

# *Sullivan School District*

*"All Students Will Learn, Lead, and Succeed!"*

*#flightplan #eaglesleadandsucceed #focusedforward*



# ***Learning Walks & Teacher Talks***

***The Logistics in Between***

**Mr. Cody Davis, Asst. Principal, etc.  
(davisc@sullivan eagles.org)**

**Dr. Tia Marquino, District Instructional Coach, etc.  
(marquino@sullivan eagles.org)**



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WELCOME TO  
**SULLIVAN HIGH**  
SCHOOL



 **SCAN ME**



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# *Fast Facts*



# SULLIVAN HIGH SCHOOL

#BETTERTOGETHER



SCAN ME

"All Students Will Learn, Lead, and Succeed!"

## DISTRICT FAST FACTS

APR: 73.3%

- ✓ **BUDGET 21-22**
  - TOTAL EXPENDITURES = \$25,974,123.39
  - TOTAL REVENUE = \$27,357,668.61

- ✓ **Enrollment: 2,070 Total**
  - High School: 675
  - Middle School: 425
  - Elementary :429
  - Primary: 541

- ✓ **DEMOGRAPHICS**
  - 1072 Males
  - 998 Females
  - Hispanic :4.2%
  - Black: .87%
  - White: 92.4%
  - Asian:11%
  - District Free and Reduced: 46%

- ✓ **FACULTY**
  - 17:1 Student/Faculty Ratio
  - \$49,100 Average Teacher Salary
  - Administrators & Directors: 15
  - Instructional Specialists: 6
  - Technology Specialists: 2
  - Certified Staff: 177

- ✓ **BOND ISSUE PASSED 2023**
  - 22 Million Dollars
  - No Tax Increase
  - 83% Passing Rate
  - Safety and Security Upgrades

- ✓ **PROFESSIONAL DEVELOPMENT**
  - 10 Full Days
  - MTSS Phase of DCI
  - District Leadership Team
  - Building Leadership Team
  - Collaborative Dept/Grade Level Teams
  - District Learning Walks/ Coaching

## DISTRICT PERFORMANCE 2022

ELA					MATH				
Grade	2021	State	2022	State	Grade	2021	State	2022	State
3	54%	42%	50%	41%	3	48%	37%	49%	40%
4	51%	49%	49%	44%	4	39%	40%	38%	44%
5	44%	42%	46%	43%	5	42%	33%	44%	36%
6	53%	43%	41%	39%	6	36%	38%	36%	42%
7	52%	41%	31%	38%	7	44%	34%	25%	38%
8	57%	46%	41%	43%	8	42%	27%	37%	32%
English II	55%	55%	55%	54%	Algebra I	55%	36%	50%	41%

GOVERNMENT				SCIENCE			
Grade	2021	2022	State	Grade	2021	2022	State
Government		37%	40%	5	46%	40%	44%
				8	52%	37%	42%
				Biology	35%	34%	42%

## HIGH SCHOOL FAST FACTS

- ✓ **HIGH SCHOOL CLASS OF 2023**
  - 118TH COMMENCEMENT
  - CLASS OF 2022: 155 GRADUATES
  - 60 A+ GRADUATES
  - 5 EARLY COLLEGE ACADEMY GRADUATES
  - AVG. ACT SCORE: 18.4
- ✓ **HIGH SCHOOL PERFORMANCE 2022**
  - APR: 84.9%
  - Graduation Rate: 92%
  - Attendance: 80.8%
  - Graduation Follow-up: 90%
  - Students Scoring 21 or above Composite: 20.4%
  - ELA EOC: **On Target** (also in student groups)
  - All-Student Oct. Assessment Day, 2022
- ✓ **PROFESSIONAL DEVELOPMENT**
  - 100 % Participation in Learning Walks
  - Growth Plans Aligned to District and Building Growth Targets



@sullivan.high.school



@SullivanHigh



@sullivan eagles

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# CSIP Goals



**E:** *“Execute innovative research-based teaching and learning practices”*

**A:** *“Improve student performance through quality teaching and learning experiences”*



# *Our DCI Journey*



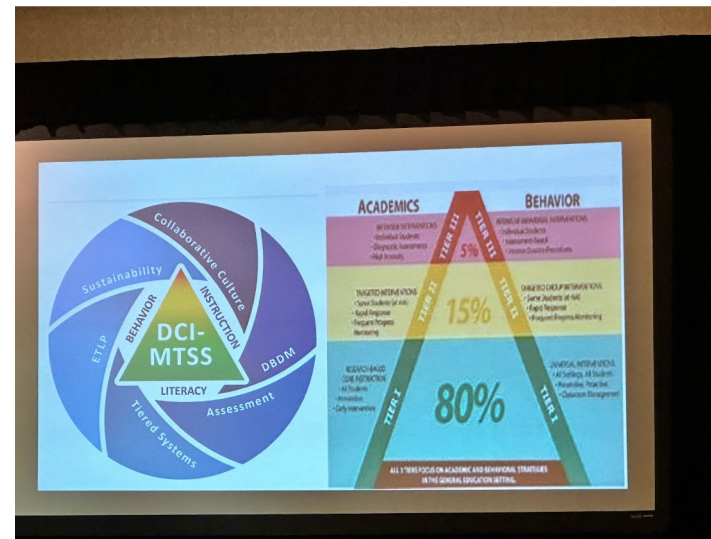
2019-2020: Early (CT)

2020-2021: Developing (DBDM/CFA)

2021-2022: Initial Implementation (DBDM/DACL)

2022-2023: Initial Implementation (DACL)

2023-2024: MTSS



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*What is a Learning  
Walk?*

- **5 min** - Teacher groups arrive in conference room for handouts, “rules/questions for engagement,” get IPAD for Data, organize who is going where and set a time to debrief at the end of the 60 min walks.
- **10 min** - In each classroom (4-5 Classrooms); teachers quietly ask both students and teacher questions about learning.
- **5 min** - Teachers meet immediately outside the classroom after observation to debrief, share, and reach consensus for BLT member to input data into Google Form.
- **After 60 min** or so, all teacher reunite in conference room for debrief, using predetermined guiding questions - If a problem comes up, we solve it right then and there. Leave notes throughout the day so other teacher teams can view and add ; then, type them up and send it out to all staff after all learning walks are complete.
- **30 Second Feedback Cards** written for each teacher observed by each observer - Given immediately after debrief to observed teachers.
- **Email sent** that day thanking Staff, includes highlights of what we loved seeing and typed debrief notes.



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- Learning Walks are a **non evaluative** observation process in which teachers and leaders intentionally observe DCI implementation
- Scheduled every 8 weeks and require 100% participation of all Faculty
- **Teacher-led groups** visit classrooms and use specific "look for" criteria to assess the application of and collect data on a teaching practice.
- Collaborative **groups discuss their observations**/learning and provide only **positive** 30 second feedback for their peers
- Are district wide and our commitment to Job-embedded PD
- Support our Teacher Learning Labs (learning walks “leveled up”)



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*Why Implement Them?*

- Job-embedded, real time PD
- Accurate BIGGER Picture of what is really going on in our classrooms
- Teachers leading their own learning
- Assess **DCI journey** and implementation further than SAPP and CWIS
- Provides real-time reality and data for next steps
- Shift in professional development model (10 days total)
- **Collaboration adds motivation and value**
- Disconnect between professional development and implementation
- Promotes peer-to-peer growth model
- Addressed the Elephant in the Room head on:  
How to move from Compliance to **COLLECTIVE Commitment**



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*How Do We Do  
It?*

## Step 1: Build Foundational Capacity

- Establish **Collaborative Teams** and Designate Time in Schedule (Group by Common Preps)
- Strategically Infuse **Positivity**, Recognition, and Thankfulness
- **Align By Design** - (CSIP, BSIP, DCI Practice Profile, Growth Plans, PD Plan, Growth Plans, Coaching Conversations, Learning Walks)
- **Onboard BLT** members with shared vision and training -- allow them to execute
- Monitor **Collective Teacher Efficacy**



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# Step 2: Establish Logistics & Execute Learning Walks

- BLT conducts learning walks within their team (with instructional leaders) multiple times to feel the process. They learn to give 30 second feedback, how to facilitate conversations; to deflect negativity, and get to know each other both as a BLT member and as a classroom teacher.
- When ready, BLT creates look for sheet, develops collection tool, establishes “rules” for walkthroughs (i.e., professional expectations in classroom and after); sets a schedule for learning walks; writes the debrief questions.

LET'S GO  
EAGLES!



## DACL EF1 Learning Target Look For's Criteria

davisc@sullivaneagles.org [Switch account](#)

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

\* Indicates required question

Email \*

Record davisc@sullivaneagles.org as the email to be included with my response

Observer Name(s): \*

Your answer

Department being observed: \*

### Developing an Assessment Capable Classroom



#### “Look For’s”

Essential Function 1	Establishing Where Am I Going?	
	<ul style="list-style-type: none"> <li>• Strategy 1: Students + Teachers Engaging with Learning Targets</li> </ul>	
	TEACHERS	STUDENTS
	Success for teachers looks like: <ul style="list-style-type: none"> <li><input type="checkbox"/> Posted learning targets legible, large, and visible (posted either digitally or physically)</li> <li><input type="checkbox"/> Learning Targets are presented using a framework that shares the                             <ul style="list-style-type: none"> <li><input type="checkbox"/> What “Learning” students will do (skill with content), not just tasks they will complete</li> <li><input type="checkbox"/> Success Criteria for meeting the learning target or targets</li> </ul> </li> <li><input type="checkbox"/> Learning targets are written in student-friendly language?</li> <li><input type="checkbox"/> If more than one Learning Target, the order they are posted shows gradual, deeper learning (scaffolded learning)</li> <li><input type="checkbox"/> Evidence that Learning Targets were verbally shared during the observation and teacher engaged students intentionally</li> </ul>	Success for students looks like: <ul style="list-style-type: none"> <li><input type="checkbox"/> Students know where to find their daily learning targets</li> <li><input type="checkbox"/> Students understand and can speak to what they are learning</li> <li><input type="checkbox"/> Students can communicate how they know they are being successful (success criteria)</li> <li><input type="checkbox"/> Students are using and/or interacting with the learning targets at beginning and throughout the lesson</li> </ul>

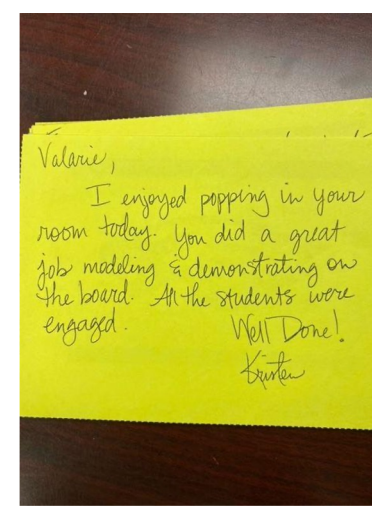
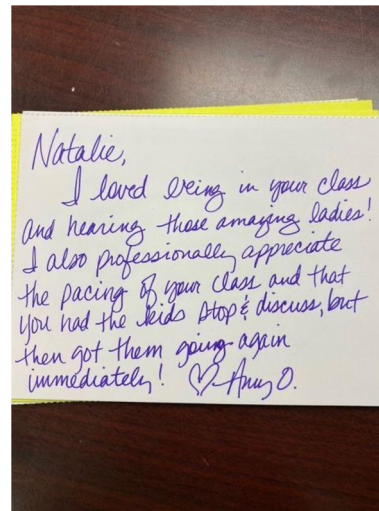
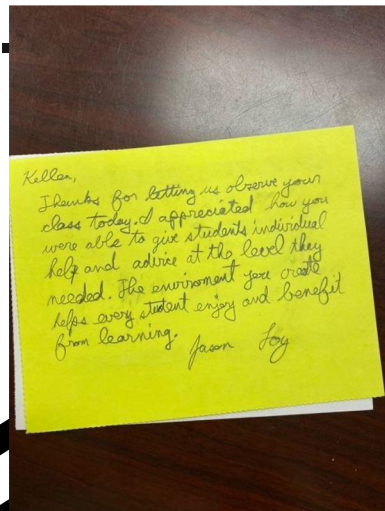
LEARNING WALK GROUP	Teachers They Will Observe	1ST HOUR 2/27	2ND HOUR 2/27	3RD HOUR 2/27	4TH HOUR 2/27	6TH HOUR 2/28	7TH HOUR 2/28	8TH HOUR 2/28
<b>Fuchs</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Blankenship	Rhoads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kramme	Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Johnston	Haynes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wiltshier	Griep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stack		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rhoads</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flanagan	Hoffman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
King	Mald	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Moore	Johnston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wibbenmeyer	A O'Dell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haynes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hoffman</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haar	DeBrecht 1st	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McKinney	Rochleau 2nd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Flora 3rd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Richter 3rd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steyhorn		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chambers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crump		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flora	Jenkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DeBrecht	Fuchs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N Moore	<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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## Step 3: Debrief and Provide Feedback

- Learning Walk group returns to our conference room and debriefs what they saw
- Groups write feedback cards which they deliver to the teachers
- BLT views data at the next meeting and makes decisions for next steps.



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*Things to Think About*

Slide Coming Soon



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# *Outcomes & Impact*

# Teachers and Leaders said...Increased Collective Teacher Efficacy

- Increased accountability -- Teachers were inspired by each other and started holding themselves accountable for teaching excellence.
- Established Relationships and Shifted School Culture to teaching, learning, and teacher growth.
- Sense of “we care for you, we care about you, and we care that you teach effectively”
- Students noticed: “Wish Teachers Taught every day like Learning Walk Days.”
- Increased implementation of DACL with Fidelity
- Increased confidence, collaboration, and buy in.
- Increased dialogue surrounding effective teaching and learning
- Willingness to share instructional and assessment strategies during PD days
- Completion of peer observations with meaningful, aligned, and focused observations
- Increased requests for Instructional Coaching and invitations to “Come see this in my class today.”
- Comfortable with administration and other school faculty walking into classrooms.
- Students loved seeing other teachers in different context and showing them their work
- Cross Curricular Planning and Idea Sharing
- #bettertogether became not just a hashtag but a reality
- Teachers want to “level-up” this PD to [Learning Labs](#) and visit other buildings for walks and labs

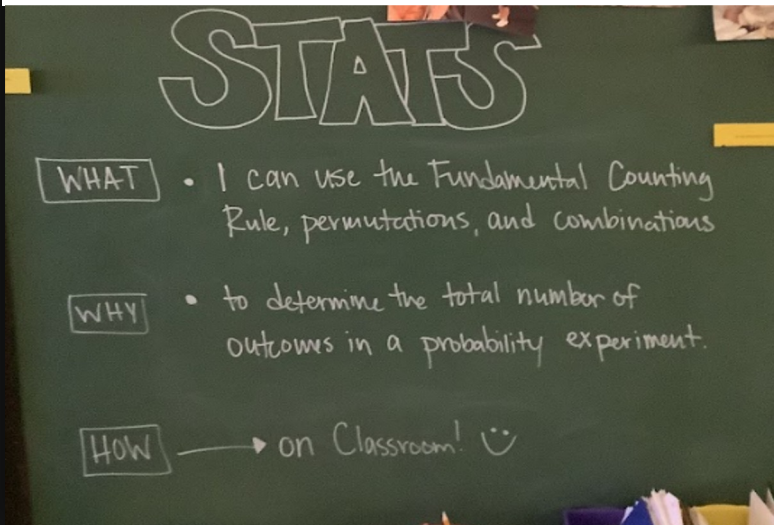


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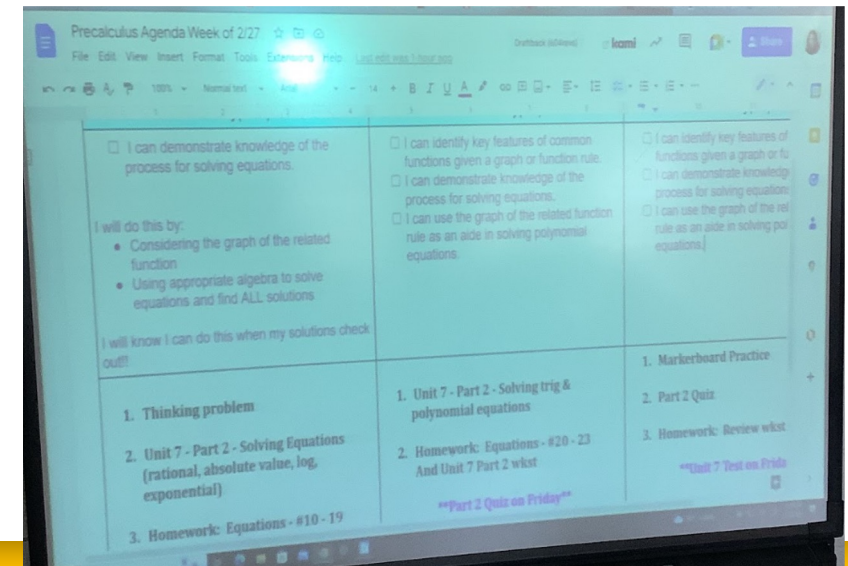


# *Our Next Steps*

- Intentional professional development on Collective Teacher Efficacy
- Schedule more frequent learning walks (using calendar invites)
- Continue Developing Assessment Capable Learners professional development and measure implementation of essential functions 1 & 2
- Develop Guided Questions for Debrief
- Walk and Talk at least 1 classroom with a teacher before all meetings about anything.
- Coordinate with other district buildings for “field trip” learning walks
- Progress to Learning Labs -- See Megen Booker, Sullivan Primary School Principal for what this looks like in Elementary buildings. ([bookerm@sullivan eagles.org](mailto:bookerm@sullivan eagles.org))
- **Include Custodial and Secretarial Staff on Learning Walks -- We are either ALL in or ALL out.**



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*Questions?  
Suggestions?*



# **Contact Us!**

## ***Come Walk, Talk, and Problem Solve With Us***

## ***Invite Us to Join Your Learning Walk Day!***

Mr. Cody Davis, Asst. Principal, etc.  
([davisc@sullivan eagles.org](mailto:davisc@sullivan eagles.org))

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