

Louisiana Believes

I've Observed, Now What?
(ELA and Math)

January/February 2019 Collaborations

Overview

Session Description: Participants will analyze the data from the first semester of School Redesign observations and discuss strategies for responding to the data.

Objectives:

- Analyze observation data from the first semester to determine trends
- Identify approaches to improve trends
- Analyze specific ELA and math findings
- Determine next steps for improving classroom instruction

Agenda:

- Data Dive
- Responding to the Data
- Content Specific Trends and Improvement Strategies
- Next Steps and Closing Reflections

Data Dive

ELA Results

While Tier 1 materials are consistently present in classrooms, results across other look-fors suggest that more support is needed in ELA classrooms.

ELA Look-Fors:	% of Observations with “Yes” Responses
A. Tier 1 curricular materials are present in the classroom.	94%
B. Teachers are using the Tier 1 curriculum as intended.	54%
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	67%
D. Pacing is on schedule according to district/curriculum guidance.	60%
E. All students read the texts from the Tier 1 curriculum.	80%
F. Students respond to the texts they read in a variety of ways and groupings.	53%
G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.	42%

ELA Results, Questions A-C Only

ELA teachers are using Tier 1 materials but need more support in using them as intended and with the level of rigor demanded of the curriculum.

ELA Look-Fors:	% of Observations with “Yes” Responses
A. Tier 1 curricular materials are present in the classroom.	94%
B. Teachers are using the Tier 1 curriculum as intended.	54%
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	67%

ELA Results between Round 1 (August - October) and Round 2 (October - December)

Improvement over time on ELA look-fors suggests that teachers are getting better at implementing the curriculum with additional support and feedback.

ELA Look-Fors:	% of Observations with “Yes” Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	94%	93%
B. Teachers are using the Tier 1 curriculum as intended.	50%	62%
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	65%	70%

Math Results

Similar to ELA, Tier 1 materials are consistently present in classrooms but results on other look-fors suggest that more support is needed in math classrooms as well.

Math Look-Fors:	% of Observations with "Yes" Responses
A. Tier 1 curricular materials are present in the classroom.	96%
B. Teachers are enacting the Tier 1 curriculum as intended.	46%
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	53%
D. Pacing is on schedule so that students will engage with the full curriculum during the school year.	53%
E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.	26%
F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.	51%
G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.	36%

Math Results, Questions A-C Only

Math teachers need even more support compared to ELA in using them as intended and with the level of rigor demanded of the curriculum.

Math Look-Fors:	% of Observations with “Yes” Responses
A. Tier 1 curricular materials are present in the classroom.	96%
B. Teachers are enacting the Tier 1 curriculum as intended.	46%
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	53%

Math Results between Round 1 (August - October) and Round 2 (October - December)

Improvement over time on math look-fors suggests that teachers are getting better at implementing the curriculum as intended and to the rigor demanded of the curriculum.

Math Look-Fors:	% of Observations with “Yes” Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	96%	97%
B. Teachers are enacting the Tier 1 curriculum as intended.	42%	55%
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	49%	61%

Responding to the Data

Responding to the Data

2018 walk-throughs lead to 3 priority focus areas or “levers”:

1. School Leadership
2. Content Leaders
3. Ongoing, Lesson-Level Improvement

Lever 1: School Leadership

School-based Leadership

- Principals drive curriculum implementation, making it a highly communicated priority in the school.
- Principals and other school leaders use the curriculum observation tools regularly to identify successes and challenges in individual classrooms.
- Observation follow-ups
 - Ground in use of the curriculum,
 - Highlight teacher decisions made during that lesson, and
 - Identify next steps to improve student learning using the curriculum.
- Lesson planning expectations center around annotating the lessons; teachers have regular time to co-plan

Implementing Tier 1 Curriculum requires a strong ecosystem of support. (Columbia Study)

Walkthrough guides specifically aligned to Tier 1 Curriculum are positively related to effective curriculum implementation. (Columbia Study)

Lever 2: Content Leaders

Content Leaders

- Build the capacity of school leadership
- Expand deep knowledge of content and content pedagogy into schools and school systems
- Recruit and retain high quality teachers through structured and tiered teacher leadership
- Provide access to a group of highly-trained educators:
 - Content Leaders provide content-rich and curriculum-specific trainings to lots of teachers within your school/school system
 - Content Leaders facilitate PLCs using materials created by national experts

Lever 3: Ongoing, Lesson-level Improvement

Ongoing, Lesson-level Improvement

Planning time should focus on:

- lesson planning,
- the instructional strategies referenced in the curriculum to improve implementation of upcoming lessons,
- reflecting on and responding to student work, and
- supporting diverse learners students.

*Teachers will be able to plan more effectively after they have received the 36 hours of baseline curriculum training from Content Leaders.

Professional Learning Communities (PLCs) that explicitly focus on curriculum implementation support are positively related to effective curriculum implementation (Columbia Study)

High-growth districts place a strong emphasis on using student work and other student-level data as the basis for instructional decision-making. (Columbia Study)

Content Specific Trends and Improvement Strategies

ELA Trends

Trend	Notes
Tier 1 materials are consistently present in classrooms.	<ul style="list-style-type: none">● District and school leaders have purchased the materials and thrown out and cancelled subscriptions for other materials
ELA teachers are using Tier 1 materials but need more support in using them as intended and with the level of rigor demanded of the curriculum.	<ul style="list-style-type: none">● Widespread belief that students need more scaffolding than the curriculum suggests.● Missing understanding of backward design used in Tier 1 curricula to build to the end of unit task.● Belief that questions are “too hard” for students.
Improvement over time on ELA look-fors suggests that teachers are getting better at implementing the curriculum with additional support and feedback.	

Discuss: Does this reality represent the classrooms in your school(s)? What evidence supports your conclusion?

ELA Trends

ELA Trends

- Tier 1 materials are consistently present in classrooms.
- ELA teachers are using Tier 1 materials but need more support in using them as intended and with the level of rigor demanded of the curriculum.
- Improvement over time on ELA look-fors suggests that teachers are getting better at implementing the curriculum with additional support and feedback.

Discuss: Given these trends and their underlying causes, how would focusing on the 3 “levers” (in order) improve daily classroom instruction?

Levers

- School Leadership
- Content Leaders
- Ongoing, Lesson-level Improvement

Math Trends

Trend	Notes
Tier 1 materials are consistently present in classrooms.	<ul style="list-style-type: none">● District and school leaders have purchased the materials and thrown out/ cancelled subscriptions for other materials
Math teachers need even more support compared to ELA in using them as intended and with the level of rigor demanded of the curriculum.	<ul style="list-style-type: none">● Teachers are “driving” instruction, spending a large portion of the math block at the board teaching the math.● Students are doing/copying 40-70% of the math items in the Tier 1 workbooks, generally the first 40-70% of the lessons.
Improvement over time on math look-fors suggests that teachers are getting better at implementing the curriculum as intended and to the rigor demanded of the curriculum.	<ul style="list-style-type: none">● Exposure and experience with the curriculum leads to trust in the curriculum.● Practice and curriculum-based conversations / training lead to improved instruction for students.

Discuss: Does this reality represent the classrooms in your school(s)? What evidence supports your conclusion?

Math Trends

Math Trends

- Tier 1 materials are consistently present in classrooms.
- Math teachers need even more support compared to ELA in using them as intended and with the level of rigor demanded of the curriculum.
- Improvement over time on math look-fors suggests that teachers are getting better at implementing the curriculum as intended and to the rigor demanded of the curriculum.

Discuss: Given these trends and their underlying causes, how would focusing on the 3 “levers” improve daily classroom instruction?

Levers

- School Leadership
- Content Leaders
- Ongoing, Lesson-level Improvement

Next Steps and Closing Reflections

Next Steps

Lever 1: School Leadership

Self evaluate where your school(s) is on this continuum. Determine what action would need to be taken to move to “consistently.”

Never	Sometimes	Consistently	
			Principals drive curriculum implementation, making it a highly communicated priority in the school.
			Principals and other school leaders use the curriculum observation tools regularly to identify successes and challenges in individual classrooms.
			Observation follow-ups are grounded in use of the curriculum, highlight teacher decisions made during that lesson, and identify next steps to improve student learning using the curriculum.

Next Steps

Lever 2: Content Leaders

Attend the session, “Effectively Utilizing and Supporting Content Leaders.”

This session will explore strategies to effectively use Content Leaders. Explore newly created tools for providing feedback to your content leaders by reviewing draft versions of the content leader rubric. Participants will have an opportunity to provide feedback on this tool as well as discuss the possibility of piloting this tool.

Next Steps

Lever 3: Ongoing, Lesson-level Improvement

Focus planning time on:

- lesson planning,
- instructional strategies that improve implementation of upcoming lessons,
- reflecting on and responding to student work, and
- supporting struggling students.

Partner with [Tier 1 PD Vendors](#) and send Teacher Leaders to the [TL Summit](#) to maximize planning time and refine instructional strategies to maximize student learning.

Closing Reflections

Turn and talk:

- How do you plan to use and/or expand the use of the observation tools at your school(s)?
- What are your immediate next steps to ensure curriculum implementation has appropriate leadership, support from Content Leaders, and ongoing lesson-level improvement?