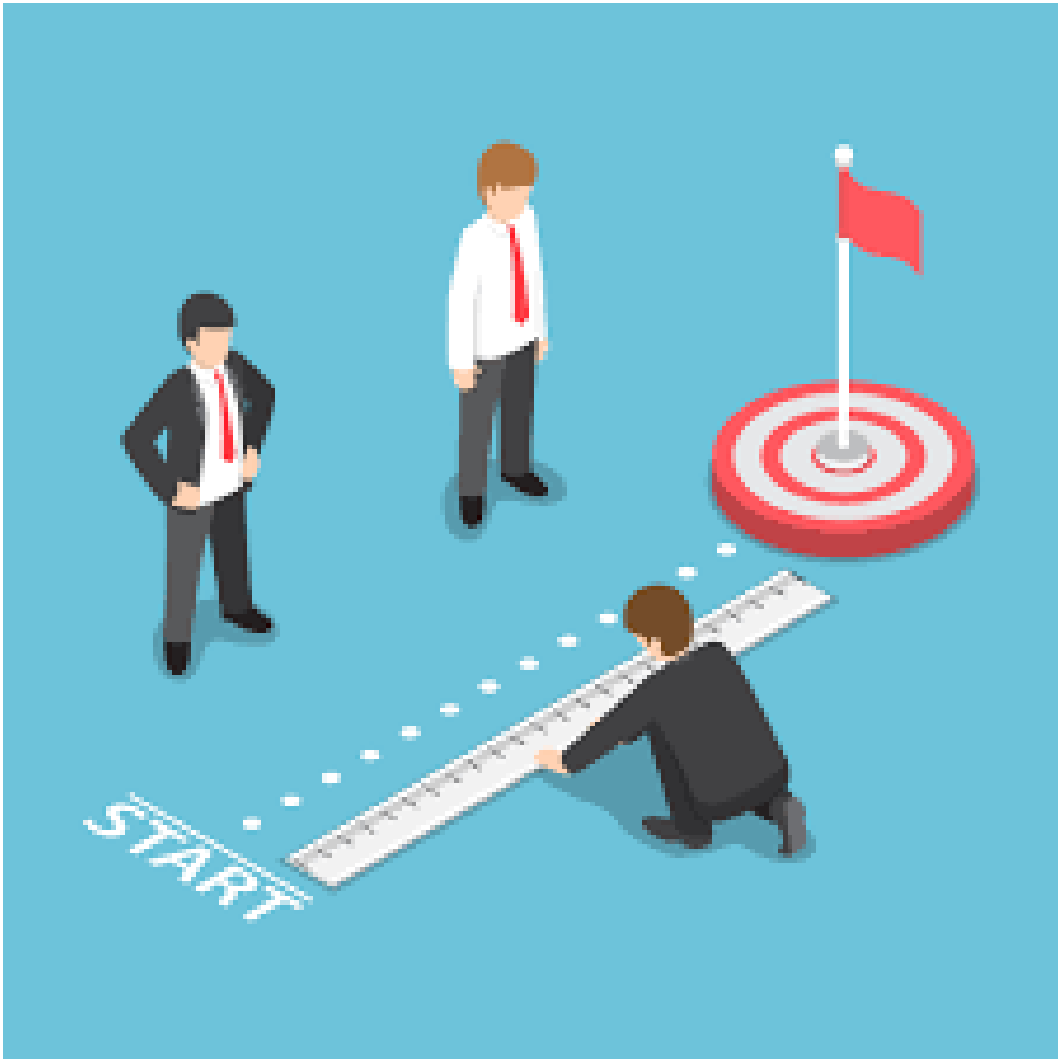
- Annually, Northwest R-1 School District will meet or exceed identified action steps to support growth in the areas of literacy, numeracy, and expansion of early childhood services.

Strategies

Indicators / Action Steps				
PLAN: What are the indicators strategies and success criteria? What do we want to See?	DO: What will the school district do to accomplish the plan? What will we do?	MEASURES & RESPONSIBILITY: How will you measure each step in the "DO"? How do we know what we See and Do will result in what we want to Get?	Timeline: Multiyear Vision Plan	Funding Resource and other Information to support the plan.
1.1.A. Focus on supporting high-quality Tier 1 instruction in the area of literacy through the implementation of high impact Visible Learning strategies in the area of literacy instruction, specifically: -Direct instruction - active learning opportunities in which the teacher provides a clear purpose for learning through learning targets and success criteria; scaffolds, including modeling, think alouds, noticing, feedback, graphic organizers, and anchor charts; strategic vocabulary instruction; and the teaching of study skills -Student self-assessment and goal setting	1.1.A1 Targeted Professional Development	-Goal 1 Walkthrough Form -HQT1 Proficiency Scale -Instructional Coaching Log -Annual PD Needs Assessment -Review of PD Exit Cards following each PD activity -Improvements in i-Ready Reading Data Persons Responsible: Assistant Superintendent of Elementary Schools, Assistant Superintendent of Secondary Schools, Director of Special Education, Building Administrators, Director of Instruction, Instructional Coordinator, Instructional Coaches	2022-2023: Focus on High Quality Tier 1 (specifically Direct Instruction and Vocabulary) 2023-2024: Focus on High Quality Tier 1 (specifically Student Self-Assessment and Study Skills)	-1% Professional Development (Building Proposals) - District Professional Development Days -ESSER III (Instructional Coaches)
	1.1.A2 Ongoing Implementation Monitoring	Goal 1 Board Updates (available on Dashboard and in board minutes) Ongoing Assessment (District Assessment Plan) Persons Responsible: Board of Education, Assistant Superintendent of Elementary Schools, Assistant Superintendent of Secondary Schools, Director of Special Education, Building Administrators, Director of	Following benchmarking windows	-No additional funding needed
	1.1.A3 ELA Curriculum Revision -Update 6-12 Vertical Common Writing Expectations, System, and Scoring Guides -K-5 Explicit, systematic, diagnostic curriculum that is based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics	-6-12 Common Writing Scoring Guides Persons Responsible: Assistant Superintendent of Elementary Schools, Assistant Superintendent of Secondary Schools, Director of Instruction, Instructional Coordinator, Instructional Coaches, ELA Curriculum Writing Committee	Finalized by June 30, 2023	-Textbook Budget -1% Professional Development
	1.1.A4 Instructional Coaching	- Instructional Coaching Log Persons Responsible: Assistant Superintendent of Secondary Schools, Instructional Coordinator, Instructional Coaches	SY 21-22 through SY 23-24	-ESSER III

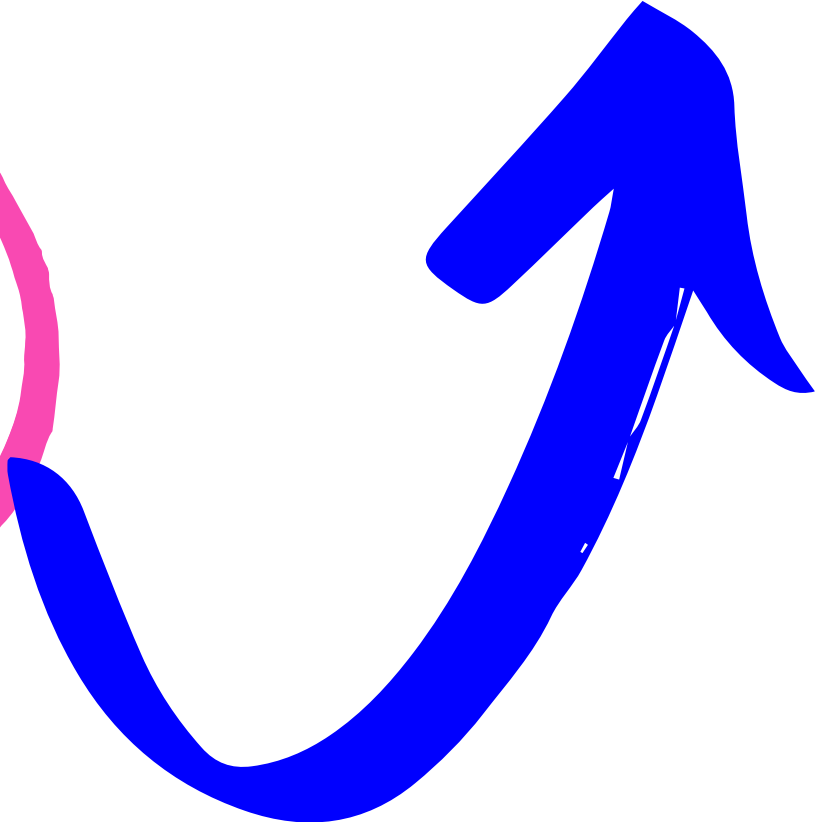
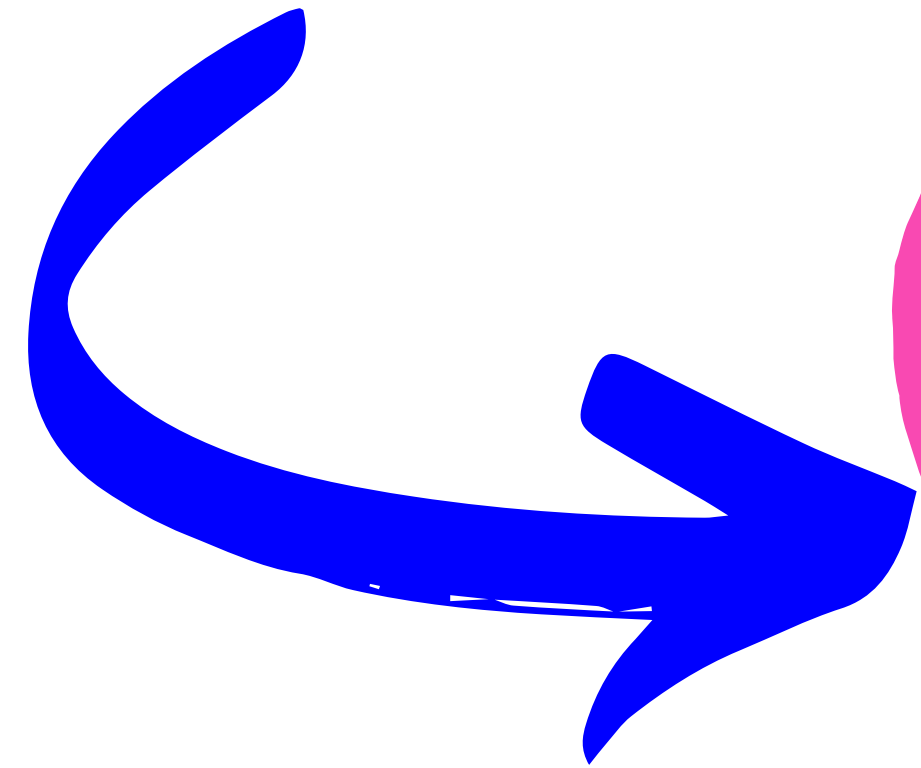
GOAL 1: Continuous School Improvement Plan 2020-2025				
Our Mission: The Mission of the Northwest School District is to ensure all graduates and students are respectful, responsible, and resilient life-long learners ready for success in a complex and ever-changing world.				
Goal 1: Improve Student Achievement for ALL students				
Objective 1.1: By 2025, Northwest School District will meet or exceed the proficiency level or higher on local and state assessments. -- District MPI for ELA MAP assessments will exceed 400.				
Northwest R-I Student Groups will demonstrate average or above average growth on annual state literacy assessments.				
1.1.B. Improve the effectiveness of Professional Learning Communities (PLCs) through: -Define what we want students to know and be able to do: common purposes for learning and common resources (strategic literacy instruction, including foundational skills, and effective writing instruction) -Define how we will know students know and are able to do: district approved benchmarking tool, district approved curriculum resources, and local common formative assessments -Define how we will respond to student data: intervene in the area of literacy growth	1.1.B1 Ensure district-approved curriculum is aligned to Missouri Learning Standards and taught and assessed in classrooms	- PLC Proficiency Scale -Improvements in i-Ready Reading Data -Walkthrough observation data Persons Responsible: Assistant Superintendent of Elementary Schools, Assistant Superintendent of Secondary Schools, Director of Special Education, Building Administrators, Director of Instruction, Instructional Coordinator, Instructional Coaches	During late start Wednesdays/ shared plan times	-No additional funding
	1.1.B2 Targeted professional development in the areas of: --common assessment creation --PLC structures --data analysis and interpretation --response planning (including reteaching and possible additional intervention)			

Goal 1: Improve Student Achievement for ALL Students				
Objective 1.1: By 2025, Northwest School District will meet or exceed the proficiency level or higher on local and state assessments. --District MPI for ELA MAP assessments will exceed 400.				
Northwest R-I Student Groups will demonstrate average or above average growth on annual state literacy assessments.				
Indicators / Action Steps				
PLAN: What are the indicators strategies and success criteria? What do we want to See?	DO: What will the school district do to accomplish the plan? What will we do?	MEASURES & RESPONSIBILITY: How will you measure each step in the "DO"? How do we know what we See and Do will result in what we want to Get? Data Dashboard	Timeline: Multiyear Vision Plan	Funding Resource and other Information to support the plan.
1.1.A. Focus on supporting high-quality Tier 1 instruction in the area of literacy through the implementation of high impact Visible Learning strategies in the area of literacy instruction, specifically: -Direct instruction - active learning opportunities in which the teacher provides a clear purpose for learning through learning targets and success criteria; scaffolds, including modeling, think alouds, noticing, feedback, graphic organizers, and anchor charts; strategic vocabulary instruction; and the teaching of study skills -Student self-assessment and goal setting	1.1.A1 Targeted Professional Development	- Goal 1 Walkthrough Form - HQT1 Proficiency Scale - Instructional Coaching Log -Annual PD Needs Assessment -Review of PD Exit Cards following each PD activity -Improvements in i-Ready Reading Data Persons Responsible: Assistant Superintendent of Elementary Schools, Assistant Superintendent of Secondary Schools, Director of Special Education, Building Administrators, Director of Instruction, Instructional Coordinator, Instructional Coaches	2022-2023: Focus on High Quality Tier 1 (specifically Direct Instruction and Vocabulary) 2023-2024: Focus on High Quality Tier 1 (specifically Student Self-Assessment and Study Skills)	-1% Professional Development (Building Proposals) - District Professional Development Days -ESSER III (Instructional Coaches)
	1.1.A2 Ongoing Implementation Monitoring	Goal 1 Board Updates (available on Dashboard and in board minutes) Ongoing Assessment (District Assessment Plan) Persons Responsible: Board of Education, Assistant Superintendent of Elementary Schools, Assistant Superintendent of Secondary Schools, Director of Special Education, Building Administrators, Director of Instruction, Instructional Coaches	Following benchmarking windows	-No additional funding needed
1.1.A3 ELA Curriculum Revision		1.6-12 Common Writing Scoring Guide (Finalized - June 2023)		



HQT1: Visible Learning

- Direct Instruction- active learning opportunities
- Learning Targets
- Success Criteria
- Modeling
- Think Alouds
- Feedback
- Graphic Organizers
- Anchor Charts
- Strategic Vocabulary
- Student Self Assessment
- Goal Setting



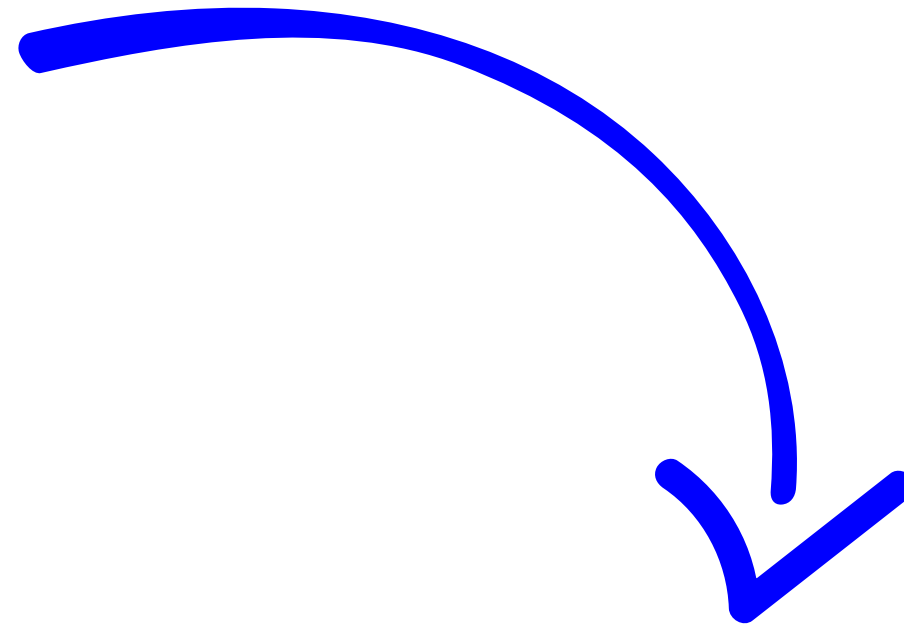
1. DLT Reviewed the DACL Practice Profile
2. Made revisions and suggestions to match our Goals.

Developing Assessment Capable Learners Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 Educators teach students to determine "Where am I Going?"	<p>When teaching students to develop learning goals, 5/5 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an ongoing task throughout learning to clarify misconceptions) Asks students to set daily goals in relation to the learning targets 	<p>When teaching students to determine learning goals, 4/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets Asks students to set daily goals in relation to the learning targets 	<p>When teaching students to determine learning goals, 3/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets 	<p>When teaching students to determine learning goals, fewer than 3/5 criteria occur.</p>

High-Quality Tier 1 Instruction Implementation Scale				
CSIP Strategy	Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up training and coaching are critical.)
1 Teachers demonstrate the effective use of direct instruction.	<p>85% of observations showed that within the school year, teachers observed have met 1 or more of the criteria below for effective direct instruction.</p> <ul style="list-style-type: none"> Integrates a clear purpose for learning through learning targets and success criteria into the lesson Provides scaffolds, including <ul style="list-style-type: none"> modeling think alouds noticing feedback graphic organizers anchor charts accessing prior knowledge manipulatives (math) 	70% of teachers have met 1 or more criteria.	50% of teachers have met 1 or more criteria.	Fewer than 50% of teachers have met 1 or more criteria.
2 Teachers provide active, cognitively engaging learning opportunities	<p>85% of observations showed that within the last, teachers observed have met 1 or more criteria for active, cognitively engaging learning.</p> <ul style="list-style-type: none"> Planning ensures each student has the opportunity to participate Planning includes collaborative discussion & learning opportunities Planning chunked instruction with opportunities for processing 	70% of teachers have met 1 or more criteria.	50% of teachers have met 1 or more criteria.	Fewer than 50% of teachers have met 1 or more criteria.
3 Teachers provide strategic vocabulary instruction.	<p>85% of observations showed that within the last 12 months, teachers observed have met 1 or more criteria for effective vocabulary instruction.</p> <ul style="list-style-type: none"> Provides multiple, frequent exposures to new words Provides encounters in multiple contexts Allows opportunities for deep and active processing 	70% of teachers have met 1 or more criteria.	50% of teachers have met 1 or more criteria.	Fewer than 50% of teachers have met 1 or more criteria.

CSIP Strategies

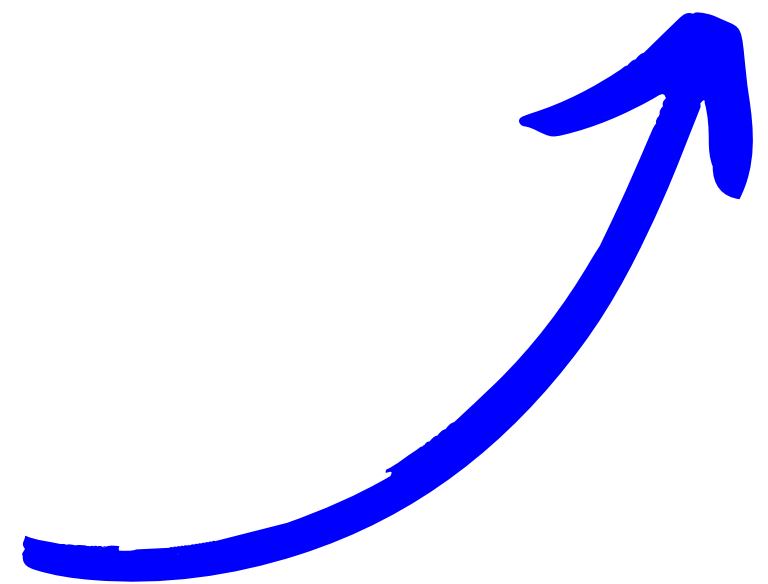
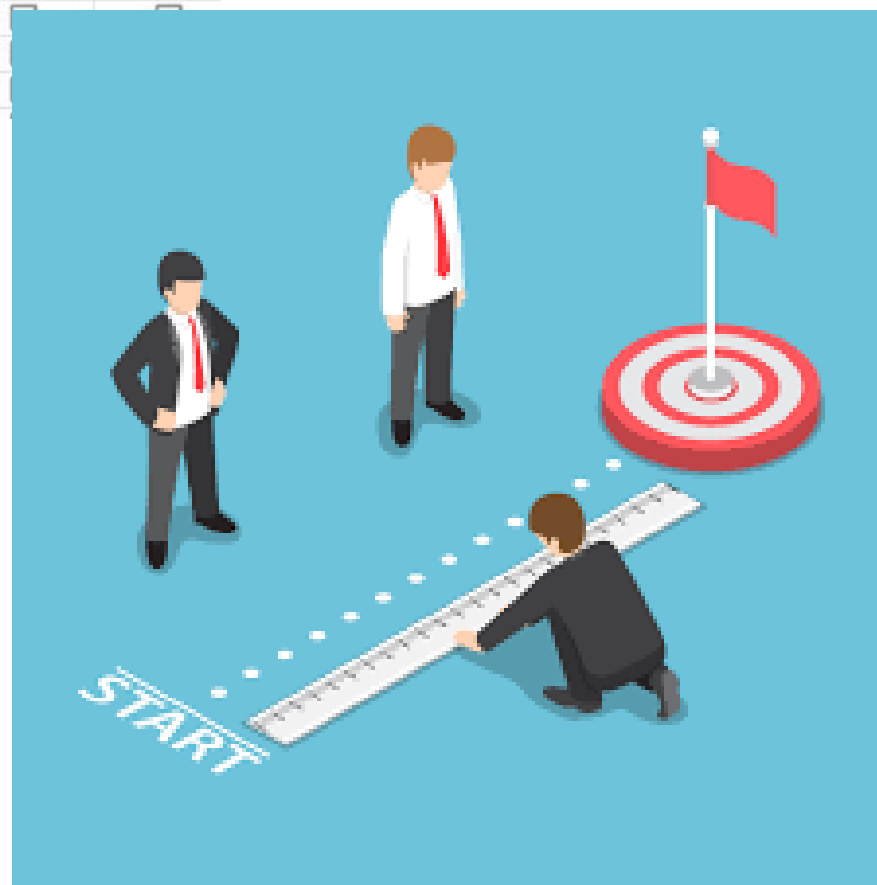
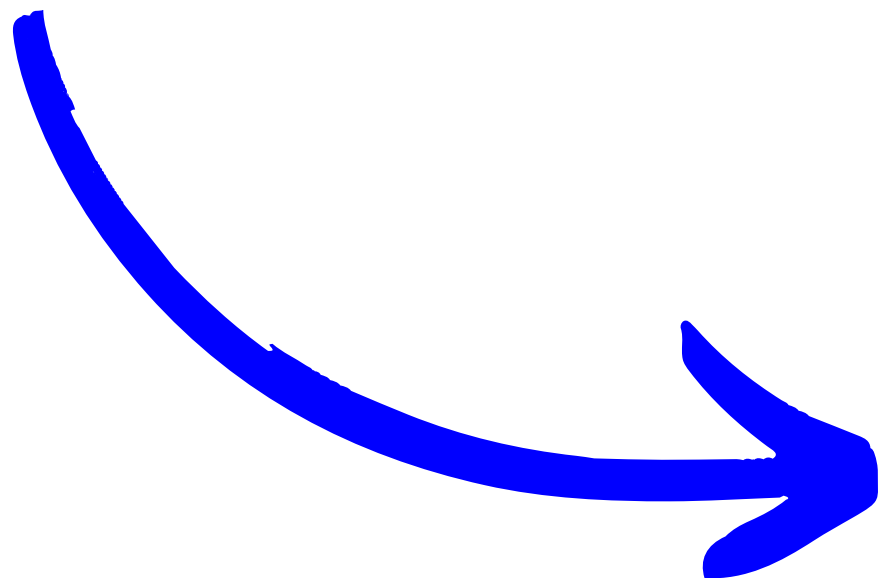
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CSIP Strategy	Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up training and coaching are critical.)
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2 Teachers provide active, cognitively engaging learning opportunities	85% of observations showed that within the last, teachers observed have met 1 or more criteria for active, cognitively engaging learning. <ul style="list-style-type: none"> Planning ensures each student has the opportunity to participate Planning includes collaborative discussion & learning opportunities Planning chunked instruction with opportunities for processing 	70% of teachers have met 1 or more criteria.	50% of teachers have met 1 or more criteria.	Fewer than 50% of teachers have met 1 or more criteria.
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Date	Observer	Teacher	Grade/ Course	BLDG	Creates daily opportunities for students to use or interact with posted learning targets	Creates daily opportunities for students to use or interact with posted Rubrics/Success Criteria	Provides scaffolds APK (A); Think alouds (TA); Noticing (N); Feedback (F); Graphic Organizers (GO); Anchor Charts (AC); Manipulatives (M)	Provides opportunity for active learning with opportunity to participate	Provides opportunity for active learning with collaborative discussion	Teacher provides strategic vocabulary instruction	Teacher explicitly teaches study skills	Teacher provides self-assessment opportunities	Notes
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					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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1. Took the Proficiency Scale and made it into our Administrative Learning Walkthrough Form

C	D	E	F	G	H	I	J	K
BLDG	Writes daily targets in student-friendly language, using "I can," or "I know" statements	Creates daily opportunities for students to use or interact with learning targets	Rubrics/Success Criteria	VL Language (Where am I going? Where am I now? How do I close the gap?)	LT Displayed where students can see and t/s can refer	Student work (Examples/no n-examples; weak/strong)	Ss can show or tell LT	Ss can use rubric to assess and identify next steps
CSE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CSE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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CSE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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ME	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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BWE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HSE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BWE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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ME	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



November 2022 QUICK TIPS FOR TEACHERS Volume 1 Issue 1




WHAT'S IN THIS MONTH'S ISSUE:


- Tier 1 Strategy Tips
- Visible Learning
- i-Ready Tips and Reminders
- Vocabulary
- Tech Tip

WHAT IS THE ABOUT?

Welcome to the first edition of *Quick Tips for Teachers*. The purpose of this publication is to provide you with quick tips around strategies, videos, and activities that support Goal 1 in our strategic plan. Please take time to read through some quick tips that can be immediately utilized in your classroom.



Tip #1



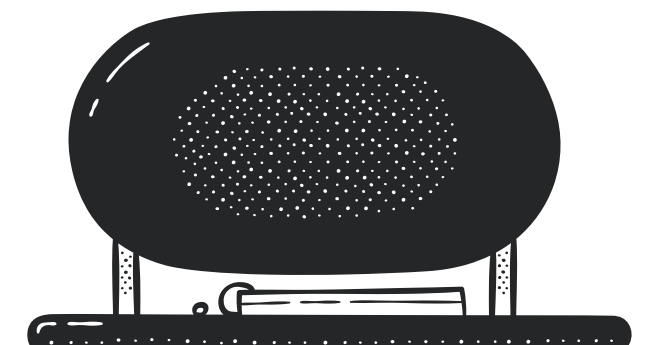
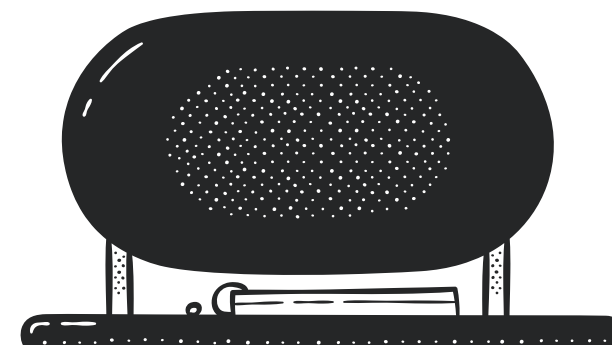
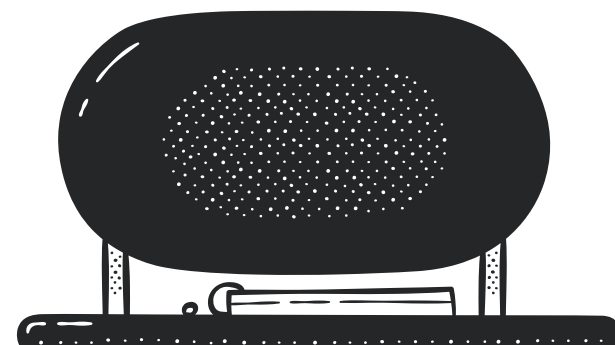
Did you know that you can assign books to students on Benchmark through Clever? Check out the BU Tech Talks for a few short videos on:

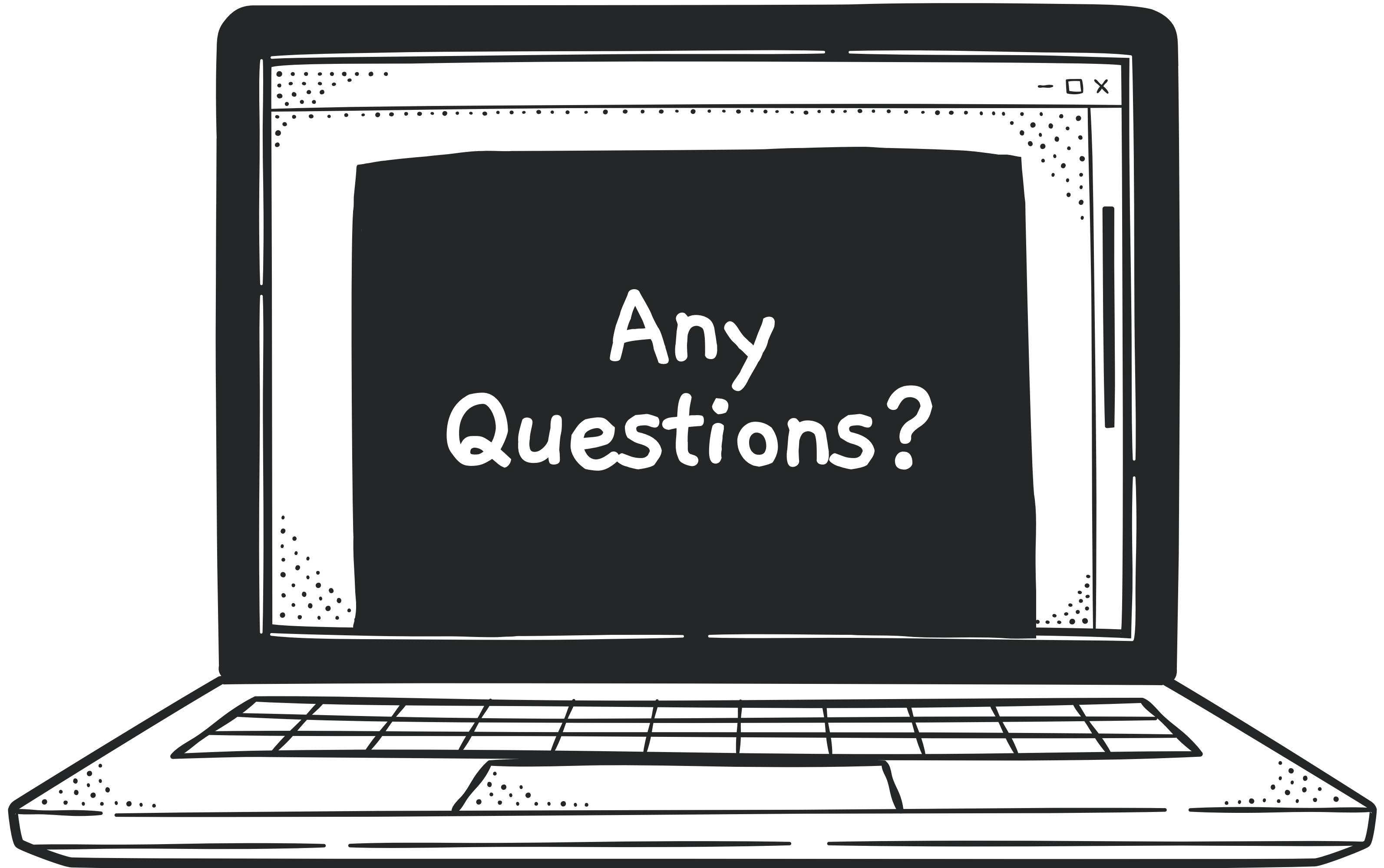
- Navigation
- Customizing Resources
- Share and Access Customizations
- Assignments
- How-to Videos for Students

Once you login, click on PD Training under the Benchmark Academy Heading. You can then choose which videos you would like to learn more about.

Let's Process

1. Review your district or building Goals
2. Using the District Continuous Improvement Framework (Purple Booklet) find the Practice Profile that matches your goal(s) the best.
3. Think about how you could edit that PP or turn that PP into a learning walk tool. Or how could your PLC utilize the PP to help guide instructional moves to help meet your goal?





Any
Questions?