School Year 2020-21 Aspirations for Teachers (Learning, Support, and Development)

During this time of distance learning, we want all shared leaders to feel cared for, to be connected to their school community, and to engage in meaningful learning experiences that build their instructional knowledge and leadership capacity.

To work towards these aspirations, we are guided by the following:
• Teachers have regular touchpoints with the school leadership to check in on their basic needs and social-emotional well-being.
• Teachers have regular, meaningful, and collaborative touchpoints with peers.
• Teachers receive timely and supportive feedback and coaching on the quality of their planning, instruction, and student outcomes.

As we work to bring these aspirations to life, the following table outlines how we believe the aspirations will look in practice, as well as what we want to avoid. These aspirations should be able to be applied in a virtual or an in-person learning environment.

The aspirations for our teachers <u>are</u> to…	The aspirations for our teachers are <u>not</u> to…	Practices/Expectations that might need to be created, reassessed, or revised.
▪ maintain a growth mindset that is optimistic about students. ▪ collaborate effectively with students, families, and teammates. ▪ self-reflect, take ownership for outcomes, and strive for growth. ▪ have clear goals and an understanding of what equates to student success in relation to the standards and EOY assessments. ▪ engage in meaningful Professional Learning Community (PLC) experiences on a weekly basis. ▪ spend time in observing peers in a focused way for development. ▪ have fluency with the Learning Management System	▪ have low-expectations for students/families. ▪ collaborate insufficiently with peers. ▪ resist seeking, accepting, or implementing feedback. ▪ avoid communicating with families. ▪ just go through the motions. ▪ just complete tasks for compliance reasons. ▪ provide less than meaningful learning opportunities to support student learning.	▪ Create consistent time and space for dedicated PLC weekly learning sessions. ▪ Onboard instructional coaches and assistant principals to what the PLC experience should be. ▪ Spend some PLC time in August norming on baseline instructional expectations. ▪ Create more aligned working norms for meetings to be productive.

- and the curriculum documents.
- receive consistent and effective instructional coaching.
- receive consistent and actionable feed on instruction and planning.
- be celebrated for their gains in student growth and achievement.
- communicate high expectations for learning consistently.
- embed SEL and TI strategies and practices into lessons.
- communicate effectively with families and students, especially those within priority groups.
- engage students deeply in both in-person and virtual instruction.
- provide right-on-time support for students.
- analyze and use formative data to drive instruction consistently.
- develop strong relationships with students, especially students within priority groups.
- feel well supported and developed by the school leadership.
- feel valued, seen, heard, pushed, and appreciated.
- have full clarity of their roles, responsibilities, and expected outcomes.

- provide feedback to students that is not actionable.
- fail to build meaningful relationships.
- deliver lessons that are not engaging.
- shy away from taking ownership for student outcomes.
- blame students and families for lackluster results.
- live in the fog and to not ask questions.

- Re-align schedules to ensure active participation in PLC.
- Develop observation tools that capture student learning to best support teacher growth.
- Align virtual teacher and face-to-face teacher expectations.
- Work with staff to create an individualized professional development plan to help staff refocus on our goals (instruction, culture, operations).
- Clearly identify the priority groups of students.

School Year 2020-21 Aspirations for the Content PLC Experience

During this time of distance learning, we want all teachers to feel cared for, to be connected to their school community, and to engage in meaningful learning experiences that build their instructional knowledge within their content area and hone their skills with digital platforms that enable them to deliver instruction successfully.

To work towards these aspirations, we are guided by the following:
- Teachers have regular touchpoints with school leadership to check-in on their basic needs and social-emotional well-being.
- Teachers have regular, meaningful, and collaborative touchpoints with content peers.
- Teachers receive timely and supportive feedback and coaching on the quality of their planning, instruction, and student outcomes.

As we work to bring these aspirations to life, the following table outlines how we believe the aspirations will look in practice, as well as what we want to avoid. These aspirations should be able to be applied in a virtual or in-person learning environment.

The Content PLC experience is...	The content PLC experience is not...	Practices/Expectations that might need to be created, reassessed, or revised.
- focused on content and instructionally developing participants. - focused on the learner and the expectations for mastery of instruction. - an opportunity for all members to safely discuss, practice, and explore standards. - guided by protocols so that all participants can contribute in a meaningful way. - deeply anchored in a content-vision, measurable goals, and priorities. - an opportunity to examine student work for quality, standards alignment, and misconceptions. - an opportunity to progress monitor student achievement through data and work analysis. - an opportunity to analyze and create action plans to respond to student data collaboratively. - grounded in a well-planned, content-focused agenda.	- a time when the leader does all the work. - a social or complaint hour. - focused on operational or administrative tasks. - unfocused on students or content. - without a focused learning objective or goals. - without an agenda or norms for learning. - accepting of low expectations for adults and students. - without clear outcomes or accountability. - a meeting instead of	- Establish a mindset to consistently complete pre-work. - Share the workload. - Monitor ongoing student engagement. - Ensure members of the administration are present and encourage them to participate actively during PLCs - Establish a targeted and clear vision. - Create agendas that are well timed and content focused.

The Content PLC experience is...	The content PLC experience is not...	Practices/Expectations that might need to be created, reassessed, or revised.
▪ an opportunity to clarify and operationalize the instructional goals and expectations through practice. ▪ a place where equity of voice is prioritized so all can collaborate, engage, and feel safe sharing. ▪ an opportunity to acknowledge both student and teacher achievement by creating time and space to intentionally celebrate success and growth in alignment with goals and priorities. ▪ a team environment where relationships, trust, collaboration, sharing best practices, support, and collective accountability are hallmarks of the PLC. ▪ an opportunity to learn and model effective instructional practices with a lens for priority groups of students. ▪ a time to generate actionable steps (for after the PLC meeting) to bring back to classroom experiences and student learning. ▪ maximized by encouraging accountability for all teachers to complete in pre-work before the meeting. ▪ consistent work to increase student mastery and engagement through rigorous, standard-aligned, and highly meaningful tasks that make real-world connections.	learning. ▪ without collaboration and sharing. ▪ focused on moderating colleagues' relationships with each other. ▪ accepting of a lack of responsibility for student engagement and outcomes.	▪ Encourage instructional coaches to observe other PLCs. ▪ Be clear about which standards should be addressed and link the standards to student learning and products. ▪ Ensure the data of the groups of priority students is always analyzed and discussed.

PLC Focused 30/60/90 Plan

- Cultivate and maintain a team culture (virtual or in-person) focused on high-quality teaching, student-centered learning, and effective collaboration.
- Ensure the continuation of a vibrant school culture that upholds the importance of strong relationships with all stakeholders, collective engagement, and commitment to excellence.
- Intentionally leverage current school strengths to accelerate student learning while continuously seeking opportunities for continued growth.

Key Levers for the first 30 instructional days: *Action Steps Completed by September 28, 2020*

Focus Area	Leadership Team	PLC Leaders	PLC Weekly Experience	Teachers
Instruction	- Conduct learning walks in all classrooms (face-to-face or virtual). - Establish expectations for effective PLCs. - Observe all PLCs or co-lead when needed. - Establish an Instructional Leadership Team (ILT) and meeting cadence.	- Be clear on role and responsibilities. - Empower others to facilitate meetings. - Ensure alignment on the key criteria for a highly effective PLC. - Practice providing actionable feedback. - Participate in ILT experience.	- Come prepared with pre-work. - Ensure there are clear criteria for strong lessons. - Ensure there are clear criteria for strong model lessons of great instruction. - Establish goals for the week. - Receive feedback on authentic strategies involved in the lessons.	- Plan effectively. - Execute instruction in an engaging way. - Build relationships. - Lead modeling of PLCs.
Operations	Ensure that duty systems, health/safety protocols, campus calendars, and schedules are effectively structured and implemented.	- Create agenda with clear learning objectives. - Create consistent PLC schedule.	Communicate to teachers what to expect in the coming weeks—meeting	- Attend PLCs regularly. - Participate actively. - Communicate

Focus Area	Leadership Team	PLC Leaders	PLC Weekly Experience	Teachers
	• Establish an operations weekly meeting schedule. • Establish campus-wide communication plans.	• Send recurring calendar invites. • Establish and communicate roles/responsibilities for PLC participants. • Establish and communicate "Look-fors" for PLC. • Establish and communicate clarity on role of administrators.	times/dates. • Complete calendars nine weeks out. • Follow established norms.	effectively. • Ensure attendance is recorded accurately. • Develop fluency with blended platforms.
Culture	• Establish professional, operational, and cultural norms. • Complete a listening tour with all faculty and staff members. • Establish ongoing survey/feedback cadence with reflection.	• Establish and communicate clarity on teachers' role and responsibilities. • Receive support and coaching from the Leadership Team. • Internalize the PLC aspirations.	• Ensure attendees leave meetings feeling confident that they can implement what was learned and practices in the PLC; feel welcomed, comfortable, heard, valued, and safe within the PLC; and are willing to share and ask questions.	• Check for wellness. • Clarify expectations and support. • Ensure there is equity in sharing ideas and supporting each other's voices.

Key Levers for the first 60 instructional days: Action Steps Completed by November 12, 2020

Focus Area	Leadership Team	PLC Leaders	PLC Weekly Experience	Teachers
Instruction	▪ Establish schedule for observations, learning walks, and walkthroughs. ▪ Establish and norm on coaching cadence and expectations. ▪ Establish PLC schedule, expectations, and desired outcomes.	▪ Co-observe PLCs across the building ▪ Internalize and practice data protocols.	▪ Make adjustments to PLC meetings based on survey data.	▪ Use exemplars effectively. ▪ Progress monitor through data. ▪ Consistently provide feedback.
Operations	▪ Assess implementation of systems, health/safety protocols, and calendar protocols. ▪ Establish development and support cadence for paraprofessionals. ▪ Evaluate implementation of campus communication plans.	▪ Survey PLC members on productivity and effectiveness of PLC meetings.		▪ Progress monitor attendance issues. ▪ Progress monitor student work submission.
Culture	▪ Establish one-on-one coaching sessions for leadership, faculty, and staff. ▪ Create schedule and expectations for weekly culture walk. ▪ Execute a campus step-back to review feedback and data to assess culture.			▪ Communicate wellness needs. ▪ Engage in coaching sessions.

Focus Area	Leadership Team	PLC Leaders	PLC Weekly Experience	Teachers
Instruction	▪ Evaluate and respond to teacher and student growth data.			▪ Provide effective intervention. ▪ Execute high-quality lessons.
Operations	▪ Evaluate the effectiveness of roles, systems, protocols, and procedures.			▪ Create action plan for student work submission gaps.
Culture	▪ Create Q1 action plan and progress monitor key levers based on the data obtained from campus step-back.			▪ Complete mid-semester self-reflection. ▪ Complete goal setting and action planning.

About Instruction Partners

Instruction Partners works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.

instructionpartners.org