2015-2016 Arc of the Year Toolkit

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# Introduction

Over the past year at AF, we have rallied to articulate an AF Arc of the Year so that we are deeply aligned on our most important priorities, the wins associated with each priority, and the strategies we must have in place to achieve those wins. In tandem with our remixed AF Essentials Rubric, which outlines our vision for great teaching, this level of alignment across our network will lead to unprecedented student achievement outcomes in 15-16.

The purpose of the Arc of the Year Toolkit is to provide overall vision, strategy and resources for (1) the Arc of the Year as a whole followed by (2) guidance on each portion of the arc. You are currently receiving the first portion of the Toolkit as well as the Week 6-specific section. Guidance on the other portions of the arc are forthcoming. We recommend reading the first portion first before reading the Week 6-specific section.

We spent significant time in 14-15 reflecting with various key stakeholders on the wins and lessons learned stemming from the Week 8 Vision. We have worked to leverage our wins while simultaneously incorporating lessons learned into this guidance. We also reflected on the purpose of this resource and how to maximize its use. The Arc of the Year Toolkit is a roadmap; it is not a school-based strategic plan. Winning on the Arc of the Year is contingent upon a school’s ability to operationalize what is captured in this resource. Leadership Teams should work together to clarify roles/responsibilities, key decisions, and action plans. This process is outlined in depth through the [Implementation Plan: Key Decisions, Deliverables & Project Plan](#_implementing_Plan:_key) section.

We have embedded symbols throughout this Toolkit to assist in orienting you:

|  |  |
| --- | --- |
| ♣ | highlights a Key Lesson Learned |
| **♣** | signifies a Key Decision |
| **♠** | signifies a Deliverable on Many Minds |

We look forward to collaborating and winning together on the Arc of the Year!

## The Arc of the Year Timeline

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Part of the Arc | Number of Weeks | | | Dates | | | Number of Days  (with scholars) | |
| **Connecticut** | **New York** | | **Connecticut** | **New York** | | **Connecticut** | **New York** |
| Core Culture and Academic Foundation | Weeks 1–6  (6 weeks) | | | August 19 – October 2 | | | 32  (includes 8/19 – 8/21) | |
| Core Course Foundation | Weeks 7–11  (5 weeks) | | | October 5 – November 6 | | | 23 | |
| Thinking & Engagement | Weeks 12–17  (6 weeks)  Note: schools needing more time to meet Week 1-11 goals can use this time to bolster those. | | | November 9 – December 22 | | | 32  (includes 11/23 – 11/25) | |
| CT only:  Reset of Core (Core Culture + FOI / Ratio) | Weeks 18–19  (2 weeks) | | N/A | January 4 – January 15 | | N/A | 10 | N/A |
| Aggressive Monitoring | Weeks 20–27  (7-8 weeks, depends on breaks) | | Weeks 18–25  (7 weeks  + 1 week break) | January 18 – March 11 | | January 4 – February 26 | 32 | 33 |
| Crescendo | Weeks 28–34  (6 weeks  + 1 week break) | | Weeks 26–32  (6 weeks  + 1 week break) | March 14 – April 29  State Tests: 5/16 – 5/20 (ELA), 5/23 – 5/27 (Math) | | February 29 – April 15  State Tests: 4/5 – 4/7 (ELA), 4/13 – 4/15 (Math) | 29 | 27  (includes 6 days of state testing) |
| Readiness | Weeks 35–41  (7 weeks) | | Weeks 33–41  (9 weeks) | May 2 – June 17 | | April 18 – June 17 | 34  (includes 6 days of state testing) | 44 |

## The Arc of the Year Narrative

Outlining the key priorities for each portion of the arc runs the risk of conveying that each arc portion exists in isolation. In reality, the portions of the Arc are deeply connected, building upon each other toward our larger vision of teaching as outlined in the AF Essentials. The following section shares key messages and connective tissue that should inform your planning, teacher investment and year-long instructional strategies.

Weeks 1-6: Core Culture & Academic Foundation

At the end of Week 6, foundational school culture is set and teachers are firmly the captains of their classrooms. This means that

1. Scholars are on-task and possess strong academic habits
2. Every minute of learning is leveraged through tight Common Picture routines
3. Teachers possess the key skills necessary to manage, influence and engage ever child in their classrooms

This is all happening in tandem with rigorous academic instruction. By establishing a warm/demanding environment where teachers hold students to unapologetically high expectations while simultaneously conveying love and support, we set the tone for what joyful rigor will look like across the year. When all of these things work in concert, a foundation is set that leads to unprecedented levels of joy, engagement and learning.

Weeks 7-11: COre course foundation

With a strong culture in place conducive to rigorous academic learning, teacher focus begins to shift to ensure that each class reflects the foundations of the course. Specifically:

1. Instruction is grounded in rigorous content, including questions and tasks that promote depth of knowledge as well as higher order thinking rooted in instructional materials aligned to the college ready bar.
2. Instruction demands that scholars do the heavy-lifting, such that the student thinking and working far exceeds teacher talk and work.
3. Aggressive pacing ensures a brisk start to class that rapidly engages scholars in work, that “brightens the lines and changes the pace” to create the illusion of speed, and that generally adheres to the lesson structures articulated in our FOI’s.

Taken together, a focus on the rigor of the content and questions as well as the foundations of pacing and ratio will enable the success of the next phases of the arc, where we focus on making student thinking visible and aggressive monitoring. Conversely, if we fail to solidify a foundation of rigorous content and ratio, successive phases of the arc will be for not. We would run the risk of layering execution of important taxonomy moves on a foundation of clay that would ultimately undermine student achievement.

Arc Part 3: Thinking Made Visible

The third phase of the arc logically extends the work of the previous phases. Once scholars are on task and focused on rigorous work, the next step is to ensure “all minds on” via a range of accountability moves that make scholar thinking visible: cold call, turn and talk, whole class CFU, show call, and everyone writes. We want to ensure the strategies above are employed throughout every lesson to ensure that scholars are not mentally opting out and truly engaging – such that we increase achievement for ALL scholars. In parallel, as we are engaging all scholars in rigorous thinking, we want to ensure strong discourse and discussion by explicitly modeling and fostering strong habits of active listening, including paraphrasing, re-voicing or augmenting. Over time, teacher reinforcement of these skills should decline as they become habit, thereby producing rich and coherent discussions.

Arc Part 4: Aggressive Monitoring

With a strong academic and culture foundation in place, coupled with intellectually rigorous instruction, we are uniquely positioned to increase our rate of feedback and accelerate scholar learning. Our feedback should ensure students know where they are, where they’re supposed to be and how to get there - this needs to happen effectively with every scholar in every class, every day. To achieve that reality, we build teacher skill in a core set of aggressive monitoring moves - applied to lesson planning and execution. On the planning side, all teachers effectively prioritize what to aggressively monitor for in a given lesson, pre-identify how they will collect data, and what they will do based on the data.  In execution, they urgently monitor scholar work, collect data and deliver individual and batched scholar feedback.

Arc Part 5: Crescendo

As we prepare for game time, we build on the momentum that’s been established via aggressive monitoring to accelerate scholar performance. Our students deserve to show what they know by being prepared to perform their best, not just every day but also on “game day.” Doing well under constraints – particularly timed tasks that are challenging – is one of the most important transferable skills our students will need to perform well on even higher-stakes situations, such as SATs, APs, college exams, and most importantly challenging work and life situations. More specifically, we know that building stamina, comfort and confidence with independent, novel tasks (in this case, state assessments) is something our students need. This is not just about academic at-bats. We also believe we can cultivate non-cognitive habits that go beyond any one test, such as effective effort (“I practice, I get better); seeking out feedback; doing my best on all student work;  and a desire to improve/re-try. To do this, we increase momentum and focus to optimize scholar learning and performance leading up to “show time.”

Arc Part 6: Readiness

During the final portion of the year, school leadership teams shift their attention to planning for the following year. This requires reflection on the previous year and focused attention on articulating a clear vision for the upcoming school year. School readiness work will aim to outline how we use our most valuable resources – talented people and limited time – by defining:

1. Clear roles and responsibilities;
2. Structures; and
3. Systems with a specific focus on a few priority core practices.

This portion of the year will be a time for school leaders to build and refine their skills for training their teachers – an area that will be further addressed during Summer PD.

## Roles & Responsibilities **♣♠**

The table on the following page outlines the highly recommended roles and responsibilities that are essential to effectively carry out each portion of the Arc. While this table is only meant to be a guide, it is important to ensure that roles and responsibilities are explicitly defined and assigned.

**Note: While we have broken out all roles and responsibilities, each arc sub-component will run most effectively if its process is primarily overseen by the Principal.**

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Description | Suggestion | For Additional Context reference Other sections |
| **Overall Owner** | This person is ultimately responsible for the entire school reaching the Arc vision. This person should have the highest expectations in the building and be willing to push the leadership team and teachers towards the Week X goals and beyond. | Principal | **AOTY Overview**  [People Leadership](#_People_Leadership), [Maintenance](#_Maintenance)  **Week X**  Maintenance |
| **Norm Master** | This person oversees the norm-setting process before formal observations begin and ensures that there is a clear set of criteria for defining the school’s vision. S/he finds video or a teacher to observe and leads the process to norm on the various components of the AOTY Walkthrough Tools. This person also leads the process to norm on the length and frequency of observations, as well as the focus areas for each week. | Person Designated as Overall Owner | **AOTY Overview**  [Norming](#_Norming)  **Week X**  Norming on the Data |
| **Action Planning Facilitator** | This person leads the Action Planning Meeting each week. S/he sends and reviews the leadership team’s pre-work, facilitates the discussion and records next steps. | Person Designated as Overall Owner | **Week X**  Reporting,  Data Analysis |
| **Observers/**  **Coaches** | Every member of your leadership team will participate in the norming, observations, action planning and interventions.  The overall owner should decide if any teacher coaches should also participate. | Entire Leadership Team:  *Principals, Academic Deans, Deans of Students, DSO (in select cases), Special Services Leaders* | **AOTY Overview**  [Data Entry](#_Data_Entry_Tool),  [Teacher Support](#_Teacher_Support)  **Week X**  Norming on the Data,  Data Collection & Entry,  Reporting,  [Data Analysis](#_ᴥ_Data_Analysis) |
| ♣  **AOTY**  **Operations Point Person** | This person is ultimately responsible for the successful execution of Arc of the Year logistics. S/he partners with the Overall Owner to flag operational roadblocks or efficiencies and to problem solve as needed.  S/he has a solid command of all the AOTY implementation requirements and owns the Implementation Plan Project Plan, as well as the tools and reports available to school teams in support of the Arc of the Year. | DSO | **Week X** |
| **Chief Scheduler** | This person schedules all of the observations, action planning meetings and due dates for data entry. Observations should occur within the 1-2 days before the action planning meeting and should take place at agreed upon times (e.g. during a specified part of a lesson or transition). | Principal’s Assistant or SSM  *It is recommended that this person also own scheduling TCP Lesson Observations* | **AOTY Overview**  The Data Cycle |
| **Data Collection and Entry Point Person** | If schools decide to use the paper version of the Culture Walkthrough Tools, the Data Entry Point person will collect and transfer all of the data collected by the leadership team to the AOTY tool. This person must enter all of the data on the agreed upon time frame. | Principal’s Assistant or SSM  OR  Individual Coach Entry | **AOTY Overview**  [Data Entry](#_Data_Entry_Tool),  [The Data Cycle](#_The_Data_Cycle)  **Week X**  Data Collection & Entry |

###### The Role of the Regional Superintendant **♣♠**

Regional Superintendents will engage with Leadership Teams to plan, norm and lend support throughout all parts of the Arc of the Year. The level of engagement expected is consistent with current Regional Superintendent roles and responsibilities, focusing on specific support strategies depending on the part of the Arc of the Year.

|  |  |
| --- | --- |
| LAUNCH & MAINTENANCE | |
| **PLANNING** | **SUPPORT** |
| Regional Supts will partner with leadership teams to plan for each part of the Arc of the Year.   * Co-Plan and approve school implementation plans (establish deadlines, provide feedback, etc.) * Create Regional Supt support plans | Regional Supts will ensure that leadership teams are poised to close each part of the Arc strong.   * Help SLs maintain focus on winning on in the current Arc |
|  | |
| WeEKLY | |
| **DATA STRATEGY** | **CHECK-INS** |
| Regional Supts will participate in Arc of the Year data collection, focusing on norming with leadership teams and ensuring all teachers are regularly observed.   * Ensure weekly data points to the arc for each teacher * Co-score and norm on at least 4-6 classrooms, at least 2x during the Arc * Ensure that every teacher has 1 data point per week (or in some cases every other week). \*Can be modified for weeks dedicated to TCP observations | As a part of regularly scheduled calls or check-ins Regional Supts, will spend 15-30 min with each leader or the full leadership team checking in on the Arc of the Year.   * Reviewing/pushing on school and dean/principal wins * Data review and analysis * Checking progress against and revising action plans as necessary |
|  | |
| ONGOING | |
| **PD** | **tEACHER sUPPORT** |
| Regional Supts will ensure that regional cohort and school-based PDs are occurring with fidelity.   * In regional cohort, ensure all required sessions are done to set schools up to turnkey PD * Ensure PD sequence is happening – required in CT * Deliver PD and/or practice PD with the school leadership team as necessary | Regional Supts will work closely with leaders to observe and provide coaching feedback on a regular basis.   * Observe and provide feedback on real-time coaching * Co-score 4-6 classrooms 2x per arc with the leadership team * Conduct walkthroughs with the principal and dean |

## People Leadership♣

When you reflect on the best leaders you have known, the ones who have driven the strongest results, the ones from whom you have learned the most, the ones for whom you have truly enjoyed working, you will likely conclude that these leaders possessed a powerful combination of skill, will, high expectations, and emotional intelligence. They were open and supportive, while also being relentless about execution and performance. They were acutely aware of their own shortcomings, but had a growth mindset about their (and your) ability to learn new things. They were grounded in their own deep beliefs about the “why” behind their work and able to inspire others to connect to and contribute to that vision. They were empathetic – and yet able to inspire and hold people accountable for honoring shared commitments.

The warm demanding balance can be hard to achieve, but getting better at this combination over time is an essential part of helping us all achieve stronger results. We know that the school leader who produces strong results, but does it with high teacher turnover, low organizational health results, and/or a weak adult culture is unlikely to achieve these results over the long-term. By the same token, the school leader who is liked by everyone, makes students and teachers feel cared for and valued, but is not able set clear goals, organize the right work to meet those goals, and push herself, her staff and her students to get there is also not giving our scholars what they need and deserve.

Unlike most of other elements in the Arc of the Year, the work of people leadership is not time-bound. It is not a set of activities that you should focus on during one specific part of the year, but rather muscles we hope you will develop and exercise when you take on each of the part of the Arc. To that end, while our training this year will include some sessions set aside specifically to develop the mindsets and skills associated with being a great people leader, we will be pushing ourselves and you to consider your core work through this lens.

###### people leadership draft competencies

The [appendix](#_Draft_People_Leadership) includes a draft of both personal and people leadership competencies (which will eventually be included in a more comprehensive set of AF leadership competencies). We want to call out here the mindsets that we think are essential to strong people leadership:

* **I lead with core values and clear vision, and I relentlessly protect them**.  I have clear, powerful values and a vision for my school – and I actively promote them with urgency and insistence, looking for opportunities to anchor the work in this bigger picture and moving the saltshaker back to where it belongs. I can speak to what makes my school great, can articulate what matters most and why, and what is non-negotiable for our team and our scholars.
* **I fully and urgently own the performance of my school and scholars.** I do not make excuses. I know that my effectiveness drives teacher effectiveness, which drives student success. I don’t “work on” problems – I pick what to win on, and I win.
* **I lead through others**.  I can only do a fraction of the most important work myself. My primary job is to set others up for success, develop their capacity, and hold them and myself accountable for delivering on the commitments we have made.
* **I am both warm and demanding**. I don’t see a tension between really caring about my team, listening deeply, and celebrating their success AND setting clear, high expectations, providing ongoing constructive feedback, and holding people accountable – in fact, I believe the best management and development of people require both.
* **I am constantly learning and growing**. I am hungry to learn and grow. I embrace challenges and feedback, reflect on both success and brutal facts, and proactively learn from others – and I ensure this growth mindset is a core part of our school culture.

###### draft repeatedly-do people leadership questions

As part of our renewed focus on people leadership, we are going to focus explicitly in 2015-2016 on two leadership power skills – likely Vision & Inspiration and Delegation & Accountability during our Arc trainings (final confirmation of power skills to occur after input at principal retreat). However, we encourage school leaders to consider multiple facets of effective people leadership when they prepare to lead each part of the Arc. Below are draft questions that schools leaders can ask themselves to prepare them to lead Arc of the Year domination (using Week 6 as an example).

Week 6 Strategy Example

|  |  |
| --- | --- |
| PERSONAL LEADERSHIP | |
| Self-awareness and emotional constancy | * How will this work play to my strengths? * What will be especially hard or challenging for me about leading the Week 6 strategy? What biases and blind spots might I have that will influence how I envision and execute on this work? Who can I check in with to help me be fully aware of potential missteps I might make? |
| Personal organization/time management | * How will I align my own time to make sure my team wins on our key goals?  What is most important for me to do? |
| PEOPLE LEADERSHIP | |
| Vision & Inspiration | * How will I keep the purpose/rationale and urgency for this work front and center throughout this campaign?   + In my own words, why is the Week 6 strategy essential to student, teacher and school success?   + How does the Week 6 work connect to the vision and priorities for my school?   + How does it connect to my own values, beliefs, and personal experiences? |
| Input & Engagement | * What role will some or all staff have in shaping the Week 6 strategy?   + How will I gather up front input?   + How will I gather ongoing feedback? |
| Delegation | * What are the clear goals we are trying to achieve?  Who will own each of those goals? * How will we track progress against our goals?  What data will we review, when and how? |
| Building & Sustaining Team | * If I put yourself in the shoes of my staff ...   + How do I want them to feel about the Week 6 work?   + How are they likely to experience the different aspects of this strategy?  How does this differ for new teachers v. veteran teachers?   + What will my team be excited about?  How can I best tap this excitement?   + What are the likely concerns people on my team will have about this work?  How will I make sure to understand and proactively address these concerns and challenges? * How will I celebrate progress and success where I am seeing it?  What early wins can I plan for now? |
| Talent leadership | * How will some staff be able to show leadership in this work? |
| Crucial Conversations | * How will I intervene where there are challenges?  (focus not just on what I will do, but how I will do it and what effect I want it to have on people in terms of feelings and actions). * For teachers who struggle with this work, how will I make the approach to working with them feel coordinated and supportive? |

## Data Strategy

This section includes information pertaining to:

* **Norming:** considerations and methods for norming on data capture.
* **The Data Cycle:** considerations for scheduling observations and incorporating time for planning and follow-up with teachers each week.
* **Data Entry Tool:** basic information for navigating the data entry tool and logistics related to the data that surfaces therein.
* **Data Entry:** considerations for how to ensure that data is entered efficiently and accurately.

###### Norming **♣**

Before beginning AOTY observations during a given portion of the Arc, Leadership Teams will need to devote significant attention toward norming on how data points are captured. This process should be owned by the Principal. Norming for the Arc portion will also help you to norm on the AF Essentials, since the Arc components are all building a foundation for a broader vision of excellence as outlined in the Essentials.

While the data gathered through observations are primarily geared toward driving coaching decisions, Leadership Teams will want to be able to measure progress at the grade and overall school level. For that to be possible, data should be as comparable as possible across observations. In order to norm effectively, you will need to create a Vision of Excellence for each portion of the Arc, specifically outlining the criteria by which you will be measuring the various data points being captured. These criteria will need to be aligned to each measurement’s relevant rating system.

For example, when considering taxonomy skills, observers should have a clear benchmark for what proficiency on each skill looks like; in addition, observers should have a strong grasp of how to tie a teacher’s performance to each of the rating values (i.e. what does a 2 look like? what does a 3 look like?).

Included in the sections that follow are details that will help your Leadership Team during the process of creating an effective Vision of Excellence. For more specific information related to norming on data capture for a specific portion of the Arc, please follow the internal links included below:

* [Weeks 1-6](#_Norming_on_the)
* Weeks 7-11
* Weeks 12-17

Upfront Norming ♣**♣**

We suggest using the following system for upfront norming:

1. Define your Vision of Excellence
2. Gather internal video from high, medium and low performing classrooms
3. Use the video to align as a leadership team
   * Watch the video
   * Leadership Team members independently score and provide rationale for scores
   * Leadership Team members share scores and rationale
   * Leadership Team aligns
4. LT members conduct a handful of team-wide observations together to norm in person
5. If LT is still not aligned, return to the Vision of Excellence to ensure that there is a sufficient degree of clarity

Maintaining Norms Through Co-Observations

Soon after LT norming, we recommend conducting observations in pairs, at a minimum. If your team is not well-aligned, you may opt for larger observation groups. As much as possible, leadership team members should observe teachers who are already in their coaching loads and/or teach the grade levels/subjects the leadership team members oversee.

###### The Data Cycle

Key to ensuring that we meet all Arc of the Year goals is our ability to gather, analyze and urgently act on data. The following section outlines the key components of the data cycle process to ensure all schools have strong data strategies in place.

Scheduling Observations

A Chief Scheduler should follow the guidelines below to schedule all observations.

**Time of Day/Week:** You should schedule observations such that data is fresh for your action planning meeting, while ensuring that you are leaving time for longer observations, feedback meetings and real-time coaching.

**Frequency:** At a minimum, all teachers should be observed once a week.

**TCP Observations:** The formal TCP observation window begins October 19, 2015. Our recommendation is to schedule two TCP observations per dean per week while keeping AOTY observations. Keeping a steady pace is likely the most sustainable approach. We do NOT recommend stacking all TCP observations within a given week or weeks as we want to avoid a “stop everything and do TCP” dynamic.

Weekly Data Cycle **♣♠**

We recommend putting a consistent weekly data cycle in place starting Week 1 of the school year. By doing this at the onset, you will systematize this process and clarify roles and responsibilities to ensure momentum across the year.

Included below is a sample timeline for the weekly data cycle that aligns with the recommended structures from last year:

|  |  |
| --- | --- |
| Day | Action |
| Monday | School leaders observe 100% of teachers |
| Tuesday |
| Wednesday |
| Wednesday by 5:00pm | All data is entered in the AOTY Tool. |
| Thursday by 12:00pm | Each school leader spends 30 minutes analyzing their data (in the same pairs as their observations, if possible). |
| Thursday by 12:00pm | All school leaders complete Data Analysis pre-work and send to Action Planning Facilitator (in the same pairs as observations, if possible). |
| Thursday midafternoon | Action Planning Facilitator blocks out time in advance in each week to review pre-work and prepare for meeting. |
| Thursday afterschool | Action Planning Meeting |
| Friday | Follow Through on Next Steps/Teacher Interventions |
| **Repeat every week** | |

Additional Things to Consider When Scheduling ♣

Not all schools or leadership teams are built the same. Given these inherent differences, there are two additional factors worth considering in modifying the above timeline to match your Leadership Team configuration:

Doubling Back on Teachers **♣**

Many schools had greatest traction in 14-15 by utilizing this strategy; they shortened the observation cycle to place additional emphasis on pushing teachers toward proficiency. In order to do this, conduct all observations during the first two days of the week, and then conduct follow up observations later on in the week. This will provide more checkpoints during the week for monitoring both individual teacher growth as well as the effectiveness of specific interventions.

Observation Team Sizes **♣**

Depending on Leadership Team skill, and where you are in the Arc of the Year, the size of your observation teams may vary.

* **Whole-Team Observations:** Early on during each component of the Arc, conducting whole-team observations will be beneficial to ensure that your LT is fully normed on the various data points being gathered. This is also a helpful skill building strategy to align new LT members. Generally, once you have achieved a sufficient level of norming, you will want to scaffold off into smaller observation teams.
* **Two-Person Observations:** Two person observations can occur both during and following the norming phase. When focused on norming, both observers should gather all data points, as it will be important to compare what they saw following the observation. Once the LT is normed, observation pairs may want to consider splitting up the data being gathered. This will allow for each observer to focus on a subset of the data points being gathered. Doing this effectively, however, requires greater LT skill and capacity.
* **One-Person Observations:** One-person observations will allow your coaches to be in as many classrooms as possible. It is important that your team be fully normed and that your LT members have sufficient skill to conduct thorough observations on their own.

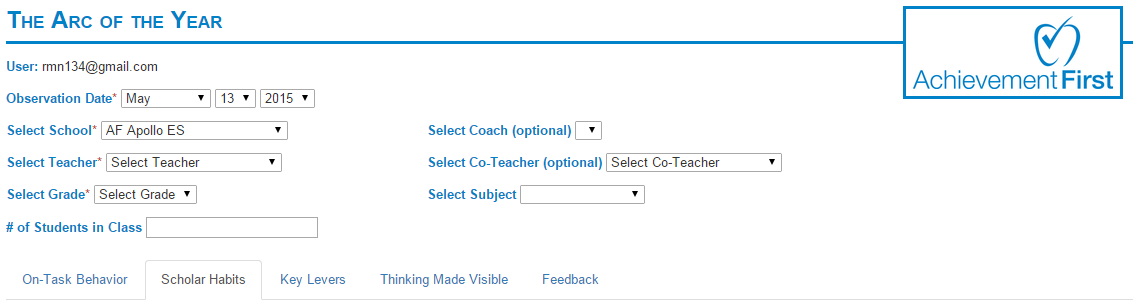
###### Data Entry Tool Summary

The Arc of the Year data entry tool is forthcoming. You must be logged into your AF Google account to view the form.

The Arc of the Year tool is meant to ensure that data practices feel similar throughout the entire Arc. In order to make this possible, the Arc of the Year tool is in many ways a combination of multiple tools that represent the various portions of the Arc. The benefit is that your Leadership Team will be able to use a single form throughout the year, tracking the data points for the current portion of the Arc as well as other data points that you may wish to collect.

Navigating the Tool ♣

The Arc of the Year Tool is organized by the type of data being collected. There are numerous tabs, each of which contains one data type.



By clicking on the tabs, you can navigate between these different data inputs. It is important to note that even when a tab of the tool is not active, the data that you have already entered still exists and will be submitted unless cleared; in this way, you are able to enter data across all tabs.

Other than the required fields outlined under “Basic Requirements”below, there are no fields that are required for an observation to be submitted.

Basic Requirements

Each observation, at the very minimum, requires the following data:

* **Observation Date:** This defaults to the current date. If you are entering an observation that took place at a prior date, you will need to modify this field accordingly.
* **School**
* **Teacher:** Upon selecting a school, a list of current teachers at that school will become available. You can begin typing the teacher’s name to avoid having to navigate the long dropdown list. Please refer to the “Which Teachers Show Up?” section [below](#_Which_Teachers_Show) for more details on the names that will appear in this menu.
* **Grade:** Upon selecting a school, a list of relevant grades will become available.
* **Subject**

In addition, there are two other optional components:

* ♣ **Coach:** In order to monitor your LT’s effectiveness, you will want to view the data by coach. Assigning a coach to each observation here will make that possible in the reports. This dropdown menu will populate once a school has been selected, and will include a list of designated coaches that the leadership teams have submitted. Please refer to the “Which Coaches Show Up?” section [below](#_Which_Coaches_show) for more details on how to configure this list.
* ♣ **Co-Teacher:** If you are observing a co-taught class and would like to submit identical data for two teachers, selecting a co-teacher will make that possible. This dropdown is identical to the teacher dropdown, and will likewise populate once a school has been selected. Upon submission, two separate observations with identical data will be submitted – one for each teacher.

Which Teachers Show Up? ♣

The teacher dropdown menus pull directly from HRIS. As new teachers join your school, HRIS needs to be updated in order to keep these dropdown menus up to date.

[As new teachers joined the school in 14-15, we received many questions about why they were not showing up in the observation form. The list of teachers available in the observation form is tied to the HRIS records. We will provide links to resources and/or details for what needs to happen to keep those records current.]

Which Coaches Show Up? ♣

[One of the lessons learned last year is that many Leadership Teams wanted to cut their data by coach. This is in line with the new action planning guidance for this year. To that end, we are working to build functionality into the tool that will allow for observations to be assigned to a coach/cohort.]

Data Entry **♣**

Schools must decide if they are using the electronic or the paper versions of the Arc of the Year Walkthrough Tools. Schools must then create structures to ensure data is recorded electronically each week, such that reports can be produced prior to the Data Analysis and Action Planning meetings.

We highly recommend using the electronic version first, then switching to the paper version if the electronic version is not working well.

Using the electronic version is the most efficient way to collect data – it eliminates the need for a staff member to enter data for the entire teaching staff, reducing the number of potential data entry errors and allowing immediate access to synthesized data.

If you decide to use the paper version, you will need to assign a staff member to be the Data Entry Point Person. Every school is staffed and structured differently. You may want to use your Principal’s Assistant, a TIR or a member of your Ops team. Additionally, if using the paper version you will need to take data entry time into account when scheduling your observations and action planning meeting. Data should be recent and fresh.

After the data is entered electronically, the person who entered the data will receive an email confirming the entered data. The data can also be viewed in the Tableau Reports. In conversation with your regional superintendent, you should determine how you will use this data to support teacher growth and drive their performance.

♣ [One of the lessons we learned last year is that, inevitably, there are mistakes made when entering such large amounts of data. This year, we are working on providing school leaders with the ability to modify the data they have entered on their own.]

Zoho♣

[Last year, there was overlap with the Week 8 tool and how schools were using Zoho. This year, Zoho will no longer be used, and its functionality will be incorporated into the AOTY tool.]

## Teacher Support

Our teachers are our greatest levers to ensuring we win on the Arc of the Year and see increased student achievement in 15-16. To that end, we believe our highest-stakes job is growing and developing our teacher talent. There are three structures we leverage to do this: coaching, professional development and intervention. The following core practices outline our approach to [coaching](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/Shared%20Documents/Recommendations%20for%20Coaching%20for%202015-2016.docx) and [professional development](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/SitePages/Core%20Practices%20Documents%202015-16.aspx#HalfDayPDPlan).

###### Coaching Portfolios **♣♠**

Each LT member should have a set coaching portfolio that includes the teachers who s/he will be coaching throughout the year. This leads to strong relationship building, an LT member’s keen awareness of the teacher’s strengths/areas for growth, and consistency with the coaching process. Additionally, weekly time should be allocated to lesson review as part of the Observation/Debrief meeting. This should begin Week 1 of school.

Each coach should be familiar with the new AF Essentials and share the relevant Essential with their teachers at the beginning of each portion of the Arc of the Year. This way, teachers are keeping the ultimate vision in mind and are aware of where their current performance falls on the network’s bar for excellence.

###### the observation/debrief Cycle ♣ **♣**

In the past, we’ve viewed Real-Time Coaching and the Observation/Debrief cycle as separate structures. In reality, Real-Time Coaching is an element of the Observation/Debrief cycle. The cycle should work like this, aligning with the sample weekly data cycle outlined [above](#_Weekly_Data_Cycle):

* **Observation 1**: LT member gathers baseline data
* **Real-Time Coaching Cycle 1**: LT member real time coaches based on the gaps revealed in the data. This can occur immediately following an observation (e.g. spend 5-10 minutes gathering data and then shift to coaching) or following the class. In addition, there may be more than one set of observations and real-time coaching during Cycle 1 (e.g. the coach can come by the class three times during the day for quick 5-10 minute bursts).
* **Debrief 1**: LT member and teacher 1) debrief why the LT member stepped in and what he/she coached on, 2) identify the claim, 3) practice (during this time, the LT member actively real-time coaches using cues as a way to prepare for the next coaching session in the classroom)
* **Real-Time Coaching Cycle 2**: LT member closes the loop by coaching on the same skill – using the same cues – that was practiced during the debrief meeting
* **Observation 2 (Cycle Repeats)**

***NOTES:***

* *Depending on when the LT Weekly Action Planning meeting occurs, one or more cycles of coaching may occur between Observation 1 and Observation 2.*
* *We will skill build on the model outlined above during the LT All Leader Training Real Time Coaching session.*

###### Teacher Interventions **♣**

In additional to the Observation/Debrief cycle (including Real-Time coaching) and Friday Professional Development, schools should put consistent intervention structures in place to support all teachers. Included below are summaries of each intervention we recommend implementing. We encourage you to add additional interventions and share resources with the network and each other!

1. **Culture Club:** Culture Club should meet before and/or after school. It should consist of a small group of teachers who all need practice on the same key taxonomy moves.
2. **Video Self-Analysis Protocol:** This is a powerful mechanism for teachers to see the actions they are/are not taking and the impact this has on scholar learning. A protocol includes: 1) capturing footage, 2) viewing a portion of the video using a reflection template, 3) sending the reflection to the coach, 4) debriefing the reflection and practicing during a coach-teacher check-in.
3. **Lesson Rehearsal:** Lesson rehearsal can be used to support teachers who struggle with a variety of elements: content internalization, Taxonomy skills, addressing misbehavior while maintaining the pacing of a lesson, etc. We strongly recommend that you schedule in 10-20 minutes/day per teacher with 1-2 other teachers for daily rehearsal/practice.
4. **Exemplar Teacher Observation:** Many teachers who struggle don’t have a crisp bar for excellence articulated that they are striving for. By leaving their classrooms to observe what excellence looks like (identifying discrete teacher actions and the impact on student outcomes), they have a crystalized understanding of the teacher actions they are striving to replicate and the impact these actions have. This is also a helpful intervention for teachers who are not invested in particular teacher actions and/or don’t have a high enough bar for scholars. A protocol for this strategy looks similar to the steps outlined above foe the Video Self-Analysis protocol.

Determine which interventions you will prioritize at the daily and weekly level. We recommend assigning LT owners to each intervention upon finalizing the intervention schedule. As an example, LT Member X should oversee the Exemplar Teacher Observation strategy for all teachers who require this intervention. By assigning different LT members to the oversight of individual intervention strategies, quality of intervention will increase.

## Maintenance ♣

As we transition from one portion of the Arc to the next, we run the risk of slippage with previous arc portions; given the interconnectedness of the Arc, this would have a significant cost. LTs will receive Maintenance Guidance to support their teams in successfully closing out on a portion of the Arc and continuing to monitor its effectiveness across the year. Specifically, schools will receive the following:

* **Maintenance Protocol**: This protocol will support LTs in evaluating the effectiveness of a portion of the Arc. The team will reflect on 1) the extent to which they met goals, 2) root causes that led to wins and challenges, 3) areas to maintain and pain points to address and 4) next steps to do the maintenance work.
* **Monitoring Action Plan**: LT members charged with leading the maintenance of a portion of the arc will complete an action plan. Key elements of this action plan will include reflecting on weekly data, doing consistent maintenance walkthroughs and coaching in areas where there are pain points.

# Weeks 1-6: Core Culture & Academic Foundation

## Overview

###### Vision & Mindsets

By Week 6 of a school year, we can tell a lot about the cultural health of a school. How classrooms look, sound and feel is typically a clear indicator of the tone and feel for the remainder of the year. For this reason, we are rallying around a Week 6 Vision of Excellence for establishing foundational school cultures upon which we can build. There are a set of key mindsets guiding our Week 6 Strategy:

* **Warm/Demanding**: We create school cultures where all students are held to unapologetically bold expectations AND feel deeply cared about by all staff.
* **Muscle Memory**: Kids and adults thrive on practice during the first weeks of school in order to transform foundational skills into habits. Habits are non-thinking responses that free up our mental capacity to do the heavy lifting that teaching and learning demand.
* **Talent is Paramount**: Our primary LT job during the first weeks of school is to aggressively and supportively develop our teachers to achieve proficiency in baseline skills from which they can continue to grow.
* **Culture/Academic Integration**: While we may silo roles and strategies at the school and network level into “culture” and “academic” buckets, these things are one in the same for our students. We always teach rigorous content. We always create and maintain a culture supportive of learning.

###### Goals

We will rally as a network to ensure that all students are on task, engaged, and have the foundational academic habits necessary to be successful. These skills are all at the foundation of the broader Essential Questions of Focus, Investment and Thinking. To that end, we will measure the following four goals as a network:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Goal | Measuring Progress |
| Ouputs | Time on Task | **95%+**  of students are on-task at all times | This metric will be determined by computing the average time-on-task across all observations. |
| Scholar Habits | **95%+**  of students are meeting the vision of excellence at all times | ♣ This metric will be captured by identifying the number of students that are considered “off-vision” during an observation. |
| Key Levers | Teacher Taxonomy Skills | **85%+**  of teachers proficient on 3 foundational taxonomy skills by end of week 6 | To be considered proficient, a teacher should receive a 3 (Solid) or 4 (Strong) in each of the following Taxonomy Skills:  1) Precise Directions  2) Narration  3) Strong Voice |
| Classroom Climate | **85%+**  of teachers creating a positive classroom climate | To meet the requirements for creating a positive classroom climate, a teacher should receive a 3 (Solid) or 4 (Strong) on the Classroom Climate Score. |

Please take the following into account as you invest your school teams in these goals:

* ♣ **The Classroom Climate Score**: We have at times had tunnel vision around discrete Taxonomy skills and on-task behavior without zooming out to think about the extent to which a classroom feels positive.  While maintaining our focus on our 14-15 metrics, we will also focus in 15-16 on Classroom Climate and ask, “Is the rapport between teachers and students positive?” We recognize that it’s difficult to track classroom climate using hard data because it demands that we rely on our instincts and how a classroom feels.  We do believe though that there are indicators that tell us whether a classroom feels positive or negative.  We trust LTs, in partnership with their Regional Supts, to define excellence in this area and to calibrate on scores.  See guidance in the [norming section](#_Classroom_Climate_(() for further details.
* ♣**♠ Common Picture Routines**: Rolling up Common Picture data at the network level proved to be tricky last year, so we are shifting to a model where schools will monitor Common Picture fidelity internally with their Regional Supts. While we have shifted away from monitoring this structure at the network level, we still believe that Common Picture fidelity is one of the most important key levers to emphasize during these first weeks of school. Refer to the “Common Picture Scorecard” section [below](#_Common_Picture_Scorecard) for more information on strategy and resources.
* **Engagement Moves**: While we will train teachers and leaders on initial engagement moves during spring and summer training, we will not monitor these moves during the first six weeks of school.

###### Readiness

A school’s ability to win on the Week 6 goals relies on the strong culture readiness foundation that has been put in place. The following core practices should be reviewed by Regional Superintendents and meet the vision of excellence:  
[See Core Practices site.](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/SitePages/Home.aspx)

* Common Picture Manual
* Behavior Systems
* **♣**Summer Training Calendar
* **♣**Friday PD
* Intervention Planning: LTs should identify which scholars are likely to need the greatest support and proactively identify the steps needed to support them (e.g. how and when will you loop in families, how will the first days and weeks of the year be structured to provide support).

Additionally, we recommend that all teachers begin the year with MVP Directions and Narration scripted into their lesson plans for behavioral and academic expectations. Based on our lessons learned from the Center for Transformative Teacher Training and Success, we recommend that this practice continue throughout the first six weeks of school.

## Data Strategy

This section includes information pertaining to:

* **Norming on the Data:** questions to consider in creating an effective Vision of Excellence.
* **Data Collection & Entry:** guidance on how toallocate time during an observation and instructions on how to use the data entry tool.
* **Reporting:** guidance on making effective use of the culture reports.
* **Data Analysis:** sample agendas for weekly Action Planning Meetings and related pre-work.

### Norming on the Data ♣**♣♠**

Leadership Teams should norm on all four types of data they are capturing:

1. **Teacher Proficiency with Taxonomy**;
2. **Vision of Excellence for On-Task Behavior;** and
3. **Vision of Excellence for Scholar Habits**; and
4. **Classroom Climate**.

When norming on Taxonomy Skills, your LT should follow the protocol outlined [above](#_ᴥ_Upfront_Norming). Guidance regarding the subcomponents of each taxonomy skill will be available in the data entry tool to cue observers on what to look for, but the LT will need to norm on how execution of the various skills aligns with the 1-4 rating system.

Strong Leadership Team alignment on the vision and rationale for on-task behavior, scholar habits and classroom climate is essential to 1) investing all key stakeholders, and 2) developing teacher skill with teaching and maintaining these student behaviors. To norm effectively, Leadership Teams will need to define a Vision of Excellence for each of the output components. The questions below are meant to ensure that there is clarity in that vision. You will want to enlist a subset of your teachers or the entire staff in developing this vision.

Leadership Teams should be beginning this process now by taking the following measures:

1. **Reflection**: Evaluate the current 2014-2015 state of these student outputs. What are the current strengths and challenges you see related to on-task behavior and scholar habits? What impact does this have on scholar learning?
2. **Vision Setting**: By reflecting on the examples, non-examples and impact on learning, you will be able to create a crisp vision of excellence for on-task behavior and scholar habits heading into 15-16.

NOTES:

* ♣ *The questions below may help in the process. It should be clear that the purpose of the questions below is to help break down each behavior into subcomponents that can be easily identified during a classroom observation. By having concrete goalposts for these measurements, you will be able to more quickly norm on why a classroom is either proficient or not proficient.*
* *As noted in the broad norming section* [*above*](#_Norming)*, you may find that you want to come back to your Vision of Excellence and to the questions listed below if you find that there are norming gaps within your Leadership Team.*
* *Principals and DOSs will participate in a joint All Leader Training PD session on how to leverage the Precise Directions/Narration framework within academic lessons to teach and reinforce on-task behavior and scholar habits.*

###### Time on Task **♣♠**

Time on Task is measured by noting the number of students who are “off task” during a given minute of an observation. By taking the average number of students that are off task and dividing it by the total number of students in the class, an aggregate Time on Task metric is calculated for a given observation.

|  |  |
| --- | --- |
|  | **Norming Questions** |
| On-Task | - How do you define “on-task”? What does it look/sound like when minds are on?  - What do scholars do with their heads, eyes, hands and bodies?  - What do scholars say? How do they respond to others?  - Refining the Vision Above: Answer the questions below and then pressure test your responses with the vision you set above. You will see that increased clarity for the on-task description is needed. Add additional elements   * + What does it look like to be actively engaged? How does this differ from being on-task?   + How does “on-task” look different in various settings (ex: discussion versus independent work)?   + Are there particular “fake it” behaviors that we see exhibited that we want to eliminate?   + What are the most significant “off-task” habits we are looking to reset heading into 15-16? |

###### Scholar Habits **♣♠**

Scholar Habits are measured by identifying the number of students who are “off-vision” during the observation. This number is factored into the total number of students in the classroom to identify the percentage of students who are meeting the vision. Leadership Teams will need to norm on how long an observer should spend gathering this information and when this should occur during the observation.

In order to effectively norm on Scholar Habits, you will want to specifically and clearly define the criteria for scholars that are necessary for meeting the habit. This may require creating a separate chart with your coaches that includes the specific sub-bullets that define each habit.

|  |  |
| --- | --- |
|  | **Norming Questions** |
| Posture/  SLANT | **Guiding Question**: How do scholars indicate that they are actively engaged and focused on the work at hand through their body language?   * What are expectations for head position? * What are expectations for hands? * What are expectations for feet? * What are expectations for facial expressions? * What are expectations for the chair position? |
| Tracking | **Guiding Question**: How do scholars indicate that they are actively engaged and listening to others through their eye contact and facial expressions?   * What are expectations for facial expressions? * What are expectations for eye contact? * What happens when there is a transition from one speaker to another? * If scholars are mid-work and the teacher speaks, what is the expectation for tracking? * What does tracking look like when the speaker is behind the scholar (At the ES level, what does this look like on the rug?)? |
| Vertical Hand | **Guiding Question**: How do scholars indicate that they have something to share and are prepared to contribute to the conversation?   * What does the arm look like? * What do the fingers look like? * Can a scholar move their raised hand while waiting to be called on or should it be still? * Can scholars raise their hands while others are speaking? * Are there any other signals that scholars can use to indicate that they want to contribute to the conversation? |
| Loud & Proud | **Guiding Question**: How do scholars contribute to classroom conversation in a manner that is audible and compelling?   * What is the appropriate volume level for scholar responses? * Does volume level ever shift? In what contexts? * What do eye contact, facial expressions and body language look like to convey pride when speaking? * If there is other noise in the room (small group work, partner talk, etc.), what is the expectation for scholar voice? * What does tone sound like to convey pride? |
| Complete Sentences | **Guiding Question**: How do scholars contribute to classroom discourse through the use of complete sentences?   * Are students expected to answer in complete sentences 100% of the time? Are there any exceptions? * Do expectations only apply in the classroom or in other school spaces (hallway, on line, in the lunchroom, etc.)? * How do teachers prompt for complete sentences? * How do teachers prompt for subject-verb agreement? * How do teachers prompt for clear pronouns? |

###### Classroom Climate **♣♠**

As you work to define the vision of excellence for positive classroom climate, the following questions should be used as a guide.

|  |  |
| --- | --- |
|  | Norming Questions |
| classroom climate | -How would you describe teacher and student body language, facial expressions and eye contact in a classroom that feels positive?  -How would you describe teacher and student tone in a classroom that feels positive?  -What types of nonverbal cues and/or hand gestures do teachers and students use in a classroom that feels positive?  -How do teachers and students show enthusiasm for learning in a classroom that feel positive?  -How does the teacher move around the space to interact with students?  -Does the teacher challenge, affirm and assume the best of scholars?  -How do scholars indicate that they want to be in the classroom?  -What are the indicators of strong relationships between teachers/students and students/students? |

**NOTE:** There are certain indicators that tell us if a classroom has a negative climate. These may include:

* Teacher overreliance on the behavior management system
* Sarcastic, flat or negative teacher tone
* Teacher inability or unwillingness to make eye contact, affirm nonverbally/verbally or smile
* When the teacher asks a question, few or no scholars raise their hands to participate
* Students who roll their eyes at each other or the teacher
* Students who refuse to do work or participate

### Data Collection & Entry

The Weeks 1-6 portion of the Arc of the Year tool is meant to feel very similar to the 2014 Week 8 Tool. The data points are largely similar, as is the manner in which they are tracked.

♣ This year – building off the lessons learned from last year – Leadership Teams should place added emphasis on leading with outputs. Rather than considering teacher inputs in a vacuum, observers should rate taxonomy skill effectiveness in the context of student outputs.

###### School-Specific Skills/Habits

[♣ Last year, many Leadership Teams wanted to track habits and skills beyond the basics outlined in the network guidance. While we addressed this in a very basic and unrefined manner last year, we will do so more robustly this year. To that end, we will include a section here that will outline the procedure for how schools can control these.]

###### Observation Logistics **♣♠**

Observations should be approximately 10 minutes long. Length should be normed across coaches, with additional time devoted toward struggling and cusp teachers to ensure that coaches are able to sufficiently identify areas for improvement.

♣ Observations should begin by focusing on the student outputs: time on task and scholar habits. Observers should use these output measurements as an anchor during the latter portion of the observation, which will focus on assessing taxonomy and engagement skills. Student engagement is a prerequisite for proficiency in taxonomy skills.

The One-Observer Model

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Minute | Scholar Habits | Time On Task | Taxonomy  Skills | Classroom Climate |
| 1 | Yes | If Possible |  | Yes |
| 2 |
| 3 | Yes |
| 4 |  |
| 5 |
| 6 |
| 7 | Yes |
| 8 | If Possible |
| 9 |
| 10 |
| 11 |

The Two-Observer Model: Norming Phase

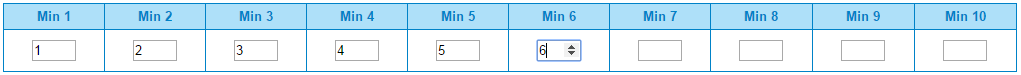
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Minute | Observer 1 | | | | Observer2 | | | |
| **Time on Task** | **Scholar Habits** | **Taxonomy/**  **Engagement Skills** | **Classroom**  **Climate** | **Time on Task** | **Scholar Habits** | **Taxonomy/**  **Engagement Skills** | **Classroom**  **Climate** |
| 1 | Yes | Habit 1 | If Possible | Yes | Yes | Habit 1 | If Possible | Yes |
| 2 | Habit 2 | Habit 2 |
| 3 | Habit 3 | Habit 3 |
| 4 | Habit 4 | Habit 4 |
| 5 | Habit 5 | Habit 5 |
| 6 | If Possible |  | Yes | If Possible |  | Yes |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 | **Observers Share Ratings and Rationales;**  **Observers Norm and Agree on Final Ratings** | | | | | | | |
| 12 |
| 13 |

###### The Week 6 Data Entry Tool: Capturing Data

This section outlines how to capture data for the components of the Arc of the Year tool that are relevant to Week 6.

Time on Task

To capture time-on-task data, an observer will need to enter in the number of students in the classroom. Then, for as many minutes as possible during an observation, the observer should track the number of students in the classroom that are “off-task” and enter these figures into the boxes, as shown below:



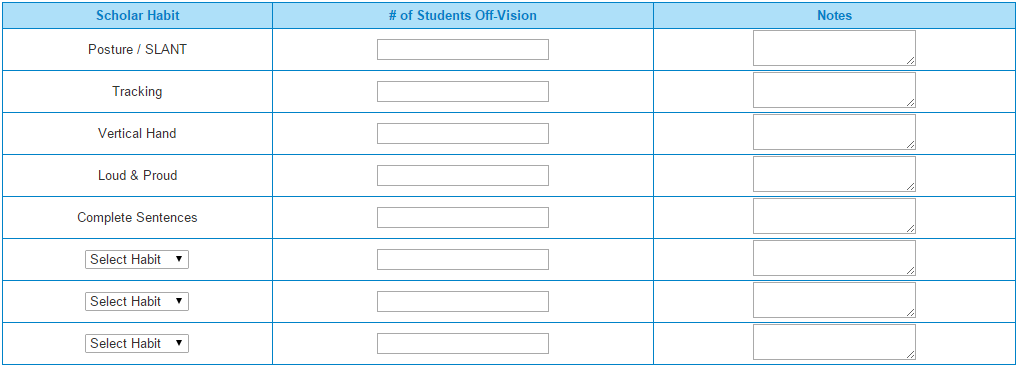
**♣**Leadership Teams will need to norm on how on- and off-task are defined. In the example above, the observer has tracked off-task data for the first 6 minutes.

The output measure for time-on-task tracking will be the percentage of students on-task. Time-on-task for a given observation will be calculated in the reports as:

The average number of students off-task is determined based on how many minutes of data were captured. In the example above, the average number of students off-task will be calculated as:

Scholar Habits

♣ The only shift in how Week 6 data points will be captured involves Scholar Habits, which have transitioned to a system more similar to time-on-task. This change was made based on feedback from various leadership teams across the network that were seeking the ability to capture more granular data related to Scholar Habits.



To gather data for Scholar Habits, an observer will need to enter in the number of students in the classroom. Then, observers will track the number of students who are “off-vision” for each of the various habits. **♣**Leadership Teams will need to norm on:

* What it means to be on vision
* How long a student needs to be off-vision to be marked as off-vision during the observation
* Whether scholars should sustain habits even when teachers haven’t asked for them
* How much time an observer should spend gathering off-vision data for a given scholar habit during each observation.

The output measure for Scholar Habit tracking will be the percentage of students that are meeting the culture vision. The percentage of students on-vision for a given habit during a given observation will be calculated in the reports as:

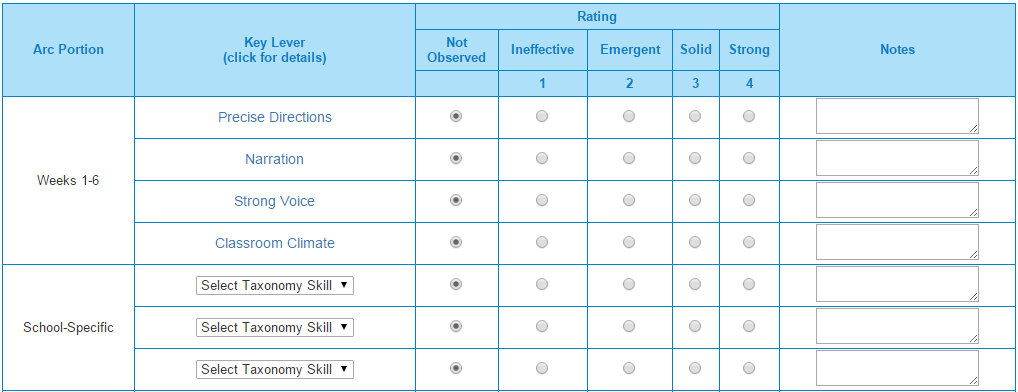
Key Levers

The key levers – both teacher taxonomy skills as well as classroom climate – will be evaluated on a 1-4 scale, as follows:

|  |  |  |
| --- | --- | --- |
| Score | Rating | 14-15  Taxonomy Rating |
| 1 | **Ineffective** | 0: Not Approaching Proficient |
| 2 | **Emergent** | 1: Approaching Proficient |
| 3 | **Solid** | 2: Proficient |
| 4 | **Strong** | 3: Exemplar |

This represents a slight shift from the 0-3 scale we used last year. This change is meant to reflect a higher degree of alignment with the TCP Essentials rubric.

**♣**Leadership Teams will need to norm on the criteria for each of the various proficiency ratings.



By clicking a given taxonomy skill, an observer will receive prompts for the sub-components that each taxonomy skill comprises of.

###### Common Picture Scorecard **♣♠**

While routines and procedures are no longer being tracked centrally through the Arc of the Year tool, fidelity to the Common Picture is essential to leveraging precious instructional minutes and ensuring every minute matters.

The use of Common Picture Scorecards represents a best practice approach to tracking classroom-specific and school-wide routines. In this section, we outline how to create and use the Common Picture Scorecard.

**What is a Common Picture Scorecard?** The Common Picture Scorecard is a simple chart that allows coaches to assess routines, pinpoint the areas that specific teachers should focus on getting right, and provide a high-level narrative for routines. An example of a filled out Common Picture Scorecard is included in the [Appendix](#_Common_Picture_Scorecards). The power in this approach is that it is easily able to roll-up routine performance into a single score.

***NOTE****: DOSs will be trained on the Common Picture Scorecard system at All Leader Training.*

Scorecard Conceptualization

The process for creating your own Common Picture Scorecard should go as follows:

1. **Prioritize Routines/Procedures:** As an LT, you should determine your prioritized list of “power routines.” It is important to create a prioritized list, as you will not be able to push on every routine simultaneously.
2. **Define Vision:** Each power routine owner should refer back to the Vision of Excellence defined in the Common Picture manual to conceptualize your Vision of Excellence for each power routine.
3. **Break Vision into Component Parts:** Each power routine owner breaks the Vision of Excellence into the components that drive the power routine.
4. **Prioritize Component Parts:** These components should be ordered according to how central they are in driving the effectiveness of the power routine. The owner should ask him/herself, “What are the baseline components of the Vision of Excellence that must reach proficiency first, next and last?”
5. **Create Scorecard:** The power routine owner will incorporate these components into the Common Picture scorecard framework.

Prioritizing Power Routines

While the Common Picture outlines the 40-50 routines that happen across the entire school day, the power routine list should include your most important list of routines that must be implemented with fidelity first. There are numerous reasons for prioritizing a handful of routines:

* **Build Momentum:** You want to make sure that your LT begins by targeting the highest-leverage routines. Similar to the snowball strategy outlined above, by gaining concrete traction on one routine, you can apply that momentum toward the next routine.
* **Time and Energy are Finite:** It is important that you are strategic about what you ask your teachers to focus on. By prioritizing a small set of routines, teachers can focus on improving in very specific action areas.
* **Needs to Feel Positive:** If too many routines are included, it can become dispiriting to see that certain areas are not moving. In addition, a given teacher may feel overwhelmed and negatively judged if they see too much red associated with their name.

**♣**In terms of *how* to prioritize routines, you should consider the following, in order:

1. **Impact on Academic Learning:** A routine’s impact on academic learning should be the primary determinant when strategizing on which routines to prioritize. Anything that risks taking academic time should be the highest priority. For example, Entrance tends to bleed into first period and Lunch tends to bleed into the first afternoon period.
2. **Setting the Tone for the Day:** Routines that take place early in the day are particularly important. If these routines aren’t efficient and purposeful, they will have a strong impact on the tone of the day.
3. **Easy Wins:** The third priority – particularly early on – should be to identify the routines that will be easiest to gain quick traction on. This will help build momentum as you move down your list.

Scorecard Organization

The organization of the Scorecard plays an important role in how it is used. Please refer to the example of a filled out Common Picture Scorecard in the [Appendix](#_Common_Picture_Scorecards).

There are two key notes to keep in mind when creating the Scorecard:

* **List Power Routines Chronologically:** The power routines are listed chronologically in the order that they occur throughout the day. This allows an LT member to simply keep one sheet with them and move down the sheet as the day progresses.
* **List Components by Importance:** The component parts are listed in order of foundational importance – from most foundational to least. This will make it very explicit to a teacher which area they will need to master first. In addition, it will be clear to coaches where they need to prioritize their time and energy.

Using the Scorecard **♣**

Throughout the day, the power routine owner will spend time assessing various teachers using the Scorecard. Marking the scorecard is done very basically, using a binary “yes/no” system for whether the outputs are meeting the bar of excellence. For a given power routine, the observer should go through the component parts in the order listed until s/he hits a “red.” This will identify for the teacher which outputs s/he needs to focus on improving. Getting this right requires a clear vision with explicit foundation steps that build toward that vision.

Sharing Scorecard Results

This can occur in two ways:

1. **With Teachers to Drive Learning:** Individual scorecards can be shared in the moment with teachers to drive learning and provide feedback. The Leadership Team member, immediately after observing a power routine, can simply share the printed out Scorecard with the teacher. This reduces the burden on the Dean to enter in this data or to write an e-mail. In addition, it decreases the teacher’s transaction cost for receiving feedback; the immediacy will help and there will be no need to follow-up later on to ensure that the teacher has reviewed the e-mail.
2. **Widely for Investment and to Narrate Progress:** Once a week, school-wide Scorecard results can be aggregated and shared widely. This serves not for learning or for judgment, but as an investment tool. Teachers will be able to hear the story of the progress occurring at the school level. The purpose of this weekly data share is to say: “here is where we are, here is where we were, and here is where we need to be.” If you are making a concerted push on a single routine, it may make sense to share out scorecard results daily.

If your LT plans to roll this out as a public accountability system, you will need to be careful to appropriately frame the purpose of the Scorecard to your teachers beforehand. Your teachers will want context for why they are seeing red next to their names. It is important that it is conveyed that this is neither a call-out mechanism nor a means for passing judgment, but as a tool to help keep track of progress towards a school-wide vision. To this end, your LT will need to be strategic in identifying the cycle of feedback that will be most effective in driving your team towards its goals.

In addition to carefully framing the roll-out of this system, you will want to ensure that e-mails sharing this data are framed positively. Effective share-out e-mails should:

1. Share the aggregate scorecard metric – the single figure that captures the percentage of the scorecard that is green.
2. Share progress from the last e-mail checkpoint. This is important to narrate progress on the prioritized set of power routines.
3. Highlight the routines that are most conforming to the Vision of Excellence and/or where there have been the greatest improvements.
4. Provide clear action steps and/or focus areas. Below is an example for one such call to action in a daily scorecard e-mail that is focused on PM Homeroom:

*Tomorrow, EVERY HR IN THE BUILDING should have the following by 4 PM:*

* *Scholars have backpacks at their seats*
* *Scholar materials from last class are packed up*
* *All monitors are present*

1. Include the Scorecard itself in the body of the e-mail (optional)

### Reporting

[This section will include details on how to navigate the reports, including screenshots, where to find answers to questions, and how the reports will fold into action planning]

### Data Analysis & Action Planning ♣

As you push toward your Vision of Excellence, your Action Planning Meetings will help you to monitor progress and identify the highest leverage areas for growth. By articulating specific action areas during these weekly meetings, your Leadership Team will be able to measure the efficacy of its actions. By assigning goals to specific Deans, there will be clear ownership and a more purposefully allocation of Dean time. Finally, frequent progress check-ins throughout the week will ensure that your Leadership Team remains focused on the current set of key wins you are pushing toward.

We reflected on last year’s data meeting structure and pinpointed best practices to accelerate movement towards our goals. The high level shifts that will be explained in detail in this section are:

* **Snowball Approach:** Leadership Teams should prioritize pushing cusp teachers to proficiency
* **Re-Orienting Action Planning Meetings:** Action Planning Meetings will be used to define how LT members will allocate time and serve as accountability checkpoints for the Leadership Team
* **Actionable Goals:** coaches will commit to moving individual teachers each week
* **Frequent Check-Points:** LT should touch base each day to assess progress towards weekly goals

***NOTE****: LTs will receive training on the Action Planning framework at All Leader Training.*

###### The Snowball Strategy: Prioritizing Cusp Teachers ♣**♣**

Last year, the most consistently effective method for pushing on culture involved a “snowball” approach – constantly focusing on getting the “next tier” of teachers up to proficiency while simultaneously providing high-impact intervention strategies for teachers who are struggling. Coaches double-down on their “cusp” teachers, devoting additional coaching time toward pushing the teachers who are closest to hitting proficiency.

As you consider how to implement this strategy at your school, it is important to note that we are not recommending only observing and coaching in cusp teacher classrooms. It is essential that your leadership team have an accurate understanding of how teachers and classrooms are evolving. This means that leaders should be in all classrooms weekly. The “snowball” approach recommends providing additional time, beyond the baseline that all teachers receive, to cusp teacher development. Additionally, if there are classrooms that are devolving and becoming unsafe, these rooms must be prioritized as well.

There are a handful of key facets involved in effectively implementing the Snowball approach:

1. **Identifying “Cusp” Teachers:** Leadership Teams need to be explicit in segmenting between solid/strong teachers, cusp teachers, and struggling teachers. The cusp teachers should be those teachers who are closest to hitting proficiency in a particular skill.
2. **Allocating Coaching Time:** Coaches will want to allocate additional time to pushing these cusp teachers toward proficiency. This is the key to effectively implementing the snowball strategy: coaches should be disproportionately focusing on teachers that are close to proficiency.
3. **Establishing Proof Points to Accelerate Trajectory:** The path to accelerated performance comes through investing discretionary time earlier in the top tier performers so that the struggling teachers have more proof points. The snowball strategy hinges on building a wider base of proficient teachers and creating numerous anchors for struggling teachers to look to and observe.
4. **Interventions Support Struggling Teachers:** Throughout this process, struggling teachers will continue to receive coaching and additional support through interventions. The most struggling teachers will need time to see results. Because coaches will be devoting additional time to cusp teachers, it is important that the time spent developing struggling teachers is impactful. Ideally, struggling teachers will demonstrate improvement through standard coaching and interventions. As they develop and approach proficiency, coaches will be able to shift their time allocation towards a new set of cusp teachers.

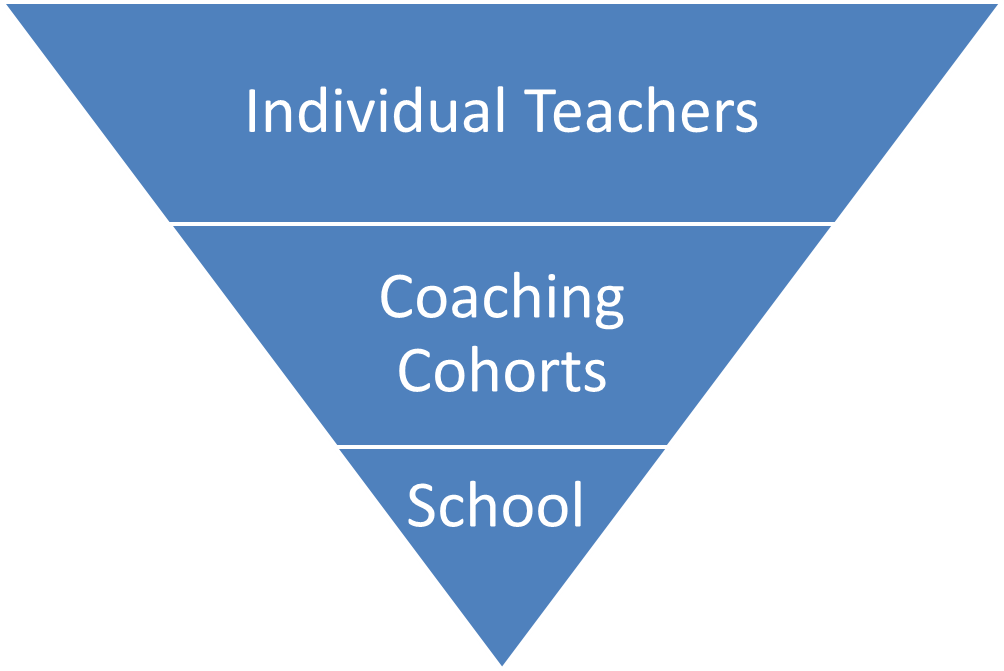
It is important to acknowledge that this may not be a purely linear process – it may not be as easy as saying “we will move these teachers this week, then these teachers next week, then these teachers after that.” You should be upfront in acknowledging that there are both technical and adaptive components to pushing teachers toward proficiency: teachers who need minor tweaks may simply be able to accept a change and move into proficiency quite quickly, while teachers going through adaptive changes may stay “on the cusp” for a bit longer as their mindsets take time to develop.

In addition, your Leadership Team should be upfront in acknowledging that there will be tradeoffs required. We strive to simultaneously stretch high-performing teachers, push cusp teachers, and provide robust support to struggling teachers. However, the time, energy and resources of every Leadership Team are finite. Your Leadership Team should be very deliberate in how you allocate these across your teachers.

***NOTE:*** *It is important to note that if your teachers already have a strong base, then this may not be the most effective approach. If your teacher cohort is largely strong in their taxonomy and most teachers are able to drive student outputs, it may make more sense to prioritize supporting teachers struggling with this work.*

###### An Action Planning Framework ♣

The Action Planning Meeting held each week should strive to combine the teacher- and cohort-level perspectives of each coach into a consolidated school-wide plan for the upcoming week.



Coaches, who spend the most time with the teachers within their cohort, have the fullest understanding of the needs of each individual teacher. Importantly, the needs of each teacher will not be the same – experienced teachers may be further along than newer teachers, 3rd grade classrooms may face different challenges than Kindergarten classrooms, and so on. Combining each coach’s unique insights from his/her cohort with higher-level data analysis is critical for effective action planning.

With that in mind, we suggest that each coach’s pre-work focus on pinpointing growth areas for each of his/her teachers and consolidating what they are seeing up to the cohort level, identifying both common trends and areas of inconsistency. By targeting the individual teacher level and the coaching cohort level, coaches will focus on the teachers and data that they are already intimately familiar with.

Weekly Action Planning Meetings should be used to pull coaching perspectives up to the school-level. After checking in on progress towards Week 6 goals, most of the time during the Action Planning Meeting should be devoted toward evaluating the outcomes of previous commitments, establishing clear goals for the following week and creating a clear strategy for how to allocate coaching/training time. This meeting should take approximately 60 minutes. If the meeting outcomes cannot be achieved in a reasonable amount of time, speak with your Regional Superintendent about how to make the process more efficient at your school.

###### Creating a Teacher Tracking Document **♣♠**

In adopting the snowball strategy, we suggest creating a shared Google doc (see example [here](https://docs.google.com/a/achievementfirst.org/spreadsheets/d/1LdiaRcD46hdowJiki8-bV57r2a6Rfz3PEi6T70feKnU/edit?pli=1#gid=0)) to monitor how your LT is prioritizing and pushing on teachers. This method will additionally function as an accountability mechanism across your Leadership Team.

As part of the pre-work, coaches will input information into this document as well as addressing line items entered by other coaches. In this way, the pre-work will feed directly into the Action Planning Meeting, where this list will be pulled up as part of the action planning process.

**Tab 1: Cusp Teachers**

In the first tab, coaches will keep track of “cusp” teachers – or those teachers who are on the cusp of proficiency. In line with the snowball approach described above, your LT will be prioritizing a subset of these teachers during a given week. As teachers hit proficiency in various skills, your goal should be to eliminate focus areas and to then eventually move them out of this tab. A teacher will be moved out of this tab once s/he is consistently proficient in all relevant skills.

|  |  |  |  |
| --- | --- | --- | --- |
| **Cusp Teacher** | **Coach** | **Focus Area(s)** | **What is Holding Back from Proficiency?** |
| *Teacher A* | *Coach A* | *Precise Directions,*  *Narration* | *Not adhering to MVP, takes too long to begin narrating* |
| *Teacher B* | *Coach A* | *Strong Voice* | *Not using self-interrupt, do not engage, and/or quiet power* |

**Tab 2: Struggling Teachers**

Struggling teachers should be tracked in a separate tab. These teachers should be receiving coaching and training through interventions. As a teacher improves through those mechanisms, he/she should move from this tab and into the Cusp Teachers tab.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Struggling Teacher** | **Coach** | **Focus Area(s)** | **Current Intervention** | ***Other Coaching Strategies?*** | ***Exemplar Teacher to Observe?*** |
| *Teacher C* | *Coach A* | *Precise Directions,*  *Narration,*  *Strong Voice* |  | *Other coaches would then fill in these columns* | |
| *Teacher D* | *Coach A* | *Precise Directions,*  *Narration* |  |

Upon creation, *all* teachers should be included in this Tracking document on either Tab 1 or Tab 2. Coaches should aim to move teachers from Tab 2 (Struggling) into Tab 1 (Cusp) and finally – once they hit proficiency – out of the document.

###### Action Planning Meeting Pre-Work ♣**♣**

In addition to conducting the individual teacher and cohort analysis, the overall Week 6 Owner will take on an additional layer of pre-work – identifying high-level concerns and tracking progress towards goals – in order to effectively facilitate the Action Planning Meeting.

Sample Pre-Work AGENDA for Each Coach

**1. Individual Teacher**

* **Exemplar Teachers:** What are the high-performing teachers in your cohort doing that you want to see replicated across the school?
* **Cusp Teachers:** Identify your cusp teachers and incorporate them into the Teacher Tracker Google Doc.
* **Struggling Teachers:** Identify your struggling teachers and incorporate them into the Teacher Tracker Google Doc. Are your struggling teachers aware of what proficiency in each skill *should* look like? Are they aware of the gaps in their performance relative to this bar?
* Prior to the Action Planning Meeting, briefly review the Teacher Tracker Google Doc and incorporate feedback for other coaches where appropriate.

**2. Coaching Cohort**

* **Struggling Teachers:** Are there trends in terms of what is holding struggling teachers back?
* **Cusp Teacher Trends:** Are there trends in terms of what is holding cusp teachers back?
* **Exemplars:** What are the gaps that we see between our proficient teachers and our exemplar teachers?

**3. Support**

* **Coaching Efficacy:** Self-reflect on how your own coaching is going. Are there things that are working well? What are you finding challenging? Have you hit a sticking point with any of your teachers? If so, make a note to share during the Action Planning Meeting to gather input on how to move forward.
* **Interventions**: Of the interventions you were responsible for last week, which ones were successful in moving teachers towards proficiency? Why were they successful? Are there any trends that you noticed in terms of the sticking points that teachers are struggling with?

ADDITIONAL Pre-Work for Week 6 Owner

**Tracking Towards Goals**

* How are we tracking versus our Week 6 goals?
* Identify bright spots to share.
* What areas did we focus on pushing on (through coaching, interventions, PD, and/or other) last week? Are we seeing progress that is in line with that emphasis?
* Are there particular grades or coaching cohorts that are not demonstrating progress? Flag these for discussion. Are there particular taxonomy skills/scholar habits that are lagging? Flag these for discussion related to how to orient upcoming PD sessions.

**Reviewing the Teacher Tracker Google Doc**

The Principal should review the Teacher Tracker Google Doc each week to ensure that each coach has completed the relevant pre-work required. The Week 6 Owner should be using this document to pre-identify trends to be discussed during the Action Planning Meeting: what are the most concerning gaps and/or the gaps that are affecting the greatest number of teachers?

###### Action Planning Meeting ♣**♣♠**

Action Planning Meetings should be used to:

1. Assess the effectiveness of the past week; and
2. Set goals for the upcoming week.

Please refer to the [sample Action Planning Meeting agenda](#_Sample_Action_Planning) included in the appendix.

School-wide metrics will move based on the improvement of individual teachers. To that effect, your Leadership Team should set goals around the number of teachers that each LT member will commit to pushing to proficiency, not on hitting aggregate metrics. Each LT member should leave the meeting with clarity on the specific areas that they will be pushing each teacher on during the upcoming week and should be prepared to allocate their coaching time accordingly.

As noted above, you should be deliberate about acknowledging where your teachers are in the process of moving toward proficiency as you identify who you can move to increase proficiency with your weekly goals. Teachers going through an adaptive change process may be “on the cusp” but may not move into proficiency within the week, even with additional coaching focus. Moving such a teacher will involve iterative shifts in mindset that compile over numerous weeks. Being upfront as a coach in addressing and factoring in the mindsets of your teachers will help ensure that you are able to set reasonable goals.

By the end of the meeting, your Leadership Team will want to have completed a chart similar to the one included below. This chart is also incorporated into the example [Google doc](https://docs.google.com/a/achievementfirst.org/spreadsheets/d/1LdiaRcD46hdowJiki8-bV57r2a6Rfz3PEi6T70feKnU/edit?pli=1#gid=0) referenced above.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | # of Teachers Meeting Goal | # to Move by Next Week | Committed to Moving | | |
|  |  | Coach 1 | Coach 2 | Coach 3 |
| On-Task Behavior  *Goal: 95%* | **Time on Task** |  |  | *Teacher A*  *Teacher B*  *Teacher C* | *Teacher D*  *Teacher E* | *Teacher F*  *Teacher G* |
| Scholar Habits  *Goal: 95%* | **Posture/SLANT** |  |  | *Teacher H*  *Teacher I* |  |  |
| **Tracking** |  |  |  |  |  |
| **Vertical Hand** |  |  |  |  |  |
| **Loud & Proud** |  |  |  |  |  |
| **Complete Sentences** |  |  |  |  |  |
| Taxonomy  *Goal: 85% proficient on all three* | **Strong Voice** |  |  |  |  |  |
| **Precise Directions** |  |  |  |  |  |
| **Narration** |  |  |  |  |  |
| Classroom Climate  *Goal: 85% proficient* | **Classroom Climate Score** |  |  |  |  |  |

At the beginning of each Action Planning Meeting, you will return to the prior week’s chart in order to assess how effective your team’s efforts were.

At the end of the meeting, each Dean should have clear ownership for the following week on:

1. Getting a set of teacher-skills to proficiency during the following week; and
2. An intervention with a specific focus area.

###### Beginning of Week LT Huddles **♣**

At the beginning of each week, we recommend that Leadership Teams briefly huddle to review the action steps agreed upon during the previous Action Planning Meeting.

This huddle should be brief, but should recap, at minimum:

* The key wins for the week
* Who is responsible for owning each of the key wins
* Which cusp/struggling teachers are being prioritized

###### Daily Touch-Points **♣**

The most effective Leadership Teams came back to their action steps each day. These touch-points can be brief, but should serve to ensure that your team is constantly driving towards your key wins.

Items to recap should include:

* What did we see today that represents progress towards the week’s key wins?
* Is there anything we saw today that suggests we are off-track for our key wins?
* Do any coaches need additional support in pushing a teacher or with an intervention?
* Given our answers to the above questions, what are the implications for tomorrow?

One strategy that has proven effective in the past involved taking a “Broken Windows” approach. In adopting this strategy, daily meetings are centered on identifying the one item that the school should focus on for the following day. The key is making this item attainable over the course of the following day (e.g. “every SLANT direction includes a scan of flat feet”). We have a sample deck from one such meeting available [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/AFPMA%20Whole%20School%20Debrief.pptx) from AF Providence Mayoral Academy.

## Teacher Support **♣**

You will receive the following Week 6 resources to bolster teacher support:

|  |  |  |
| --- | --- | --- |
| What | Description | When |
| Real Time Coaching Guidance and Week 6 Cheat Sheet | The guidance will build on lessons learned from 14-15 and provide our current approach to RTC and Week 6. The cheat sheet will support leaders in aligning on the most common teacher skill gaps and how to coach to address these gaps. This guidance will serve as the prework for the ALT Week 6 RTC session. | Early June |
| Intervention Guidance and Resources | The guidance will build on lessons learned from 14-15 and provide our current approach to intervention and Week 6. You will receive updated resources that include: intervention schedules and protocols to run culture club, lesson rehearsal, etc. | Early June |
| Summer PD Resources | The Summer PD core practice provides a recommendation for how to use culture time at schools. Additionally, schools will have access to the following resources:   * NTT Session Plans, Drills and Scrimmages: 14-15 and 15-16 * Rehearsal Protocols for use with first days’ instructional and routine lessons * Common Picture protocols to use to align staff around common vision | June |
| Friday PD Resources | We are in the process of determining the types of guidance and resources you will receive. | Forthcoming |

## Maintenance ♣

## Implementation Plan: Key Decisions, Deliverables, & Project Plan

In order to win on the Week 6 goals, we’ve created an implementation plan process that includes three parts: 1) **Key Decisions:** In order to operationalize the Week 6 work with fidelity, this table tees up all key decisions to be made by the Leadership Team, 2) **Deliverables:** To further align each Leadership Team and Regional Superintendent, these simple deliverables capture key decisions and strategy, and 3) **Project Plan:** To ensure clear roles and responsibilities as well as clear work streams, this pre-populated plan outlines action steps, deadlines and owners of bodies of work.

At a high level, here is the process we recommend following:

* Read through the Key Decision Table and component guiding questions.
* Note deliverables that you will access on Many Minds and when they’re due to your Regional Superintendent.  We tried to narrow the Deliverables to essential baseline components of the work that all schools will need to think through, regardless of how you might make the arc your own – for some, this is a template. For other strategic decisions (e.g. how to norm your team on taxonomy skills), you’ll represent your planning within the project plan.
* As you work through your key decisions, determining R&R, timelines, and your strategies, adjust the project plan to better support your planning needs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bucket | Key Decision | Questions to Ask  *Some examples* | Date | Deliverable  *Turned in to Reg. Supt.* | Resource |
| Roles & Responsibilities | Determine Roles & Responsibilities for your team during the Week 6 Vision | - Who will fill each role during Weeks 1-6?  - How will I roll this out to the LT and train them?  - How will I assume ultimate ownership of the Week 6 Vision, support my LT in executing their roles, and hold all staff accountable to the vision? | 6/1 | [Roles & Responsibilities](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Roles%20and%20Responsibilities.docx) | [Roles & Responsibilities Guidance](#_Roles_&_Responsibilities) |
| Determine how your Regional Superintendent will support your LT in achieving Week 6 goals | - Is the RS or the Principal driving ownership of the support plan?  - How will the RS support LT norming and roll-out to staff during Summer PD?  - How will the RS push Week 6 goals through data review, co-observations, attending action planning meetings, and principal check-ins?  - How will existing RS/Principal structures help support the work, and what new touch-points should be put in place? | 8/3 | [Regional Superintendent Support Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Regional%20Superintendent%20Support%20Plan.docx)  In addition, the RS & Principal should meeting in July or August to review Key Decisions & Deliverables to date. | [The Role of the Regional Superintendent](#_The_Role_of) |
| Norming on the Week 6 Vision of Excellence for On Task Behavior, Scholar Habits, & Classroom Climate + Norming on Teacher Skill | What is your Vision of Excellence for On Task Behavior, Scholar Habits, and Classroom Climate? | - How do we define each component of the student outputs vision?  - How do we define each component of classroom climate vision?  - What are the benchmarks for proficiency on these components? | 6/19 | [Vision of Excellence for On Task Behavior, Scholar Habits, and Classroom Climate](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Vision%20of%20Excellence%20for%20On-Task%20Behavior,%20Scholar%20Habits,%20and%20Classroom%20Climate.docx) | * [Reflection on 2014-15 Student Outputs](#_Reflection_on_2014-15) * [Time on Task Norming Questions](#_Time_on_Task_1) * [Scholar Habits Norming Questions](#_Scholar_Habits) * [Classroom Climate Norming Questions](#_Classroom_Climate_(() |
| When and how will you norm your LT on the Vision of Excellence for On Task Behavior, Scholar Habits, & Classroom Climate? | - Will we collect and use video from the current school year? When will we collect video?  - Will we observe as an LT during the current school year? When will we observe together?  - When will we build in time to check for misalignment and recalibrate? | 6/19 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx) | [Norming Questions](#_Taxonomy_Skills) |
| When and how will you norm your LT on the Inputs, or Teacher Taxonomy Skills? | - Will we record video in the current school year and norm with our LT during the summer? Can we use the same video we are collecting for VOE norming?  - Will we observe as an LT during the current school year? When will we observe together?  - When will we build in time to check for misalignment and recalibrate?  - What are the indicators for teacher ratings 1-4 on each teacher skill?  - Will we name specific lesson planning expectations related to Week 6 – such as scripting MVP/Narration (strongly recommended)? When will LT norm on these? | 6/19 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx) | [Taxonomy Skills](#_Taxonomy_Skills) |
| When and how will you roll out and train teachers on the VOE for On Task Behavior, Scholar Habits, & Classroom Climate, as well as Teacher Taxonomy Skill? | - How will I invest teachers in the purpose and vision of the week 6 work?  - What adult culture strengths will I leverage in the week 6 work?  - What does this look like in August PD?  - How am I using data on known skill gaps (LT knowledge and NTT data) to target or differentiate PD?  - What is the ongoing vision for Friday PD?  - How do we incorporate the Essentials?  - How will we roll out any specific lesson planning expectations related to Week 6 – such as scripting MVP/Narration (strongly recommended)? | After All Leader Training session | [Summer PD Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/SitePages/Core%20Practices%20Documents%202015-16.aspx#SummerPDPlan) (Core Practice due 6/30) | * [Week 6 Adult Culture Spring PD](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/SummerTrainings2015/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2FNetworkSupport%2FTeamCAO%2FSummerTrainings2015%2FShared%20Documents%2FWeek%206%20Adult%20Culture%20Materials&FolderCTID=0x012000005E6C066945404D9C1E166D0AB22FF6&View=%7BDF50D8A8-E312-4DCE-A204-712896AE1AB2%7D) * MVP/Narration Training in June Cohorts * Week 6 Fall Adult Culture PD at All Leader Training |
| Observations & Data Cycle | What is our Data Collection Strategy? How will Week 6 VOE data be collected and tracked for each teacher? | - How will we track teacher proficiency and interventions coming out of action planning meetings?  - How am I using LT knowledge and NTT data to rank both returning and new teachers to know their gaps?  - Will we use the online AOTY data tool, or the paper tool during observations? If paper, who tracks and enters this data?  - Will we track any school-specific scholar habits within the data tool?  - How will the data be shared, and with whom? | 7/20 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx) | * [Weekly Data & Action Planning Cycle](#_ᴥ_An_Action) * [Creating a Teacher Tracking Document](#_Creating_a_Teacher) * [Sample Teacher Tracker Google Doc](https://docs.google.com/a/achievementfirst.org/spreadsheets/d/1LdiaRcD46hdowJiki8-bV57r2a6Rfz3PEi6T70feKnU/edit?pli=1#gid=0) |
|  | What is our Data Analysis & Action Planning Strategy? What is the weekly structure for data analysis and action planning? How will LT time be prioritized? | - Will there be beginning-of-week or daily touch-points?  - When is data due from coaches?  - What is the pre-work and agenda setting process prior to each meeting?  - What outcomes from the action planning meeting are tracked, and how? | 7/20 | * [Weekly Data & Action Planning Cycle](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Weekly%20Data%20and%20Action%20Planning%20Cycle.docx) * Weekly: Teacher Tracking Mechanism   ([Suggested google doc](https://docs.google.com/a/achievementfirst.org/spreadsheets/d/1LdiaRcD46hdowJiki8-bV57r2a6Rfz3PEi6T70feKnU/edit?pli=1#gid=0)) | * [Weekly Data Cycle](#_Weekly_Data_Cycle) * [Action Planning Meeting Pre-work](#_Sample_Action_Planning_1) * [Action Planning Meeting Agenda](#_Sample_Action_Planning_1) |
| What is our LT’s coaching strategy, coaching structure, and allocation of coaching loads and interventions/support? | - How will teachers be assigned to coaches: Will we allocate teachers based on full-year portfolios (recommended) or differently?  - How will I structure coaching to build the capacity of my LT to be both high-impact coaches and normed with a strong culture eye?  - What is our model for various types of observations: full LT, pairs, and individual, and how will we scaffold down?  - What structures am I setting up to ensuring the full LT remains normed throughout Week 6?  - What is the strategy for allocating LT time to teachers?  - Will we use the snowball strategy of moving cusp teachers?  - Will we double back on teachers or observe teachers only once/week?  - What type of coaching will all teachers receive, and what is differentiated based on proficiency?  - How will we ensure that all LT members prioritize coaching every week?  - What is the repeatedly-do for updating my RS on how coaching allocation and portfolios are changing?  - Which interventions will be used to support struggling teachers?  - Which LT member will own planning and/or implementing each intervention?  - What is the intervention schedule?  - How will we track attendance and follow up with LT coaches if someone did not attend?  - How will we monitor interventions to ensure their effectiveness? | 8/3 | Forthcoming during All Leader Training:   * Coaching Portfolios * Coaching Strategy * Coaching Structure & Time Allocation | * [Coaching Portfolios Guidance](#_Coaching_Portfolios) * [Example Coaching Plan & Strategy](#_Example_coaching_plan) * [The Snowball Strategy](#_ᴥ_The_Snowball) * [Observation/Feedback Guidance](#_Observation/Feedback) * [The One Observer Model](#_The_One-Observer_Model) * [The Two Observer Model](#_The_Two-Observer_Model:) * [Teacher Interventions](#_Teacher_Interventions) |
| Common Picture Scorecard | What power routines will you prioritize, and what is the vision of excellence for these routines? | - Which routines have the greatest impact on learning time?  - What is our Common Picture vision for each power routine? | 6/23 | * [Common Picture](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/SitePages/Core%20Practices%20Documents%202015-16.aspx#CommonPicturs) * List of Prioritized Power Routines   *These two items are pre-work for an All Leader Training session.* | * [Common Picture Scorecard Guidance](#_Common_Picture_Scorecard) |
| In what order will you prioritize getting to proficient on the power routines, and what are the essential components to get to proficient? | - How many different routines does the LT want to focus on at a given time?  - Which LT members own which Common Picture routines? | 7/20 | [Common Picture Scorecard](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Common%20Picture%20Scorecard_List%20of%20Prioritized%20Power%20Routines.docx) | * [Common Picture Scorecard Guidance](#_Common_Picture_Scorecard) * [Sample Common Picture Scorecards](#_Common_Picture_Scorecards) |
| How will you use the Common Picture Scorecard with teachers? | - Will we directly provide this in observations?  - Will we roll up as a school-wide data point for investment or progress monitoring?  - If the latter, what kind of data collection system will we put in place? How will we share this data with teachers? (frequency & medium) | 7/20 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx) |  |
| When and how will you norm your LT on the Common Picture scorecard? | - Will we collect video during the current school year? How will this fit into other video collection plans for VOE and teacher skill norming?  - When will we build in time to check for misalignment and recalibrate? | 7/20 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx) |  |
| When and how will you roll out and train teachers on the Common Picture scorecard? How will you build in the Essentials? | - How will I invest teachers in the purpose and vision?  - What does this look like in August PD?  - What is the ongoing vision for Friday PD? | 7/20 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx) |  |
| Maintenance of Week 6 Vision | How effective was this part of the arc? | - What is our debrief structure?  - Whose voices should be heard?  - What data will we collect along the way to ensure we have an effective debrief? | Week 5 | *TBD* | *Guidance and support tools to come.* |
| Maintenance of Week 6 Vision | How will my LT monitor the coaching focus areas of the arc with continued observation, data collection, and reflection? | - What role will this play in our ongoing data analysis portions of LT Meetings? | Week 5 | *TBD* | *Guidance and support tools to come.* |

# Weeks 7-11

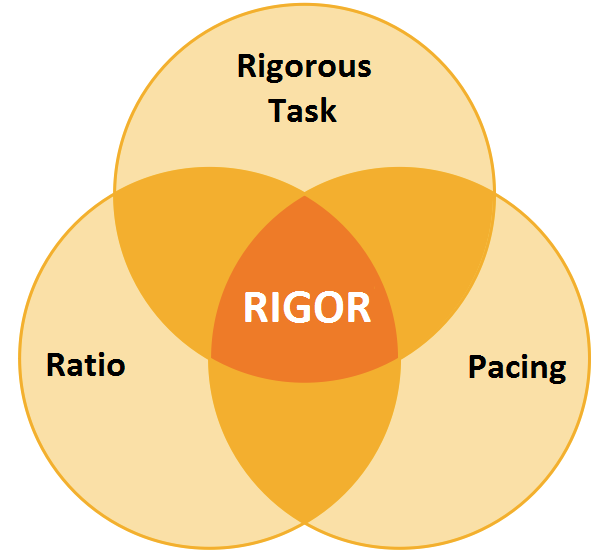
## Overview

###### Vision & Mindsets

***Imagine being completely confident that on any given day in any given classroom you could walk in and see an urgent, practice-driven lesson rooted in rigorous questions, tasks, and materials?*** That is the goal of establishing solid course foundations in Weeks 7-11.

With a strong culture in place conducive to rigorous academic learning, teacher focus will shift to ensuring that each class reflects the foundations of the course from lesson plan through execution. Specifically:

* **Rigorous Question**: Instruction is grounded in rigorous content, including tasks and problems that promote depth of knowledge as well as higher order thinking
* **Ratio:** Instruction demands that scholars do the heavy-lifting, such that the student thinking and working far exceeds teacher talk and work
* **Pacing:** Aggressive pacing ensures a brisk start to class that rapidly engages scholars in work that creates purposefulness and momentum through all parts of the lesson, and that generally adheres to the lesson structures articulated in our FOI’s



Taken together, a focus on the rigor of the content, as well as, the FOI foundations will enable the success of the next phases of the arc, where we focus on making student thinking visible and aggressive monitoring. Conversely, if we fail to solidify a foundation of rigorous content and structure, successive phases of the arc will be for naught. We would run the risk of layering execution of important taxonomy moves on a foundation of clay that would ultimately undermine student achievement.

###### Differentiation by School-Level

Nailing down the contents of Weeks 7-11 has been challenging. We have been trying to strike the balance of being responsive to evolving thinking in light of the NYSE / SBAC data and ensuring we have something solid to push on as a network. This is Year 1 for Weeks 7-11 – it’s not going to perfect, but we’re going to learn a lot, and make a big dent in solidifying strong academics across the network.

One of the biggest differences with Weeks 7-11 is that we are customizing the emphasis by content area and school-level. We have to be responsive to data, and part of that is flexing Weeks 7-11 content to ensure we are getting the highest impact aspects of core foundation nailed down. For ES, we are leading with a heavy focus on FOI fidelity. For MS, there will be an emphasis on rigorous tasks and questions. FOI fidelity and rigorous questioning are not mutually exclusive, but with only five weeks, it’s important to be focused so that we see tangible impact.

###### Goals

We will rally as a network to ensure that all students are engaged in high rigor lessons that are appropriately paced and aligned to our FOIs. These outcomes are in service of the broader Essential Questions of Rigor. To that end, we will measure the following goals as a network:

Elementary School

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|  |  | Goal | Measuring Progress |
| Key aspects of foi fidelity | FOI Priorities | **75%**  of teachers proficient on all three key aspects by Week 11 | * Teachers score 3+ (meeting expectations) on all four of the priority indicators for key FOIs |
| foi pacing | * Teachers are on pace at all three priority timestamps for key FOIs |
| lesson plan review | * Lesson plan receives an average rating of 3+ (solid) across: rigor, big idea, CFS, exemplar, pacing, and questioning. |

Middle and high school

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|  |  | Goal | Measuring Progress |
| Key Levers:  Rigorous Questioning | Lesson Rigor | **85%**  of teachers rated “solid”  **25%**  of teachers rated “exemplary” | * The task, problems, and questions are at or above the level in AF’s units * The teacher has clearly defined what excellence looks like, and students are clear on the key points and are told the CFS before they begin |

Please take the following into account as you invest your school teams in these goals:

Weeks 7-11 will likely feel like the messiest portion of the Arc, but we have serious Rigor, Engagement, and Pacing Problems that are worth confronting.

We have at times tended to focus on the most winnable goals without considering what is most important, and ultimately, highest impact for our scholars. While discrete taxonomy skills may feel more satisfying to go after in the short-term because they are neat, clear, and quantifiable, focusing on those items alone will not generate the student achievement results we must realize as a network. While we may not be able to win completely on FOIs and rigor or quantify them as cleanly as other measures, they are worth going after. Norming and raising our collective rigor bars is one of the most important things we can do as a network and will only strengthen the remainder of the Arc.

To illustrate the current state of rigor and FOI fidelity, consider the following data point:

* Of 33 MS lesson packets audited from the week of May 44-8, 2 scored as high rigor, 10 scored as medium rigor, and 21 scored as low rigor.
* Team Teaching & Learning audits conducted by Will, Tara and Rebecca from 2014-2015, noted glaring pacing problems across the network including FOI fidelity.

###### Leveraging the Power of the network

Weeks 7-11 present an opportunity to leverage the power of the network, specifically Team Teaching & Learning (TTL). We plan to deploy TTL intensively during this time to

* Conduct an initial audit of the network to assess the state of the network, provide individualized feedback to schools on where they have gaps, and identify schools that could be pushed to excellence to serve as exemplars and schools that require intensive support.
* Build skill-based PD sessions for Weeks 7-11

**Week 5-6 Audit**: During weeks 5-6: Team Teaching & Learning (TTL) and Team Special Services (TSS) will audit schools for the Instructional Foundations of Rigor and Ratio (below). TTL and TSS compile and send summaries to school leaders and tier schools. Schools will be tiered into the below groups.

|  |  |
| --- | --- |
| Tiers | Support will be deployed through the following structures: |
| Baseline Level of Support | 1. Regional cohort time 2. Regional sup support 3. Sharing of best practices (ELA memo, cohort time, CFs) 4. Plug & Play PD |
| More Intensive Interventions | All of the above *and* Achievement Directors will be deployed to intensively support (2-3 schools per AD). Achievement Director focus will vary based on school level and content area. |

###### Readiness

A school’s ability to win on the Course Foundation goals relies on the strong culture readiness foundation that has been put in place. The following core practices should be reviewed by Regional Superintendents and meet the vision of excellence:  
[See Core Practices site.](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/CorePractices/SitePages/Home.aspx)

* Program Overviews & FOIs: Core Instruction
* Intensive Intervention Plan & Process: Math
* Independent Reading, Goals, & System
* Lesson & Unit Planning Expectations & Feedback Process
* Intellectual Prep Protocol (IPP): Including planning, execution, and re-do expectations
* Summer Training Calendar
* Friday PD

## Data Strategy

This section includes information pertaining to:

* **Norming on the Data:** questions to consider in creating an effective Vision of Excellence.
* **Data Collection & Entry:** guidance on how toallocate time during an observation and instructions on how to use the data entry tool.
* **Reporting:** guidance on making effective use of the culture reports.
* **Data Analysis:** sample agendas for weekly Action Planning Meetings and related pre-work.

### Norming on the Data

Leadership Teams should norm on all types of data they are capturing:

elemetary school

1. **FOI Look-for Priorities**
2. **FOI Look-for Timestamps**
3. **Lesson Plan Review Markets**

When norming on FOI components, the key is to ensure everyone is clear on how to leverage the FOI Look-Fors as part of the process. For the lesson plan components, your LT should ensure a clear lesson plan review process and protocol has been communicated. Then, your LT should review a subset of lesson plans together to ensure the team is clear on what to evaluate for each component and how that content should score on the 1-4 rating system.

Middle and high school

1. **Lesson Rigor**
2. **Lesson Plan Review Details**

When norming on Key Levers, your LT should follow the protocol outlined [above](#_ᴥ_Upfront_Norming). Guidance regarding the subcomponents of each taxonomy skill will be available in the data entry tool to cue observers on what to look for, but the LT will need to norm on how execution of the various skills aligns with the 1-4 rating system.

NOTES:

* *The questions below may help in the process. It should be clear that the purpose of the questions below is to help break down each behavior into subcomponents that can be easily identified during a classroom observation or lesson plan review. By having concrete goalposts for these measurements, you will be able to more quickly norm on why a classroom is either proficient or not proficient.*

###### elementary school: FOI fidelity and lesson plan review

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|  | **Norming Questions** |
| FOI Priorities | **Guiding Question**: Is the FOI priority being executed in a manner that is consistent with FOI guidance?   * Are we clear on what each of the FOI priorities should look like? * What moves execution from (3) solid to (4) exemplar? * Do we need to strategically time our observations to ensure we see the various FOI priorities in action? |
| Foi timing | **Guiding Question**: Is the lesson pacing aligned to the FOI recommendations?   * What is the margin of error before we mark a timestamp as being off pace? * Do we want to focus on particular timestamps week by week? * Will it be clear when we enter a classroom, which portion of the lesson a teacher is in / when they transition? |
| Lesson Plan markers | **Guiding Question**: Is the lesson plan content going to lead to a rigorous, FOI-aligned lesson?   * Do we have a clearly communicated lesson plan review protocol in place? * Are we clear on which portions of the lesson plan we will look at to evaluate each of the key components? * Have we defined our vision of excellence for each of the key components? * Have we conducted a handful of team-wide reviews together to norm and confirm we are aligned? |

###### Middle and High school: Key levers

We suggest using the following system for norming on the key lever and detailed CFS above

1. Refine your Vision of Excellence
2. Gather internal video and/or materials from high, medium and low performing classrooms
3. Use the video and/or materials to align as a leadership team
   * Watch the video
   * Leadership Team members independently score and provide rationale for scores
   * Leadership Team members share scores and rationale
   * Leadership Team aligns
4. LT members conduct a handful of team-wide observations together to norm in person
5. If LT is still not aligned, return to the Vision of Excellence to ensure that there is a sufficient degree of clarity

RIGOROUS PLANNING IN THE HUMANITIES

|  |  |  |  |
| --- | --- | --- | --- |
| **4 - Strong** | **3 - Solid** | **2 - Emerging** | **1 - Ineffective** |
| Meets almost all criteria; almost the entire lesson fosters the type of thinking required by the most rigorous tasks on the state/AP exam | Meets most criteria; Much of the lesson requires that scholars engage in the type of thinking and required for the state/AP exam | Meets some criteria; Pushes scholars beyond basic restate/recall but fails to match the rigor of the state/AP exam | Meets few criteria; Demands mostly identify/restate and “right there” thinking |

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| **Facet** | **Most Common Pitfalls** | **Key Criteria** |
| **Rigor of Text(s)**  *Each lesson is focused on a high-quality text (or multiple texts)* | * **Simple/shallow:** Texts lack sufficient complexity and fail to allow for deeper analysis or unpacking | * **Complex**: The text(s) are at or above the complexity level expected for the grade and time in the school year. * **Rich:**   + For ELA: The text(s) exhibit exceptional craft and thought worthy of analysis.   + For history: The text(s) build knowledge relevant to the content being studied and/or spur historical thinking: compare and contrast, causation, change over time, contextualization. |
| **Core Task / Problem Rigor**  *Core task or central question fosters depth of thought* | * **“Right There”** – Answers to the question are obvious; scholars don’t have to work too hard to figure out the answers * **Too narrow** - Focuses scholars on too narrow a piece of the text or to narrow a theme/idea * **Overly scaffolded** – Gives away the answer or suggests the answer. | * **Demands analysis** (as opposed to identifying or rehashing) * **Focuses on central meaning/theme/key ideas**   + Broad, demands inquiry into key ideas and authorial moves without unnecessary scaffolding   + Requires careful reading of the full breadth of the text   + Aligned to grade level CCSS, matches the rigor of the state/AP exam * **Requires students to cite evidence from the text to support analysis, inferences and claims.** |
| **Questioning**  *Back pocket questions Illuminate the full depth of the text* | * **Trail of Breadcrumbs –** Leads scholars to the “right” answer without them having to grapple * **“Right There” or cliché –** Fails to propel scholars beyond a surface level reading of the text * **Outside the text** | * **Analytical and Text Dependent**: Questions prompt deep analysis that uncovers the rigor of the text’s meaning and/or an exemplary response; push beyond rehash by prompting scholars to -   + Analyze key words/phrases/lines they may overlook   + Analyze the impact of authorial choices on meaning   + Analyze the structure of the text and its impact on meaning   + Reconcile tensions and clarify ambiguity in the text   + Articulate the theme in a nuanced fashion |
| **Exemplar**  *The teacher establishes clear standards for work quality*. | * **Obvious contrast –** The difference between exemplar and non-exemplar is blatantly obvious * **Low level –** Fails to articulate thinking at the college ready bar | * **Standards of excellence for student work –**   + Clear criteria for success are posted for scholars   + Where appropriate, the teacher has modeled excellent work via a visual anchor   + Where appropriate, the teacher prompts scholars to contrast exemplar and non-exemplar |
| **Scholars Working**  *The vast majority of the lesson is spent in text* | * **Long swaths of teacher talk;** high % of teacher centered instruction * **Heavy reliance on “Control the Game” reading** | * **A majority of the lesson is spent reading, speaking or writing about texts.**   + Each phase of the lesson includes clear tasks for scholars to engage in * **AIR is the default setting for reading** |
| **Pacing**  *Brisk pacing quickly gets to the meat of the lesson* | * **Sluggish start –** Too much time devoted to do now (going over every question in detail), opening routines clunky | * **Focuses on the meat**   + Allocates the most time to the most rigorous activities * **Fast Start**    + Do now/framing/opening routines complete within 5-10 minutes * **Chunked out**   + The lesson consists of clear cycles of scholar work and sharing out that creates the illusion of speed |

RIGOROUS PLANNING IN MATH

|  |  |  |  |
| --- | --- | --- | --- |
| **4 - Strong** | **3 - Solid** | **2 - Emerging** | **1 - Ineffective** |
| Meets almost all criteria; almost the entire lesson fosters the type of thinking required by the most rigorous tasks on the state/AP exam | Meets most criteria; Much of the lesson requires that scholars engage in the type of thinking and required for the state/AP exam | Meets some criteria; Pushes scholars to do some thinking but fails to match the rigor of the state/AP exam | Meets few criteria; Demands mostly identify/restate and “right there” thinking. |

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| **Facet** | **Most Frequent Pitfalls** | **Key Criteria** |
| **Key Points** | * **Too many** – Including so many Key Points, the lesson lacks focus * **Too detailed –** Including a level of detail that the lesson becomes overly prescriptive | * **What and How** – Describe the ‘what’ and ‘how’ of the lesson * **Accessible** – Written in student friendly language * **Concise** – Written in as few words as possible without over simplifying the point * **Focused** – 2-3 Key Points for a lesson |
| **Core Task / Problem Rigor** | * **Stand along content** – Lack of inclusion/application of previously learned concepts or skills to ‘focus’ on the day’s key points. * **Immediate success effect** – Lowering the rigor of the TAI to ensure all kids start off class with a ‘quick win’ (ala a Do Now). | * **Think About It**   **Illumination** – Problem is aligned with 1-2 key points. Student work and thinking will illuminate the key point(s) without much teacher intervention.  **“Low floor, high ceiling”** – Within the zone of proximal development so all kids can access it, but there’s space for a rich discussion about multiple strategies. It promotes flexible thinking.  **Requires interpretation** – Requires sense making through annotation or representation and planning to determine the strategy and/or solution pathway.  **Requires communication** – Requires use of evidence and reasoning through work shown or written explanation.   * **INM**   + Meets criteria 1, 3 and 4 for a Think About It Problem   + **Higher Threshold –** Slightly above zone of proximal development, but applies previously learned mathematics. Entry or solution path is neither stated nor obvious. |
| **Questioning** | * **Leading** – Wording of questions cue students to correct answer or do sense making for students * **Scaffolded** – Questions are bite-sized from the beginning to anticipate and head-off student struggle. | * **Funneled** –   + Start broad and get narrower in reaction to student responses as a means to guide students to think about and summarize key points; initial questions are not leading.   + Elicit multiple ideas or solution methods to strengthen understanding of the content. * **Developmental** – Relate new concepts to prior knowledge and skills to develop thinking and understanding about the content of the lesson. * **Predominantly higher order questions** – Majority of questions ask kids to do sense making, reasoning, and justifying. Few questions are meant to gather information (i.e. recall facts, definitions, steps, or procedures)**.** |
| **Exemplar** | * **Missing altogether** * **Obvious contrast –** The difference between exemplar and non-exemplar is blatantly obvious * **Low level –** Fails to articulate thinking at the college ready bar * **Inaccurate** – Includes incorrect strategies or answers | * **Accurate** – Correctly applies Common Core aligned strategies for the day’s lesson, arriving at the correct answer * **Meets UPESC framework** * **Exemplar serves as a visual anchor** (student or teacher generated during class)for students to reference once they are working during partner practice and independent practice * **Exemplar work completed** for at a minimum the Exit Ticket, TAI, and INM Example (\*\*All problems in classwork should be completed ahead of time but may not be completed to the same level of detail). |
| **Scholars Working** | * **Long swaths of teacher talk –** High % of teacher centered instruction * **I/We/You** – Demonstrates a direct instruction approach | * **Heavy emphasis on scholar work time –**   + Scholars spend the bulk of the lesson “doing” as opposed to listening or waiting   + Direct instruction is strategic and efficient   + Scholars spend little to no time in the lesson simply transcribing * **Strategic Release** – Students are released to work at all points when appropriate (i.e. applying previously learning concept or skill, to CFU the class, etc.)   **Always another level** – Students have work that challenges them at every point in the lesson |
| **Pacing** | * **Sluggish start –** Too much time devoted to do now (going over every question in detail), opening routines clunky   **Devoid of changes in modality** | * **Fast Start –** Opening portion of the lesson complete within 10 minutes * **Focuses on the meat –** Allocates the most time to the most rigorous activities(i.e. TAI + INM) * **Chunked out**   + The lesson consists of clear cycles of scholar work and sharing out; avoids long swaths of one modality where scholar attention wanes   + Changes modalities (independent work, turn and talk, discussion, kinesthetic checks for understanding, etc.) that create the illusion of speed |

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|  | **Norming Questions** | |
| Lesson Rigor | | | **Guiding Question**: What level of thinking does the question require and is the teacher clear on what excellent student response or work look like?   * What are AF’s unit expectations / grade level standards for this portion of the year? * What is a task / problem?   + How scaffolded is the task either by the teacher or the materials? (e.g., a high rigor task that is heavily scaffolded should likely result in a lower rating)   + Is the rigor of the task / problem about what (content-wise) is being asked, how it is being asked, or the specific action students are being asked to take (e.g., if students are being asked to revise their responses to a rigorous prompt, while the prompt may have been rigorous, the task of revision that students are doing may not be). * How will we know if a CFS exists if it is not explicitly written?   + While it is a best practice to have a clear, visible CFS, there are cases where teachers repeatedly use the same CFS with students and it becomes ingrained. So, if you do not see one, you may want to ask a few students if they know what the CFS are or if they are clear on the key lesson points. * Does student work align to the CFS? |

### Data Collection & Entry

The Arc of the Year data collection tool will be used throughout all Arc portions. As noted in the Week 1-6 portion of the toolkit, schools will be able to add customized teacher skills for any portion of the Arc.

###### Observation Logistics

Observations should be approximately 10 minutes long. Length should be normed across coaches, with additional time devoted toward struggling and cusp teachers to ensure that coaches are able to sufficiently identify areas for improvement.

There are certain lesson portions that will lend themselves to higher impact Week 7-11 observations. These include lesson components that involve a higher level of interaction between teachers and scholars (e.g. not independent practice). Therefore, we recommend scheduling observations when possible to capture these high-interaction portions. One way to ensure you are observing at optimal times is to review lesson plans in advance of an observation. This is a best practice not only because it will help in scheduling, but more importantly, it will help to identify where the teacher needs support – in planning or execution. Lesson plan review may also help you to prioritize your observations (e.g. if a plan is not strong, it may not be worth observing a teacher).

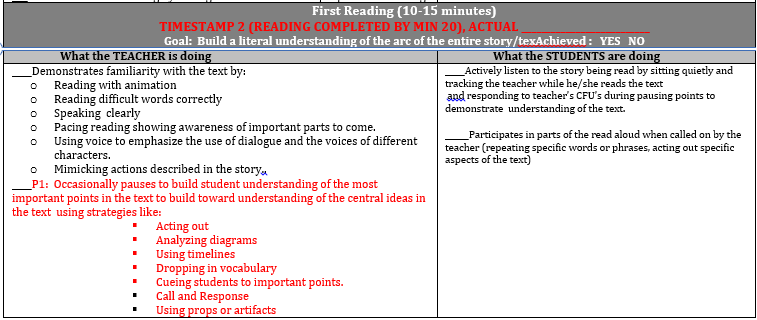
###### Note: If you are observing in teams be sure to leave time at the end to briefly norm.

###### The Week 7-11 Data Entry Tool: Capturing Data

###### elementary school

[Checklist-style “Look-For” one pagers](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fsites%2fNetworkSupport%2fTeamCAO%2fArcoftheYear%2fShared%20Documents%2fFOI%20Look%20Fors&FolderCTID=0x0120006B66D54A6DF0104C848B4A2E5027E50A) have been created for key Elementary School lesson types and some Middle School lesson types to support schools that would like to emphasize the detailed norming of FOI structure and timing. Each “Look For” tool will indicate the three most critical pacing timestamps to observe and the most important executional priorities of the lesson to focus on.

In the below example, an observer would evaluate the quality of the strategies the teacher employs to build understanding and check that reading was completed by minute 20:

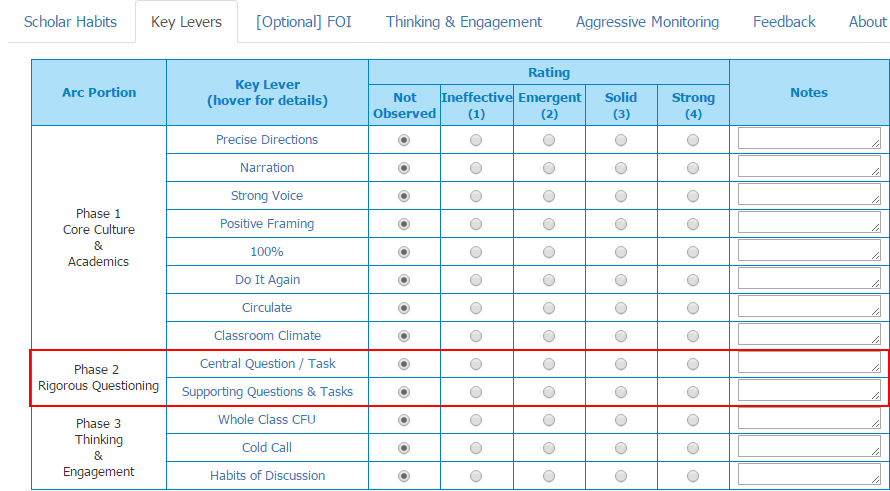


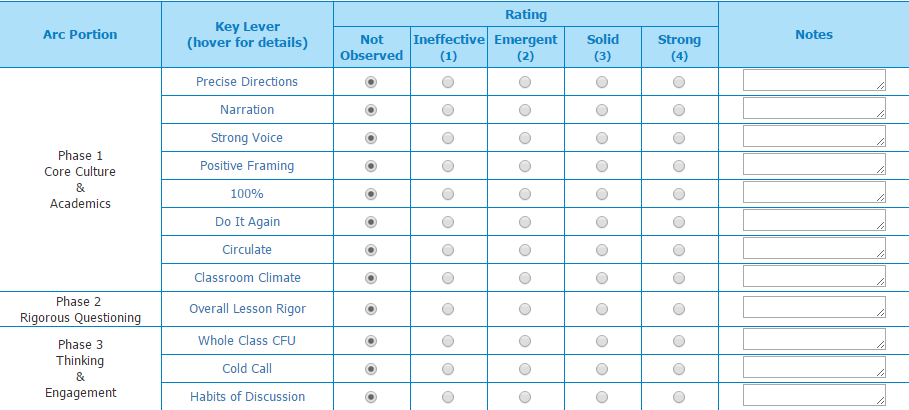
The data entry tool will have a tab that schools can use to record detailed information about a teacher’s FOI alignment, FOI pacing, and Lesson Plan review notes.

###### 

Middle and high school: Key Levers

The key levers – as with Weeks 7-11 – will be evaluated on a 1-4 scale, and can be found on the “Key Levers” tab of the AOTY tool:





### Data Analysis & Action Planning

Data analysis and action planning meetings will leverage similar and structures throughout the Arc. The key areas of emphasis this year are below and are all described in detail in the [Weeks 1-6 section](#Week6DataAnalysis):

* **Snowball Approach:** Leadership Teams should prioritize pushing cusp teachers to proficiency
* **Re-Orienting Action Planning Meetings:** Action Planning Meetings will be used to define how LT members will allocate time and serve as accountability checkpoints for the Leadership Team
* **Actionable Goals:** coaches will commit to moving individual teachers each week
* **Frequent Check-Points:** LT should touch base each day to assess progress towards weekly goals

## Teacher Support

You will receive the following Week 7-11 resources to bolster teacher support:

|  |  |  |
| --- | --- | --- |
| Teacher Development Vehicle | Resource | When |
| Rigorous Questioning Rubric | A rubric to help you norm your team on what rigorous tasks / questions and question series look like. | Week 7-11 Launch Session |
| FOI Look For Tools | Achievement Directors have created one page summaries of key FOIs and highlighted prioritized items / timestamps. | [Link](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fsites%2fNetworkSupport%2fTeamCAO%2fArcoftheYear%2fShared%20Documents%2fFOI%20Look%20Fors&FolderCTID=0x0120006B66D54A6DF0104C848B4A2E5027E50A) |
| Observation Feedback and RTC | Coaching Cheat Sheet: The cheat sheet will support leaders in aligning on the most common teacher skill gaps and how to coach to address these gaps. It will be structured to mirror the Week 1-6 cheat sheet. This guidance will be shared in the Week 7-11 regional cohort session. | Week 7-11 Launch Session |
| Lesson Plan Submission and Review | Exemplar systems for lesson plan review. Exemplar lesson plans and video. | ALT |
| Execution Teacher Interventions | LASW and IPP protocols and training | ALT |
| Friday PD Resources | We are in the process of pulling together resources that you will be able to turnkey to teachers to reinforce 7-11 | SL Memo Blast in Early Fall |

## Implementation Plan: Key Decisions, Deliverables, & Project Plan

### Middle / High

A [consolidated planning template](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%207-11%20Planning%20Template.docx) has been created for the MS/HS cohort. Please complete and review with your regional supt by 9/24.

### Elementary

The 7-11 implementation plan process mirrors that of Weeks 1-6, but it’s scaled down to acknowledge there isn’t as much space for planning and prep: 1) **Key Decisions:** In order to operationalize the Week 7-11 work with fidelity, this table tees up all key decisions to be made by the Leadership Team, 2) **Deliverables:** To further align each Leadership Team and Regional Superintendent, these simple deliverables capture key decisions and strategy, and 3) **Project Plan:** To ensure clear roles and responsibilities as well as clear work streams, this pre-populated plan outlines action steps, deadlines and owners of bodies of work.

At a high level, it is most important that you define and clarify the areas *that will look or work differently* in Weeks 7-11. Many of the same templates can be used for Weeks 7-11 (those items are in gray). New items are highlighted in orange. Your regional supt will be reviewing your Weeks 7-11 plan with you the week of 9/28.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bucket | Key Decision | Questions to Ask  *Some examples* | Date | Deliverable  *Turned in to Reg. Supt.* | Resource |
| Roles & Responsibilities | Determine Roles & Responsibilities for your team during Weeks 7-11 | - Will you adjust roles and responsibilities at all for Weeks 7-11?  - Will you adjust your rollout strategy or vision setting approach in any way? | 9/17 | [Roles & Responsibilities](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Roles%20and%20Responsibilities.docx)  (the only role not req. for Weeks 7-11 is the scorecard owner) | [Roles & Responsibilities Guidance](#_Roles_&_Responsibilities) |
| Determine how your Regional Superintendent will support your LT in achieving Week 7-11 goals | - How will RS support need to differ in Weeks 7-11 vs. Weeks 1-6?  - Given the additional focus on planning are there any different ways the RS can support or monitor progress? | 9/17 | [Regional Superintendent Support Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Regional%20Superintendent%20Support%20Plan.docx) | [The Role of the Regional Superintendent](#_The_Role_of) |
| Norming on the Week 7-11 Vision of Excellence for Rigor, Engagement, and Pacing | How is your school going to define each rating | - How do we define each component of the student outputs vision?  - How do we define each component of classroom climate vision?  - What are the benchmarks for proficiency on these components? | 9/24 | [Vision of Excellence for Rigor, Engagement, and Pacing](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%207-11%20Arc%20of%20the%20Year%20Deliverable_Key%20Lever%20Vision%20of%20Excellence.docx) | [Norming Questions](#Week711Norming) |
| When and how will you norm your LT on the Key Levers? | - Will your norming or observation approach differ for Weeks 7-11?  - How will you norm around lesson plan review and IPP implementation? | 9/24 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/_layouts/15/xlviewer.aspx?id=/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%207-11%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx&DefaultItemOpen=1) | [Norming Questions](#Week711Norming) |
| When and how will you roll out and train teachers on the VOE for the Key Levers? | - How will I invest teachers in the purpose and vision of the week 7-11 work?  - What adult culture strengths will I leverage in the week 7-11 work?  - How am I using Week 1-6 data and known skill gaps to target or differentiate PD?  - What is the ongoing vision for Friday PD?  - How do we incorporate the Essentials?  - How will we roll out any specific lesson planning expectations related to Week 7-11? | 9/24 | Friday PD Plan |  |
| Observations & Data Cycle | What is our Data Collection Strategy? How will Week 6 VOE data be collected and tracked for each teacher? | - How will our data observation and data cycle vary for Weeks 7-11?  - How will we balance lesson plan review with walkthroughs? | 9/24 | Build into [Project Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/_layouts/15/xlviewer.aspx?id=/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%207-11%20Arc%20of%20the%20Year%20Deliverable_Project%20Plan.xlsx&DefaultItemOpen=1) | * [Weekly Data & Action Planning Cycle](#_ᴥ_An_Action) * [Creating a Teacher Tracking Document](#_Creating_a_Teacher) * [Sample Teacher Tracker Google Doc](https://docs.google.com/a/achievementfirst.org/spreadsheets/d/1LdiaRcD46hdowJiki8-bV57r2a6Rfz3PEi6T70feKnU/edit?pli=1#gid=0) |
|  | What is our Data Analysis & Action Planning Strategy? What is the weekly structure for data analysis and action planning? How will LT time be prioritized? | - How will the frequency and timing of key touch points change?  - Will there be any changes in the timing and pre-work for weekly meetings or the action tracking template? | 9/24 | * [Weekly Data & Action Planning Cycle](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamCAO/ArcoftheYear/Shared%20Documents/Week%206%20Arc%20of%20the%20Year%20Deliverable_Weekly%20Data%20and%20Action%20Planning%20Cycle.docx) * Weekly: Teacher Tracking Mechanism   ([Suggested google doc](https://docs.google.com/a/achievementfirst.org/spreadsheets/d/1LdiaRcD46hdowJiki8-bV57r2a6Rfz3PEi6T70feKnU/edit?pli=1#gid=0)) | * [Weekly Data Cycle](#_Weekly_Data_Cycle) * [Action Planning Meeting Pre-work](#_Sample_Action_Planning_1) * [Action Planning Meeting Agenda](#_Sample_Action_Planning_1) |
| What is our LT’s coaching strategy, coaching structure, and allocation of coaching loads and interventions/support? | - Will coaching portfolios need to be adjusted?  - Will the model for observations change: full LT, pairs, and individual, and how will we scaffold down?  - Will we adjust our strategy for where / how we allocate coach time to teachers  - What type of coaching will all teachers receive, and what is differentiated based on proficiency?  - Which interventions will be used to support struggling teachers?  - Which LT member will own planning and/or implementing each intervention?  - What is the intervention schedule?  - How will we track attendance and follow up with LT coaches if someone did not attend?  - How will we monitor interventions to ensure their effectiveness? | 9/24 | Forthcoming during All Leader Training:   * Coaching Portfolios * Coaching Strategy * Coaching Structure & Time Allocation | * [Coaching Portfolios Guidance](#_Coaching_Portfolios) * [Example Coaching Plan & Strategy](#_Example_coaching_plan) * [The Snowball Strategy](#_ᴥ_The_Snowball) * [Observation/Feedback Guidance](#_Observation/Feedback) * [Teacher Interventions](#_Teacher_Interventions) |
| Maintenance of Week 7-11 | How effective was this part of the arc? | - How will our debrief differ from our Week 1-6 debrief?  - Will we continue the 7-11 push into Weeks 12-17? | 10/29 | *TBD* | *Guidance and support tools to come.* |
| Maintenance of Week 7-11 | How will my LT monitor the coaching focus areas of the arc with continued observation, data collection, and reflection? | - What role will this play in our ongoing data analysis portions of LT Meetings? | 10/29 | *TBD* | *Guidance and support tools to come.* |

# Appendix

## Reflection on 2014-15 Student Outputs **♣**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reflection on 2014-15 Student Outputs – Optional Template to use in your LT’s reflection *Schools fill out portions in yellow.* | | | | | |
| Student Output | | **Current Strengths** | **Current Challenges** | **Impact on Scholar Learning** | **Given strengths and challenges in 14-15, what will you prioritize in 15-16?** |
| On-Task Behavior | **Time on Task** | * [Current Strength] * [Current Strength] * [Current Strength] | * [Current Challenge] * [Current Challenge] * [Current Challenge] | * [Impact] | [Notes] |
| Scholar Habits | **Posture/SLANT** | * [Current Strength] * [Current Strength] * [Current Strength] | * [Current Challenge] * [Current Challenge] * [Current Challenge] | * [Impact] | [Notes] |
| **Tracking** | * [Current Strength] * [Current Strength] * [Current Strength] | * [Current Challenge] * [Current Challenge] * [Current Challenge] | * [Impact] | [Notes] |
| **Vertical Hand** | * [Current Strength] * [Current Strength] * [Current Strength] | * [Current Challenge] * [Current Challenge] * [Current Challenge] | * [Impact] | [Notes] |
| **Loud & Proud** | * [Current Strength] * [Current Strength] * [Current Strength] | * [Current Challenge] * [Current Challenge] * [Current Challenge] | * [Impact] | [Notes] |
| **Complete Sentences** | * [Current Strength] * [Current Strength] * [Current Strength] | * [Current Challenge] * [Current Challenge] * [Current Challenge] | * [Impact] | [Notes] |

## Example Coaching Plan & Strategy **♣♠**

**LT Time During the First 8 Weeks – AF Endeavor ES 2014-15 Year 4 Plan**

LT MEETINGS – DURING STAFF TRAINING (8/5 – 8/19)

7:45 – 8:00 – Daily Walkthrough (Steph’s Office)

30-60 minute debrief each day after training (times TBA)

LT COACHING – DURING STAFF TRAINING

* Session feedback
* Rehearsal feedback
* Practice during LT meetings
* Weekly 30 minute check-ins (personal check-in, craft aims/agenda for upcoming sessions)
* Immediate feedback on how you are coaching teachers

LT MEETINGS/CULTURE WALKTHROUGHS – FIRST 8 WEEKS

Week 0 1:20 – 1:30 – Daily Debrief in Broken Windows room

Week 1 4:20 – 4:30 – Daily Debrief in Broken Windows room

6:45 – 7:00AM – Daily Check-In Meeting (everyone shares personal goals for the day) in Nuzzo’s room

M 9:00 – 10:30 – LT Meeting (starting Week 2)

M, T, W, Th – 30 Minute Morning Culture Walkthrough

M, T, W – 30 Minute Afternoon Culture Walkthrough

Th – Steph, Crystal, Tommy Do 2 Hour School-Wide Culture Walkthrough

Th 2:30 – 3:30PM – Data Analysis Meeting in Steph’s office

LT COACHING – FIRST 8 WEEKS

* Steph does 1-2 hours of co-observations with Lewis, Bursky, Kerri, Shurpin each week (Tommy joins Lewis’s co-obs if he is available)
* Sarah does 1 hour of observation of Tommy in send-out room
* Steph observes one practice session per week of each dean
* Steph/Sarah co-observe Extra Practice Sessions at least 1 time per week
* Over course of 2 week period, Steph gives feedback to dean on real-time coaching
* Steph does 1 20-30 minute check-in with each dean each week

|  |  |  |  |
| --- | --- | --- | --- |
| **Tier 1 Support – This is the baseline support that ALL teachers will get. Tier 2, Tier 3 and Push Forward Support would all be in addition to this.** | **Tier 2 Support – These are teachers that are struggling with isolated skills but are either reaching or very close to the weekly goal.** | **Tier 3 Support – These are teachers that are struggling with multiple things and not on track to hit the weekly goal.** | **Bright Spot Support – These are teachers that are at or beyond the weekly goal that we will be pushing to excellence.** |
| -15 minutes of Straight Observation  -15 minutes of Real Time Coaching per week  -30 minutes of data analysis and practice per week | -15-30 minutes of extra Real Time Coaching on that specific skill  -Bank of strategies to use: Observe a bright spot in that specific areas, video protocol, extra HW (per dean’s discretion) | -15-30 minutes of extra Real Time Coaching  -Extra homework + video protocols  -Extra Practice Sessions (minimum of 90 minutes per week)  -Might get another LT member to lean in | -Baseline changes to moving ahead to future taxonomy skills/habits  -Extra 20 minutes is dedicated to making your classroom a magical place (teacher has the choice of planning support, extra real time coaching, observing in another classroom, extra practice, observing and providing feedback in other classrooms) |

## Sample Action Planning Meeting Agenda **♣**

Weekly Action Planning Meeting Agenda

|  |  |
| --- | --- |
| High-Level Progress  (5 minutes) | Are we on track to meeting our Week 6 Vision?  What percentage of our classrooms are hitting our benchmarks? |
| Assess Effectiveness of Past Week  (15 minutes) | **Review Previous Commitments**  Celebrate the teachers we moved.  Which teachers did we commit to moving but did not? Why have they not moved?  **Coaching Effectiveness:**  How can we address the sticking points for teachers that are not moving? Do they need additional support?  **Intervention Effectiveness:**  Intervention owners share trends they are noticing during interventions  **Best Practice Notes**  What are the gaps that we see between our proficient teachers and our exemplar teachers? Coaches share what the highest-performing teachers in their cohorts are doing that should be replicated across the school. |
| Segmenting  (10 minutes)  *(Review Teacher Tracker Google Doc)* | **Struggling Teachers**  Are there trends in the gaps identified in the Teacher Tracker?  How can we orient interventions to address these gaps most effectively?  **Cusp Teachers**  Are there trends in the gaps identified in the Teacher Tracker?  How can we orient PD to push the most teachers to proficiency?  **Exemplars**  Are we effectively leveraging our highest performing teachers in the process of pushing struggling and cusp teachers? |
| Play of the Week  (20 minutes)  *(in conjunction with the Commitment Chart)* | **Purpose:** How are we allocating Dean time next week? Are we pushing on new skills or are there broad pain points that need to be addressed?  **Goal Setting**  How many teachers do we need to move on each metric to stay on track?  Each coach commits to a list of teacher-skills s/he will get to proficient.  **What Will PD Look Like?**  Are we seeing a lack of progress in any particular skill/habit?  Do we need to divide PD into sub-groups?  Who is in charge of leading PD?  **Interventions**  What will each intervention focus on?  Who is in charge of owning each intervention? |

## Common Picture Scorecards **♣♠**

Below is an example of a filled out scorecard. This example uses only three classrooms, and would be expanded into an excel document when tracking routines and procedures school-wide. The calculations in the margins pull from the Yes/No fields.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMMUNAL** | **KEY OUTPUT** | **ROOM 1** | **ROOM 2** | **ROOM 3** |  |
| **BREAKFAST** | Kids are all ready for Materials / HW check at 7:36 (except for small sub-set who come in near end) | Yes | Yes | Yes |  |
| Scholars are ACTIVE during breakfast (not just eating and staring into space) | Yes | Yes | Yes |  |
| The room feels peaceful and calm—it’s a smooth “ease into the day” time | Yes | Yes | No |  |
| Scholars use restroom / school store (when it opens) | Yes | Yes | No |  |
| **AM HR** | Scholars pencils are working at 7:55 | Yes | No | No |  |
| Breakfast clean up and Materials / HW check is done by 7:40—scholars ready for 1st period | No | Yes | No |  |
| Scholars are still, silent, and listening to announcements | Yes | No | Yes |  |
| Scholars are engaged, joyful, and interested in the AM HR content while also being appropriate | No | Yes | No |  |
| **IN-CLASS BREAK** | Ends on time (pens moving at 55) | No | Yes | No |  |
| Kids / classroom is clean and organized | Yes | Yes | Yes |  |
| Org question answered during break 1, snack passed out during break 2 (during restroom time) | Yes | Yes | Yes |  |
| Kids get talk time (at least 4 minutes) | No | Yes | Yes |  |
| Kids (especially KWLM) are teed up for success in next class (quick check-ins, quick personal connections) | No | Yes | Yes |  |
| **PM HR** | Scholars are out of building by 4:06 | Yes | No | Yes |  |
| Classroom is clean and orderly upon leaving | Yes | Yes | Yes |  |
| Scholars enjoy QOD in a joyful, appropriate way | No | Yes | No |  |
| Dismissal is safe and silent | Yes | No | Yes |  |
| Extension scholars are teed up for success | Yes | Yes | No |  |
|  |  |  |  |  | **TOTAL** |
| **TOTAL** | **% Proficient** | 67% | 78% | 56% | **67%** |

An alternative approach is to include performers at the top of the Scorecard. In this case, you are assigning the green/red ratings to the performer in charge of executing the duty.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMMUNAL** | **KEY OUTPUT** | **Dean of Students** | **Academic Dean** | **Teacher A** |  |
| **BREAKFAST** | Kids are all ready for Materials / HW check at 7:36 (except for small sub-set who come in near end) | Yes |  |  |  |
| Scholars are ACTIVE during breakfast (not just eating and staring into space) | Yes |  |  |  |
| The room feels peaceful and calm—it’s a smooth “ease into the day” time | Yes |  |  |  |
| Scholars use restroom / school store (when it opens) | Yes |  |  |  |
| **AM HR** | Scholars pencils are working at 7:55 |  |  | No |  |
| Breakfast clean up and Materials / HW check is done by 7:40—scholars ready for 1st period |  |  | No |  |
| Scholars are still, silent, and listening to announcements |  |  | Yes |  |
| Scholars are engaged, joyful, and interested in the AM HR content while also being appropriate |  |  | No |  |
| **IN-CLASS BREAK** | Ends on time (pens moving at 55) | No | Yes | No |  |
| Kids / classroom is clean and organized | Yes | Yes | Yes |  |
| Org question answered during break 1, snack passed out during break 2 (during restroom time) | Yes | Yes | Yes |  |
| Kids get talk time (at least 4 minutes) | No | Yes | Yes |  |
| Kids (especially KWLM) are teed up for success in next class (quick check-ins, quick personal connections) | No | Yes | Yes |  |
| **PM HR** | Scholars are out of building by 4:06 |  |  | Yes |  |
| Classroom is clean and orderly upon leaving |  |  | Yes |  |
| Scholars enjoy QOD in a joyful, appropriate way |  |  | No |  |
| Dismissal is safe and silent |  |  | Yes |  |
| Extension scholars are teed up for success |  |  | No |  |
|  |  |  |  |  | **TOTAL** |
| **TOTAL** | **% Proficient** | 67% | 100% | 57% | **68%** |

## Draft People Leadership Competencies

Personal Leadership

* **Self-awareness**: Is very reflective and has an accurate assessment of current strengths, challenges, and biases; balances confidence and humility; leverages a strong growth mindset and actively embraces challenges and feedback; is aware of how cultural identity and personal experience influence his/her work as a leader
* **Emotional constancy**: in the face of challenges, exhibits emotional self-control, adaptability, and optimism ; often exudes a palpable love of the work and the people he/she gets to work with, relishing opportunities to learn and do meaningful work with great people; is able to “gauge the temperature” in the building and knows when and how to turn the heat up or down
* **Personal organization/time management**: Utilizes a robust personal organization system that ensures all work is captured and prioritized; aligns time to priorities and ensures that the most important work gets done; models strong follow-through on commitments and deadlines
* **Planning:** Thinks and plans weeks and often months ahead so that he/she has the runway to meaningfully engage others, anticipate and mitigate potential challenges, and ensure that everyone has ample notice about what to expect.

People Leadership

* **Vision & Inspiration:** Has a clear sense of his/her own values, priorities, and long-term vision for the school and clearly and powerfully communicates the rationale for these to staff, students, and parents; effectively connects the everyday work and/or new initiatives to the bigger picture of values and vision, rallying the team to win on what is most important;
* **Delegation & Accountability:** Distributes leadership effectively and sets people up for success; defines prioritized goals, direction, roles, and responsibilities for every member of the team; effectively checks in on progress toward goals during staff-wide and individual meetings, celebrates successes and names and problem-solves challenges; provides targeted feedback on gaps, focus areas, and next steps for individuals and for the team as a whole; differentiates support to staff based on skill level and project and works to develop each person’s capacity over time to take on increasing responsibility with increasing excellence.
* **Crucial Conversations**: Courageously and effectively leans into the toughest issues to maintain a high bar of excellence and to resolve conflicts that get in the way of effective relationships and teams (e.g. issues of performance and professionalism, protection of school values and vision; diversity and inclusiveness); Builds the capacity and culture for crucial conversations across the staff
* **Building & Sustaining Strong Adult Cultures**: Communicates a clear, compelling vision for strong adult culture that is both warm and demanding; has strong rituals and “repeatedly do” practices that intentionally build and reinforce that culture and build a sense of pride and joy in the school; ensures that all staff feel the 4 “C”s – cared for, capable, contributing, connected
  + Proactively builds relationships with staff members and ensures that staff do this with each other as well
* Understands each staff member’s “noble story” and often “puts yourself in his/her shoes” to empathize and anticipate reactions; is able to flex leadership and communication style accordingly
* Regularly celebrates individual and collective strengths, growth, and success.
* **Input & Engagement**: Facilitates strong input and feedback processes and meetings that are focused on the most critical priorities and goals; provides clarity about key questions, constraints, and the process for decision-making; meaningfully engages staff in surfacing key issues and divergent perspectives, solving potential problems, and finding common ground for the best path forward; listens deeply to understand interests and connect those to where the team needs to go; manages conflict openly and productively; after robust debate and discussion, defines a decision or direction that staff are ready to rally behind.
* **Recruitment & Hiring**: Aggressively works to recruit a strong, diverse team; recognizes talent, interviews effectively, and makes timely and strong hiring decisions; effectively and accurately “sells” working at AF and has high rates of offer acceptance;
* **Talent Management**: Recognizes, stretches, and career plans for solid and top performers; proactively develops leaders both for his/her school and for the network; engages aggressively when team members are struggling and employs a transparent and fair process to help them improve; exits persistent low performers.