EXAMPLE ARTIFACT ANALYSIS

District has adopted strong core curriculum, ensured observation and feedback are in place, and established processes for PLCs for teachers to engage in professional learning under the guidance of a master teacher. However, the assortment of observation tools, wide range of PLC topics, and minimal evidence of clear systems for unit and lesson level intellectual preparation collectively result in an apparent lack of focus for teachers and leaders that may inhibit rather than drive towards District's stated student achievement goals.

Curriculum, instruction, assessment:
- District has adopted high-quality curriculum across content areas as indicated by Tier 1 ratings from Louisiana Believes.
    - Pre-K: Frog Street
    - ELA: EL Education (K-2) and Guidebooks (3-12)
    - Math: Bridges (K-5), Illustrative Mathematics (6-8, Algebra 1, Geometry, Algebra 2), Springboard for FS and Pre-Calculus
        - Springboard for Pre-Calculus and FS were not reviewed (Springboard 9-11 was reviewed and rated Tier 1)
    - Science: Amplify (K-8)
    - Social Studies: Studies Weekly (K-2) and Mini-Qs and DBQs
- Scope & sequence documents may not include sufficient pacing guidance to ensure delivery of core curriculum on an aligned timeline in service of an equitable experience of the content across campuses.
    - In math, pacing is articulated at the unit and month level.
    - In ELA, scope and sequence documents do not indicate pacing (e.g., information about unit or lesson dates), but rather indicate what standards are covered in each unit.
- Sample lesson plans do not include evidence of teacher internalization/intellectual preparation based on the materials, thus it is not possible to determine how teachers prepare for instruction using the adopted materials.
    - In ELA, sample lesson materials indicate use of the LearnZillion materials (e.g., lesson cards) for instruction of both curricula.
- District is using the high-quality, curriculum-embedded assessments within each adopted curriculum.
    - It is not evident what if any additional assessments students take, thus it is not possible to form conclusions about the overall coherence and clarity of purpose of each assessment in the district's suite.

Talent management and development:

- There is evidence of a defined structure for PLCs based on content-specific "clusters" led by master teachers.
  - PLCs include some opportunities to apply learning directly to the adopted curriculum (e.g., incorporate academic feedback, as described in the TAP/CLASS rubric, in an EL lesson plan).
  - PLCs include aligned planning towards a yearly student achievement goal. The yearly goal leads to a cycle goal, which leads to a long-range plan, which leads to the meeting outcome and ultimately the agenda.
  - Collectively, PLC agenda samples suggest what may be an overwhelming multiplicity of guiding documents in use (e.g. curriculum materials, TAP/CLASS rubric, District's Criteria for Success in Virtual Classrooms and Learning, NIET's Virtual Learning Companion document, IGP). Applying a large number of different lenses to the adopted curriculum may unintentionally dilute, rather than enhance, teachers' focus on the most important elements of each lesson.
- There is evidence of ongoing professional development, including a mix of content-neutral and content-specific topics.
  - Content-neutral PD includes school-wide PD, data updates with goals, and Master Teacher Meetings. Given the contingencies of the pandemic, cross-content development in virtual and concurrent instruction techniques appears to be a major PD focus for 2020-21.
  - There is some evidence of content-specific PD grounded in the adopted curriculum (e.g., EL skills block independent center rotations).
- There is evidence of a variety of different forms in use for observation feedback.
  - Attuned noted what appeared to be eight different tools for providing teachers with observation feedback across the PK-12 spectrum. This may result in lack of clarity and consistency for teachers (assuming some are observed using multiple tools) and/or represent missed opportunities for District to develop "economies of scale" by supporting leaders across the district to become excellent in using a limited number of lenses for observation.
  - Collectively, the observation tools offered minimal evidence of content- and/or curriculum-specific look-fors.
- Although it is apparent that observation feedback is a shared practice in the district, there is limited evidence of actionable, content-specific feedback for teachers.
  - Sample feedback tends to include high-level questions and/or suggestions such as "How can you actively tell that all students are engaged and understanding the text?" or "Make sure all students are held accountable" as opposed to clear and concrete next steps. It is not apparent how or if teachers are expected to apply feedback of this nature.
  - Sample feedback offers minimal evidence of observers having familiarized themselves with the relevant lesson plans and/or teacher adaptations of those lesson plans from the adopted curriculum. This results in potential missed opportunities to offer feedback on curriculum implementation as well as missed opportunities to draw concrete connections between the planning that teachers are doing in clusters and their execution of those plans in the classroom.
    - As a concrete example, a walkthrough form focused on "academic feedback" in an EL first grade lesson noted what the teacher was doing and

what students were doing. The form included the comment, "How can you begin to engage students in providing academic feedback to each other?" Referencing the EL lesson plan might have allowed the observer to note what opportunities for student-to-student feedback were present in the plan, given peer critique is a major component of the EL curriculum, as well as how the teacher's execution reflected and/or diverged from that plan.