Siobhan O'Hora
Leading the Learning
A Sampling for the Final Project Summation
Activities from "The Contexts" Part 1

What I Tried/ Will Try	How It Was Used/Reflections/Future Ideas	Artifact
Coaching	I e-mailed the "Classroom Walk-Through Visitation" document to all General Ed. & Special Ed. Co-Teachers I was going to be working with in a district so that they had an idea of some things I would be looking for during my walk-through visitations. I went into several "co-taught" classrooms in a school district and looked for evidence these in teacher instruction and student learning. I would jot a few notes on the lines of things that I actually saw evidence for. My idea was that I would visit a classroom four times a year and clip together each sheet so that I could see growth from visitation to visitation. I would then meet with them later in the day for a reflection conference. I would ask that they take a few moments to reflect on their lesson and jot down some things for themselves on their blank sheet and bring it with them to the reflection conference. I would then meet with them later in the day for a reflection conference. I would ask that they take a few moments to reflect on their lesson and jot down some things for themselves on their blank sheet and bring it with them to the reflection conference. What I found was that there was little evidence of these practices occurring in many of the classrooms. It was somewhat difficult to coach them when their perception of what best practices were seemed to differ from mine. For example, in one class the Gen. Ed. teacher took attendance and the Spec. Ed. teacher checked for completed homework while the students read independently in a book of their choice. When the teachers were finished with their tasks, they also picked up a book to read. This occurred the first 15 min of class. Then, the Gen. Ed. teacher would have them get out their homework and he would go around the room calling on kids to read the question and answer it out loud. If he felt	Classroom Walk-through Visitation document

	the answer was wrong or incomplete, the Gen. Ed. teacher would either add his thoughts or ask other members of the class for what they had put. If it was correct, he would elaborate or ask a question for someone else to add to it. He proceeded around the room in order until all questions were answered. This took another 12 min. or so. Then, the same type of homework was given for the next night and the students had about 12 min. to independently read in the book that they were all reading from and begin to answer questions for homework on the next chapter. During this time, the Co-Teacher would pull out the Special Education students and read the material out loud to them in another room. He would then ask them questions and elaborate in order to help them comprehend the selected reading passage and to answer the homework questions. When I met with them to reflect, it was difficult for me. I made the mistake of asking how they thought the lesson went. To them, it went great. Went just as planned. How could I say nicely to them that I really did not see good instructional practices when they thought they were doing a fine job and would be (and had been) repeating this lesson daily? How would I coach people when time after time I went into rooms such as this and did not really see evidence of hardly any of these practices?! After reading the Just Ask! Article, I decided to change my coaching a bit. I developed a different sheet and a new approach. I have not tried it out yet, but this is my plan: (a) e-mail the data collection sheet and process to the teachers ahead of time (b) schedule a whole day to meet with teachers during their planning time in order to sit down with them and plan a lesson alongside them—use pgs. 83 & 84 "Planning Instruction: Ideas to try...Best Practices to Note...Suggestions" to help guide discussion (c) make sure to use the sheet of "look fors" as a guide and ask them along the way how they are going to infuse some of these things. They don't have to do them all, but there should be some solid evidence of some of these practices happening in a purposeful manner (d) give them guidance and assist them with strategies, etc...in order to tweak their plan so that it has more to it that meets students' needs (e) come back in two days to their classroom for a walk-through visitation and use the tool as a guide (f)keep comments as positive as possible with a	Best Practices/ Co-Teaching Walk-through Reflection Sheet
Just for the Asking! Newsletter from Dec. 2006 "Conferences That Make A Difference" (Pgs. 83 & 84) "Planning Instruction: Ideas to try...Best Practices to Note...Suggestions"		

	focus on what I saw evidence of that was good, tips that might help tweak something, and any questions that I have that would hopefully get them to think more deeply about their work (g) meet with them later in the day for a reflection conference. I would ask that they take a few moments to reflect on their lesson and jot down some things for themselves on their blank sheet and bring it with them to the reflection conference (h) ask them how they thought their lesson helped students learn, what evidence they had that the students did or did not learn, and how they were planning on addressing this in their next lesson. Also, ask how effective this lesson was vs. the effectiveness of what they would have usually have done.	
(Pg. 12) Questions from "Masterful & Meaningful Meetings" (Pg. 15) A variation was used of "AAA-An Awesome Array of Articles" (Pg. 17) Consensogram	Use of the questions on this page to help guide me in my planning for an upcoming meeting that I would be facilitating. Although answers to all the questions cannot be found in the planning sheet, the questions helped guide some of the discussion and were also used to help structure the meeting. I felt that this meeting went very well. The people around the table were made aware of the purpose of the meeting, the activities were aligned to that purpose, the participants were meaningfully engaged the full time, assumptions were sifted, data and research was used to inform and then to help guide decisions, and a plan for further steps and what they might look like was discussed. The Superintendent followed up with this at the next Supt's Conference Day. The outcomes of the retreat were shared with staff K-12 and the staff was given time to work on activities designed to further explore the Goal and 2 Benchmark Goals that came out of our initial Retreat.	Admin. Retreat Planning Sheet
(Pg. 16) Collegial Collaborators	In order to group people at a training I created a "Fall Partners" sheet. I will often use this strategy for grouping and have found it a good way to mix groups for an all day workshop.	Fall Partners
(Pg. 18) Spend a Buck	The Quality Improvement Process Team was given an extensive listing of Quality Indicators on Literacy, Specially Designed Intensive Reading, Systemic Support of Literacy Programming, Behavior—School-wide Positive Behavioral Systems, and Instructional Delivery. In considering their school district, they were to choose the top 3 areas of strength and the top 3 areas of concern.	Quality Indicator "top choices" sheet "Spend a Buck" instruction sheet designed for this specific activity

	From that initial weigh in, I picked the ones that received the most votes and developed the one page sheet of their "top choices" and gave it to the team to decide (in each area) what ones they would give how many votes to. I had the same lists on chart papers on the wall. The same team was then asked to place dots next to the top choices in each of the five areas. See instruction sheet. What indicator in each of the five areas received the most dots became one of our focus areas in our action plan. I am using this process with all of my initial teams and find that it is a great way for them to prioritize a large number of ideas down to a few focus areas relatively quickly and easily.	
(Pg. 29) 3-2-1	I will often use a 3-2-1 at the end of a training to assess what the audience felt were important learnings from that particular training, what a couple of things they are now willing to try, and one thing that they are going to plan on not continuing. At times, I will have these printed on duplicate papers and I will use them with teachers with whom I know I will be working with again soon. I can then keep one copy and the participant can keep one. When I am in their school doing follow up, I can pull out that paper and have a conversation around what they said they would try and possibly look for evidence in their classroom or in their instruction. We can also explore the learnings and discuss how successful they are at stopping some things they felt they could forego.	3-2-1 used with Elementary Teachers
(Pg. 30) Ticket to Leave	I used this one just this morning. I handed out index cards to the staff and had them write a (+) on one side and a (-/?) on the other. On the positive side, they were to note some of the positive things that they know are going on in their classroom, their grade level, or their building. On the other side, they were to list things that they felt needed to be changed or things that they had questions about and would like help on. These were then handed to me for their ticket out of the meeting. I would then compile this information for future use. I will use the positives to help them celebrate what they do well/their successes. I will use the negatives/?'s to have a discussion with the Principal about focus areas to give them assistance and it will help me to prioritize and plan my work within that building over the next year.	+/- Index Cards

(Pg. 33) Book Clubs	I supplied the book Co-Teach! by Marilyn Friend to all the Special Educators and Regular Educators that were going to be working together in one of my buildings. Each month they were to read a chapter and they were given assignments. Unfortunately, I was only given time to meet with the Special Educators during their Dept. Mtg. once a month. The timeline was fine, but would have been much better if we could have had them come with their General Ed. partners. We met each month to discuss the chapter, the assignment, and I would look for evidence in their classrooms (for example, of them planning together and using a different model of co-teaching instruction than they normally do together. They would tell me what they were going to try, and I would do a classroom visit to see it in action and have a reflection/feedback session afterwards).	Co-Teaching T/F Collaboration for Co-Teaching Questionnaire (just a couple of the joint activities I had them work on together)
(Pgs. 43-44) Getting Started w/Action Research: Data Collection Possibilities & Important Questions to Consider	In writing a Quality Improvement Plan, I worked with districts in gathering a variety of data, assisted them with the analysis, asked guiding questions and helped them to form their hypothesis, and assisted them with creating an action plan. This is the type of work I do. I then assist them with the follow through on that plan, continuing to collect and analyze data, update the plan as necessary, and develop sustainable changes within classrooms and systems.	Part of a QIP for one of the districts with whom I work
Workshop Tools (Pg. 37) Three Column Chart	I used this with a group of people as we jigsawed the book, *Classroom Instruction that Works.* We created a "What, Why & How" for each section. Each small group was assigned one section and asked to fill in this three column chart. Each group shared out and others could fill in notes on their chart for each section. This was a good tool to use to cover a large amt. of material quickly for the entire group without them having to read the entire book. *There are many other things from Leading the Learning that I actually applied in my work. Unfortunately, I did not gather them along as I went and found it too time consuming to pull them all together for this final piece. However, I have included a number of examples of work that I have done. I will continue to use this resource. The more I get into the binder, the more I find I can use! I am thankful to have had the opportunity to take part in this. Thank you Brenda for this learning opportunity!!	The What, How, & Why of *Classroom Instruction that Works* three column worksheet

Performance Task for Leading the Learning

The desired results of the Leading the Learning workshop series are for school leaders to

- build their repertories for the collection, analysis, and communication of data about teaching, learning and leading in the standards-based environment
- refine their skills with and knowledge about the power of reflective thinking in teacher growth
- be able to recognize and articulate a command of research-based best practices in teaching, learning, and leading
- gain expertise in coaching and giving productive feedback about teaching practice and student learning
- be able to set and clearly communicate expectations for teacher performance and student learning
- be able to provide quality support to teachers in their development and performance efforts

Participants in this six day workshop series are asked to process and demonstrate their growth and learning:

- by completing readings, reading reactions, and action research as assigned between sessions.
- by making a fifteen minute presentation at the sixth session that communicates what they have learned as a result of participating in **Leading the Learning** and how they have used that learning in their instructional leadership role. The presentation should be accompanied by artifacts such as a reflective journal, assignments from the workshop, student and or teacher work, a log of interactions with a collegial collaborator, memos, bulletins, and other written communications, videos, etc. These peer presentations and accompanying artifacts are not to be prepared as PR releases, but rather a record of action research, collaboration, learning, and reflection. As appropriate, copies of artifacts will be collected in order to assess the effectiveness of this professional development initiative and to document how district staff is using what is learned.
- through observation and discussion of teaching and learning episodes in collaboration with colleagues who are participating in the workshop series.

Peer Presentations

Review the **Performance Task for Learning the Learning I.** Pay particular attention to the six bullets in the top half of the page which identify the desired outcomes of **Leading the Learning I.** Spend a few reflective moments making connections between these outcomes and the ideas and artifacts you have brought to share today.

At a signal please move into groups as the instructor directs. Each of you will have fifteen to twenty minutes to present information about how your work and the work of your colleagues reflects the outcomes listed on the previous page. These presentations may be interactive or questions may follow the presentation. If time and group size permits, the presentations may be made to the entire group.

Presenter Role

Present your ideas and artifacts and make connections to the listed outcomes. You MAY use the following points to structure your presentation:

- What you tried to do
- Why you chose to do those actions
- How what you intended to do matched what you planned
- How the outcomes matched what you wanted
- What you would do differently the next time
- What you did/want to do as a result of the actions you took
- The connection of this work to student achievement

Group Participant Role

- As a group participant you have an opportunity to practice and demonstrate your reflective questioning skills. Please remember that the reflective questions are to help the presenter think more deeply about the work and not to gather information you could use.
- Be respectful of the presenter and do not interject reflective questions until the presenter indicates that he/she is comfortable with them.
- Questions for "information gathering" for your own use should be held until the presentations are completed and limited to a five minute period. You can talk later!

Instructor Role

- The instructor will observe and make an anecdotal record of initiatives, artifacts, connections, and reflective questioning skills.
- She/he will report back to the group following the presentations.

Just ASK Publications & Professional Development

Just for the ASKing!

by Bruce Oliver

December 2006
Volume III
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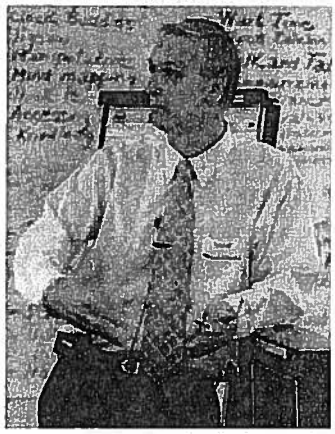
Just for the ASKing! is a monthly column that addresses the needs of instructional leaders, particularly building level administrators. Each month, this column provides information, insights, and suggestions that help administrators as they strive to be instructional leaders in schools. This month's focus is on productive supervisory conferences.

Conferences That Make a Difference



Bruce facilitating the Leading the Learning workshop.

Over the past few months, the focus of ***Just for the ASKing!*** has been creating a culture for learning. To create such cultures, leaders must have vision, energy, determination, knowledge, and skills. Some knowledge is acquired through courses in educational leadership and some skills are acquired through on-the-job experience. One important responsibility of school administrators, for which almost no preparation is provided, is conferencing. On my first day as an administrator, the principal handed me a list of teachers I was to evaluate. I was literally a teacher on Friday and an administrator on Monday. With no training and minimal guidance, I had to trust my instincts; I did some things right by accident and made some mistakes. How we gather data and provide feedback on teaching and learning is simply too important to be left to such serendipity.

To build expertise at conferencing, consider the following suggestions.

- **Build relationships:** Conferences can only be successful when both parties approach the conference setting with open minds. Strong leaders work tirelessly to create an environment in which there is trust between administrators and teachers. When we get to know teachers as people first and then as teachers, it is much more likely that both individuals will approach the conference with less anxiety and with the potential that each will grow as a result of the experience.
- **Make planning conferences professional development opportunities:** Often teachers need help in planning lessons which have clear, measurable learning outcomes. Allowing teachers to carry out lessons that are incomplete or flawed is not beneficial to either teachers or students. These conferences are the perfect opportunity for one-on-one professional development on the standards-based planning process, data analysis and use, and repertoire building.
- **Provide timely appropriate feedback:** Just as we want our teachers to provide feedback to students in a timely manner, leaders should do the same with teachers. Conscientious administrators meet with teachers as soon as possible after observations in order for the feedback to be of greatest value. We grow when we receive feedback on our performance regardless of whether we are struggling or are superstars. It is just as important for leaders to give attention to conferencing with outstanding teachers as it is to meeting with teachers whose performance is not as strong.
- **Avoid shortcuts and procrastination:** In some school districts, conferencing with teachers on an

ongoing basis may not be a normal practice. In some districts, administrators may visit classes, complete checklists, and place copies of the checklists in teachers' mailboxes for signature. In other scenarios, administrators may meet with teachers and dominate the conferences with their own voices and provide little opportunity for teachers to offer their own analyses and reflections. A third, and the optimal approach, is for conferences to be balanced conversations where both individuals equally participate after having had the opportunity to analyze the data that has been gathered. Some of my favorite conference memories are ones where I completed a conference having learned from the teacher.

- **Focus on the teacher performance evaluation criteria:** Conferences, whether in formal settings or informal conversations, should always focus on the district's teacher performance criteria and how teacher decision-making impacts student learning. As feedback is provided to teachers, administrators should rely on observed data as opposed to what they liked or disliked. All criteria cited should be supported by data or the lack thereof, and for strongest impact, should include inferences and information about the effect of teacher actions on student learning.
- **Plan the conference proactively:** Just as the "one size fits all" approach is not the one we want to see in instruction, it should not be our approach to conferencing. Conferences can appear to be robotic or mechanical when we treat all teachers in the same manner. When we begin planning with conference outcomes in mind, we can choose to use one or more of three approaches. We can **coach** by being active listeners and encouraging teacher self-awareness, self-assessment, and self-adjustment. This approach is most often used when teachers are insightful and have demonstrated skillfulness at making good decisions. We can **collaborate** by engaging teachers in reflection, problem identification and problem solving. Our primary role in this approach is guiding the problem solving process and exploring the pros and cons of possible options. In the third approach we can **consult** by being more much more directive, giving advice, and making suggestions for improvement. Here we serve as expert consultants and make sure that a plan for change in practice is clearly articulated with follow-up assistance and strong supervision of implementation noted. All three approaches may be used in any one conference. Decisions about which approach(es) to use are based on what we know about teachers **attitudes, skills, and knowledge**. We sometimes conclude that a teacher's lack of effectiveness is due to negative attitudes when, in fact, the teacher may be lacking prerequisite skills and knowledge. A thorough and careful analysis of the cause of teacher behavior and its effect on student learning must be combined with deliberate conference planning if we want to productively support teacher growth. See ***Leading the Learning: A Field Guide for Supervision and Evaluation*** by Paula Rutherford for more information on the ASK Construct (attitudes, skills, and knowledge).
- **Create a great opening to reflective conferences:** Past practice has often been for administrators to begin conferences by asking teachers, "How did you think the lesson went?" If a teacher feels that the lesson went well when, in fact, we have data to the contrary, the conference has the potential for being stressful and ineffective. A better opening focus question is, "How did your lesson help students learn and what data do you have to show that learning occurred?"
- **Plant seeds:** The goal of conferences is to increase a teacher's repertoire of practices so that he or she can match a teaching practice to the needs of learners. As a principal, I routinely asked teachers to bring resource materials to conferences including copies of books such as ***Instruction for All Students*** or ***Why Didn't I Learn This in College?*** We used data gathered to select specific chapters that would increase their knowledge of, and skillfulness with, instructional options. As a follow-up I visited teachers' classes to see if and how the new practices were being implemented.
- **Motivate, don't alienate:** It is important to remember that less than 10% of what we communicate is done through words while almost 40% of communication is through our rate of speaking and the tone of our words. At the completion of conferences, teachers should feel heard, validated, and empowered and expected to make a difference as they work with students. They should likewise see future interactions with the administrator as potentially positive, growth-producing experiences.

- **During reflective conferences, make it clear that the observation report is a draft:** When teachers

understand that conferences held as follow-ups to classroom observations are true professional dialogues where both parties have input, they approach the conference with a more open mind and less of a sense of dread. When administrators present a copy of the observation report to teachers, much like students who look at a grade on a paper and ignore the comments, they often turn to the final page of the report to read the suggestions. When teachers disagree with or do not understand the rationale for the suggestions, the conferences are essentially over before they start. To avoid the suggestion trap, wait to give the written suggestions to teachers until meaningful dialogue about the lesson has been held. When possible, engage teachers in collaborative planning of next steps in professional growth.

- **Elaborate on teaching practices:** Productive conferences are not simply summaries of lessons observed. A teacher recently told me, "My conferences usually consist of the administrator retelling me the sequence of events that occurred in my class. I know what happened; I was there." In order for conferences to be meaningful, we should develop "conference lesson plans." These conference plans should include appropriate suggestions for professional growth that are well matched to the data gathered in the observation and conferencing process. A good source of possible suggestions is Paula Rutherford's ***Leading the Learning*** in the chapter entitled "Areas of Professional Practice." In this extensively researched chapter, there is a compendium of best practices and ideas to try under numerous headings including planning, assessment, instruction (with particular emphasis on literacy, inclusion, differentiation, and rigor), productive and positive learning environments, and professionalism.

Best wishes for 2007 and may you continue to build even stronger cultures for learning through your supervision and evaluation conferences

Designated areas of growth + how supports would be giving for everyone

Bring student work samples to use as talking pts.

Name of Gen. Ed. Teacher Date

Name of Spec. Ed. Teacher Class

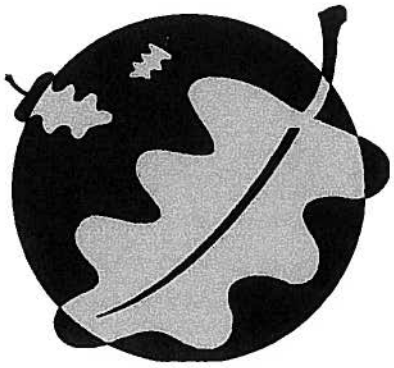
Look For:	Time Frame	Evidence:
One Teach, One Observe	I 2 3 4	
One Teach, One Assist	I 2 3 4	
Parallel Teaching	I 2 3 4	
Team Teaching	I 2 3 4	
Station Teaching	I 2 3 4	
Alternative Teaching	I 2 3 4	
Literacy Skill explicitly taught – Rdg, writing, listening, speaking	I 2 3 4	
Connection to background knowledge	I 2 3 4	
Anticipatory Set	I 2 3 4	
Closure	I 2 3 4	
Formative Assessment/Progress Monitoring	I 2 3 4	
Guided Practice w/feedback	I 2 3 4	
Independent Practice	I 2 3 4	
21st Century Skill connection	I 2 3 4	
Students are given choice	I 2 3 4	
Students are actively engaged and on task	I 2 3 4	
Teacher modeling	I 2 3 4	
Vocabulary and/or Comprehension taught	I 2 3 4	
Differentiation	I 2 3 4	
Cooperative Learning	I 2 3 4	
Useful tools/resources	I 2 3 4	

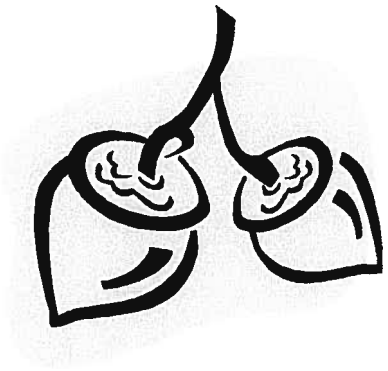
Co-Teaching Methods: One Teach, One Observe/ One Teach, One Assist/ Parallel Teaching/ Team Teaching/ Station Teaching/ Alternative Teaching
Literacy Skill learned today –Reading, Writing, Listening, Speaking
Anticipatory Set /Connection to background knowledge/Lesson purpose set
Formative vs. Summative Assessment/Progress Monitoring/Rubrics/Student self-monitoring
Students are given choice
Differentiation for student need
Students are actively engaged vs. on task
Cooperative Learning/Service Learning/Project Based Learning
Grouping: whole class/groups/individual/learning stations
Content instruction: style (lecture, demonstration, hands-on, inquiry based, etc…)
Vocabulary learned/Comprehension skills learned
I do/Teacher modeling/Think alouds/Exemplars
We do/Guided Practice w/feedback
You do/Independent Practice/Classwork
21st Century Skill connection
Useful tools/resources/technology inclusion
Closure/Revisit purpose and learning from today/connection to next lesson and/or the unit

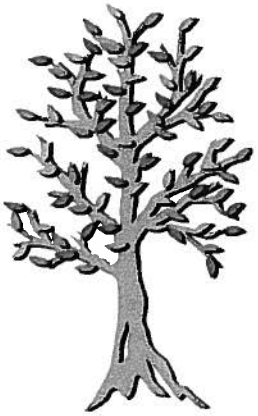
Teacher A: _____ Teacher B: _____

Class _____ Time Period _____ Day _____

	reading and thoughts and give listeners an opportunity to ask questions.	
11:10-11:30	Force Field Analysis Revisited… • Get back into small groups and think about what was shared with the data piece and the article jigsaw. Were there more restraining forces that they wanted to add? Were there ones that stood out more that they felt were most important to their school district. • Give each group 3 arrows to weigh in on what they felt was the most restraining of factors that they were dealing with. Have each group post and say why. Once again, layering on top of already placed arrows the ideas that keep coming to the forefront. • Give each group 3 more arrows and do the same process for driving forces. • Summarize what arrows got the heaviest vote on either side by taking the top 3 on each side that got the most arrows.	Arrows → and arrows ← (3 of each for each of the small groups), sticky tack
11:30-12:00	Setting Goals and Next Steps • If our end goal is 100% graduation rate for all students, then what would be some benchmarks? Have them brainstorm and discuss. What ones will we write down as goals? What ideas do we need to further explore? Create 2 lists. • Wrap up by summarizing all info from the Force Field Analysis and give them poster board with a graduate in the middle and big arrows to use for their consolidated resisting and driving forces to be placed on so they can be displayed to faculty. Summarize goals, ideas, & timeline next steps.	Trifold poster board with cut out of a 'graduate' and 6 larger arrows, chart paper







Fall Partners

Quality Indicator: Literacy

The school schedule and resources are available to allow extra time for literacy activities (varied and flexible grouping, lengthening classes, block scheduling, extended time for interventions, etc....)	
Teachers differentiate instruction (e.g., content, process, product) to meet student needs	
Students have access to and are shown how to make use of a variety of reading materials of varied genre and readability	
Teachers directly teach the components of the writing process and guide students in bringing their writing to a final product	
Teachers model application of writing strategies in various genre and disciplines	
Varied models of instruction occur in the classroom (e.g., direct instruction, group investigation, discovery instruction, hands-on, service learning, etc...)	

Quality Indicator: Specially Designed Intensive Reading

Collaboration between general ed. teachers, special ed. teachers, reading specialists, ESL teachers, AIS teachers, and/or teaching assistants (when appropriate) with sufficient co-planning time	
Student data drives decision making	
A variety of differentiated instructional strategies are utilized to meet student needs	

Quality Indicator: Systemic Support of Literacy Programming

Co-Teaching teams and team planning time in school schedule with special ed. teachers included in scheduled team meetings	
Leader walk throughs	
A comprehensive coordinated literacy program exists	
Regularly scheduled collaborative between general and special educators	
Professional development is outcome focused, ongoing and results driven	
Disaggregated data are used for internal and external evaluations of the implemented literacy program	

Quality Indicator: Behavior—School-wide Positive Behavioral Systems

Reports are made regularly to staff on student data	
Consistent consequences are applied for inappropriate behavior across staff and settings	
Expectations are clearly defined, documented, and posted throughout the building	
The school-wide discipline system is supported by and is a priority for school staff (at least 80% of staff support and participate in process and see it as directly relevant to their work)	
There is a school-based team (which represents all stakeholders—general/special educator, instructional/non-instructional staff, parent, student, administrator, community rep.) with oversight responsibility for the school's discipline system	

Quality Indicator: Instructional Delivery

Educators plan and implement instruction designed to include ALL students at their developmental and skill levels	
Observable and measureable goals are set and instruction is planned to help students meet those goals	
Individual student's strengths and needs drive instructional decision making	
The justification for use of selected instructional practices is based on research	
Students are individually involved in personal goal setting and in monitoring and evaluating their own progress towards those goals	
A variety of instructional strategies are used to address student goals	

Think about this question:

What quality indicators are most important for our school to address in order to bring about the necessary change in student drop out rate and/or suspension rate?

Now, look at your quality indicator form. On the right hand side of each statement you will see a box. For each indicator area you have 5 pts. to spend. Weigh in on how much you believe we need to address each of these issues in answering the question above.

If you think we should only concentrate on one area, give all of your points to that area. If you think that a few of them should be addressed, use your points accordingly. The more points you use by an item, the more you feel we need to address it.

Once you have written down how many points you want to spend in each of the 5 areas, take the black dots I have given you and use them to post your points on the posters in the front of the room. Use one dot to represent each point you had assigned each "look for" area under the indicators.

For example, see how the following people may have used their dots:

Quality Indicator: Instructional Delivery

Educators plan and implement instruction designed to include ALL students at their developmental and skill levels	000000
Observable and measureable goals are set and instruction is planned to help students meet those goals	0
Individual student's strengths and needs drive instructional decision making	0
The justification for use of selected instructional practices is based on research	0
Students are individually involved in personal goal setting and in monitoring and evaluating their own progress towards those goals	
A variety of instructional strategies are used to address student goals	0

Person A

Person B

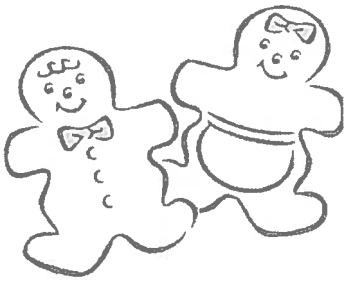
Person C

3 Things that you LEARNED today:

_____

_____

_____



2 Things you WANT TO TRY
when you get back to your classroom:

_____

_____

1 Thing that you will STOP doing:

_____

Leveled reading
Take Home Books - to do w/parents

small groups for reading
varied learning styles - teach to
creative integration of content
RTI w/ 3rd grade tutors, volunteers
indiv. modifications
centers
high interest activity
dev. approp. activ.
suggestions to help at home
monthly parent newsletter

repetition
good support w/ students
parents

- lack of attention to [illegible] students

- kids not [illegible] but other

- lack of parent involvement at home and at school.

Not enough communication between entire grade level and cross grade levels
No time for discussions.
Class size too big

- too large class sizes
- ~~As~~ little support services available at lower grades

- State spec. Ed. regs. greatly affecting reg ed. classrooms
- not necessarily teacher inadequacy but other outside issues as mentioned in mtg.

	Strongly Agree	Agree	Disagree	Strongly Disagree	
1					We make time to talk about our co-teaching practice. *Comment:*
2					We take deliberate steps to convey to our students that we have parity. *Comment:*
3					We take deliberate steps to convey parity to our students' parents/families. *Comment:*
4					We can discuss tough issues—that is, topics on which we disagree. *Comment:*
5					We can raise topics of potential disagreement as soon as they are noted; we do not fret about whether it is safe to do so. *Comment:*
6					We share the same goals for our students. *Comment:*
7					We want to experiment to make co-teaching succeed, even if we did not volunteer for this assignment. *Comment:*
8					We both are responsible for key decisions regarding instruction, classroom management, and student needs. Comment:
9					We both are accountable for student outcomes. *Comment:*
10					We each contribute resources to facilitate co-teaching. *Comment:*
11					We try to use our differences to create new options for students. *Comment:*
12					We seek novel solutions to dilemmas rather than just ideas that are owned by either of us. *Comment:*
13					We actively seek ways to draw out each other's strengths while covering for each other's weaknesses. *Comment:*
14					We believe that what we do together in co-teaching is better than what either of us would accomplish separately. *Comment:*
15					Our commitment to co-teaching and trust of each other is growing. *Comment:*

Collaboration for Co-Teaching Questionnaire **Circle One: Fall Mid-Year June**

Teacher Name: _____ **Co-Teacher** _____

Co-Teaching True or False?

_____1. Co-Teaching is a professional classroom partnership
_____2. Co-Teaching should be used primarily as a means for students' socialization
_____3. The main idea behind co-teaching is that it should be used an extra set of hands in the classroom
_____4. Co-Teaching is a way for two teachers to deliver instruction and assess student learning efficiently
_____5. Co-Teaching is a way for teachers to more readily determine student need and tailor their instruction to those differing needs
_____6. Co-teaching is most effective when one teacher teachers the majority of the lesson while the other roams the room assisting students
____7. Co-Teaching is an option for providing special services to students with mild, moderate, and/or significant disabilities
____8. It is good practice to have a teacher and teaching assistant in a classroom co-teaching to meet the needs of all students
____9. Co-Teaching is a great time saver. While one teacher is teaching the other can grade papers for another class, create worksheets on the computer and run necessary errands before the end of the school day
____10. All students are full members of the class where co-teaching occurs
____11. In co-taught classrooms, teachers share instructional decisions, accountability, and responsibility for students' level of success
____12. Co-teaching is the same as collaborating or team teaching

Current Status of District in SPP Identified Priority Areas

Priority State Performance Plan (SPP) Indicator(s) to be addressed by QIP:

- SPP2: Percent of youth with Individualized Educational Plans (IEPs) dropping out of school

Current Status (Baseline **data** related to Priority SPP Indicator(s). Do not document unrelated district status information.):

- Needs Assistance for Indicator #2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. According to the State Performance Plan Data Report, Drop-Out Rate for SWDs—2005 Total Cohort Four Years Later (as of Aug. 2009) was 20% which was above the 17% cutoff.

Summary of Analysis of Need by Impact Area

In the sections below identify:

- What additional data the team collected and reviewed and why.
- How the team determined whether or not to focus on each of the 3 impact areas.
- How the Quality Indicators Guides were utilized.
- How you assessed the current classroom instructional practices in order to identify the areas of need.
- The priority needs the team identified.

Additional data was collected and reviewed by the team in order to look for trends and as part of the causal analysis. The following data was reviewed and discussed in relation to drop-out rate.

According to the NYS Report Card Accountability and Overview Report for XXXXX for 2008-9:

- Total enrollment= 2291; Total Attendance=95%; Student Suspensions=363/2291 (15%); Free and Reduced Lunch=441/2291 (19%)
- Secondary-Level English Language Arts: Test Performance of all students = 191 (effective AMO = 167; Met AYP)
  Test Performance of SWDs = 154 (effective AMO =159; Did NOT meet AYP)
- Secondary-Level Mathematics: All Students and SWDs met AYP
- Graduation Rate: All Students = of the 673/801 (84%) graduated; SWDs = of the 41/68 students (60%) graduated
- This school's total cohort results in secondary-level English after four years of instruction:
  ~General Education: 349/726 (48%) at Level 4; 319/726 (44%) at Level 3; 8/726 (1%) at Level 2; 51/726 (7%) at Level 1
  ~Students w/Disabilities: 4/90 (4%) at Level 4; 49/90 (54%) at Level 3; 5/90 (6%) at Level 2; 32/90 (36%) at Level 1

- This school's total cohort results in secondary-level Mathematics after four years of instruction:
  ~General Education: 319/726 (44%) at Level 4; 370/726 (51%) at Level 3; 15/726 (2%) at Level 2; 22/726 (3%) at Level 1
  ~Students w/Disabilities: 10/90 (11%) at Level 4; 47/90 (52%) at Level 3; 7/90 (8%) at Level 2; 26/90 (29%) at Level 1

- Percentage comparison of students scoring BELOW 65% on the various 2008-09 Regents Exams:

	Gen. Ed.	SWDs		Gen. Ed.	SWDs		Gen. Ed.	SWDs
Comp. Eng.	3%	20%	Integrated Algebra	30%	67%	US History/Govt.	5%	28%
Math A	26%	50%	Geometry	37%	69%	Earth Science	2%	26%
Math B	43%	67%	Global/Geography	7%	39%	Chemistry	42%	33%

According to the NYS Report Card Accountability and Overview Report for XXXXX for 2008-9:

- Total enrollment= 1663; Total Attendance=96%; Student Suspensions=211/1663 (13%); Free and Reduced Lunch=420/1663 (26%)

- Elementary/Middle-Level English Language Arts: Test Performance of all students=177 (Effective AMO 140, met AYP)
  Test Performance of SWDs=105 (Effective AMO 133, did NOT meet AYP)

- This school's total cohort results in Grade 8 English Language Arts:
  ~General Education: 50/713 (7%) at Level 4; 549/713 (77%) at Level 3; 114/713 (16%) at Level 2; 0/713 (0%) at Level 1
  ~Students w/Disabilities: 0/77(0%) at Level 4; 9/77 (12%) at Level 3; 61/77 (79%) at Level 2; 7/77 (9%) at Level 1

- Elementary/Middle-Level Mathematics: Test Performance of all students=183 (Effective AMO 115, met AYP)
  Test Performance of SWDs=106 (Effective AMO 108, did NOT meet AYP)

- This school's total cohort results in Grade 8 Mathematics:
  ~General Education: 164/713 (23%) at Level 4; 478/713 (67%) at Level 3; 64/713(9%) at Level 2; 7/713 (1%) at Level 1
  ~Students w/Disabilities: 1/74 (1%) at Level 4; 22/74 (29%) at Level 3; 35/74 (47%) at Level 2; 17/74 (23%) at Level 1

- Elementary/Middle-Level Science: All students and SWDs sub-group both met AYP
  ~General Education: 211/587 (36%) at Level 4; 329/587 (56%) at Level 3; 41/587 (7%) at Level 2; 6/587 (1%) at Level 1
  ~Students w/Disabilities: 3/74 (4%) at Level 4; 26/74 (35%) at Level 3; 33/74 (45%) at Level 2; 12/74 (16%) at Level

- **Percentage comparison of students scoring BELOW 65% on the various 2008-09 Regents Exams:**

	Gen. Ed.	SWDs		Gen. Ed.	SWDs
Integrated Algebra	5%	42%	Earth Science	10%	28%
Geometry	0%	N/A	Physics	4%	N/A
Living Environment	22%	31%			

2009-10 ELA Scores (Some numbers may be off by +/- 1 due to rounding):

	General Ed. Students				Special Ed. Students				% Differential (%GE-%SE)			
3rd Grade	**L1**	**L2**	**L3**	**L4**	**L1**	**L2**	**L3**	**L4**	**L1**	**L2**	**L3**	**L4**
AAAA Elem.	0/86 (0%)	17/86 (20%)	50/86 (58%)	19/86 (22%)	0/7 (0%)	6/7 (86%)	1/7 (14%)	0/7 (0%)	0%	66% More Sp. Ed.	44% More Gen. Ed.	0%
BBBB Elem.	0/98 (0%)	19/98 (19%)	55/98 (56%)	24/98 (25%)	1/21 (4%)	13/24 (54%)	10/24 (42%)	0/24 (0%)	4% More Sp. Ed.	35% More Sp. Ed.	14% More Gen. Ed.	25% More Gen. Ed.
CCCC Elem.	0/102 (0%)	17/102 (17%)	64/102 (63%)	21/102 (21%)	4/25 (16%)	18/25 (72%)	3/25 (12%)	0/25 (0%)	16% More Sp. Ed.	55% More Sp. Ed.	51% More Gen. Ed.	21% More Gen. Ed.
EEEE Elem.	0/100 (0%)	18/100 (18%)	60/100 (60%)	22/100 (22%)	2/21 (10%)	10/21 (48%)	9/21 (43%)	0/21 (0%)	10% More Sp. Ed.	30% More Sp. Ed.	17% More Gen. Ed.	22% More Gen. Ed.
FFFF Elem.	0/124 (0%)	38/124 (31%)	62/124 (50%)	24/124 (19%)	1/12 (8%)	7/12 (58%)	4/12 (33%)	0/12 (0%)	8% More Sp. Ed.	27% More Sp. Ed.	17% More Gen. Ed.	19% More Gen. Ed.
GGGG Elem.	0/88 (9%)	26/88 (30%)	52/88 (59%)	10/88 (11%)	3/24 (12.5%)	14/24 (58%)	4/24 (17%)	3/24 (12.5%)	12.5% More Sp. Ed.	28% More Sp. Ed.	42% More Gen. Ed.	1.5% **More Sp. Ed.**

4th Grade	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
AAAA. Elem.	0/84 (0%)	12/84 (14%)	69/84 (82%)	3/84 (4%)	1/7 (14%)	2/7 (29%)	4/7 (57%)	0/7 (0%)	14% More Sp. Ed.	15% More Sp. Ed.	25% More Gen. Ed.	4% More Gen. Ed.
BBBB Elem.	0/116 (0%)	7/116 (6%)	99/116 (85%)	10/116 (9%)	2/24 (8%)	12/24 (50%)	10/24 (42%)	0/24 (0%)	8% More Sp. Ed.	44% More Sp. Ed.	43% More Gen. Ed.	9% More Gen. Ed.
CCCC. Elem.	0/113 (0%)	14/113 (12%)	93/113 (82%)	6/113 (5%)	0/15 (0%)	6/15 (40%)	9/15 (60%)	0/15 (0%)	0%	28% More Sp. Ed.	22% More Gen. Ed.	5% More Gen. Ed.
DDDD Elem.	0/98 (0%)	10/98 (10%)	78/98 (80%)	10/98 (10%)	3/30 (10%)	4/30 (13%)	22/30 (73%)	1/30 (3%)	10% More Sp. Ed.	3% More Sp. Ed.	7% More Gen. Ed.	7% More Gen. Ed.
EEEE Elem.	0/100 (0%)	19/100 (19%)	77/100 (77%)	4/100 (4%)	0/18 (0%)	13/18 (72%)	4/18 (22%)	1/18 (6%)	0%	53% More Sp. Ed.	55% More Gen. Ed.	2% **More Sp. Ed**
FFFF. Elem.	0/91 (0%)	11/91 (12%)	75/91 (82%)	5/91 (6%)	5/27 (19%)	8/27 (30%)	12/27 (44%)	2/27 (7%)	19% More Sp. Ed.	18% More Sp. Ed.	38% More Gen. Ed.	1% **More Sp. Ed**
5th Grade	**L1**	**L2**	**L3**	**L4**	**L1**	**L2**	**L3**	**L4**				
GGGG MS	0/367 (0%)	39/367 (11%)	273/367 (74%)	55/367 (15%)	1/42 (2%)	24/42 (57%)	16/42 (38%)	1/42 (2%)	2% More Sp. Ed.	46% More Sp. Ed.	36% More Gen. Ed.	13% More Gen. Ed.
HHHH. MS	0/252 (0%)	41/252 (16%)	181/252 (72%)	30/252 (12%)	4/37 (11%)	20/37 (54%)	11/37 (30%)	2/37 (5%)	11% More Sp. Ed.	38% More Sp. Ed.	42% More Gen. Ed.	7% More Gen. Ed.

6th Grade	L1	L2	L3	L4	L1	L2	L3	L4				
GGGG MS	0/336 (0%)	28/336 (8%)	283/336 (84%)	25/336 (7%)	0/50 (0%)	30/50 (60%)	18/50 (36%)	2/50 (4%)	0%	52% More Sp. Ed.	48% More Gen. Ed.	3% More Gen. Ed.
HHHH MS	0/258 (0%)	38/258 (15%)	211/258 (82%)	9/258 (3%)	0/41 (0%)	32/41 (78%)	8/41 (20%)	1/41 (2%)	0%	63% More Sp. Ed.	62% More Gen. Ed.	1% More Gen. Ed.
7th Grade	**L1**	**L2**	**L3**	**L4**	**L1**	**L2**	**L3**	**L4**				
GGGG. MS	0/384 (0%)	58/384 (15%)	282/384 (73%)	44/384 (12%)	0/48 (0%)	38/48 (79%)	9/48 (19%)	1/48 (2%)	0%	64% More Sp. Ed.	54% More Gen. Ed.	10% More Gen. Ed.
HHHH. MS	0/238 (0%)	32/238 (13%)	178/238 (75%)	28/238 (12%)	0/32 (0%)	27/32 (84%)	4/32 (13%)	1/32 (3%)	0%	71% More Sp. Ed.	62% More Gen. Ed.	9% More Gen. Ed.

% Students at Level 3 & 4 for 2009-10

4th Grade ELA	62%	4th Grade Math	63%	5th Grade Soc. St.	91%	4th Gr. Sci	94%
6th Grade ELA	57%	6th Grade Math	73%	8th Grade Soc. St.	86%	8th Gr. Sci.	87%
8th Grade ELA	60%	8th Grade Math	61%				

% Students Scoring 65+ on 2009-10 Regents

English	91%	Global History	88%	Chemistry	83%
Integrated Algebra	83%	U.S. History	92%	Earth Sci.	88%
Geometry	79%	Liv. Env.	92%	Physics	82%

Data from the Comprehensive District Education Plan (2011-2014) for XXXX School District:

District Goal: 100% of second grade students scoring a minimum of Level 28 on the Diagnostic Reading Assessment (DRA)

Elementary School	2007-8	2008-9	2009-10
AAAA	75%	91%	91%
BBBB	65%	80%	80%
CCCC	66%	92%	90%
DDDD	81%	80%	81%
EEEE	77%	78%	68%
FFFF	45%	N/A	N/A
Overall Performance	65%	N/A	N/A

District Goal: 100% of fourth grade students scoring in Level 3 or 4 range on the 4th grade NYS ELA Assessment

Elementary School	2007-8	2008-9	2009-10
AAAA	73.6%	75%	62%
BBBB	73.7%	82%	65%
CCCC	81.9%	86%	68%
DDDD	78.2%	90%	68%
EEEE	62.0%	74%	45%
FFFF	72.1%	70%	60%
Overall Performance	74.1%	80%	62%

District Goal: 100% of fourth grade students scoring in Level 3 or 4 range on the 4th grade NYS Math Assessment

Elementary School	2007-8	2008-9	2009-10
AAAA	88.7%	85%	63%
BBBB	95%	94%	69%
CCCC	89.5%	91%	63%
DDDD	85.3%	90%	74%
EEEE	71.9%	79%	45%
FFFF	90.2%	85%	59%
Overall Performance	87.0%	88%	63%

District Goal: 100% of sixth grade students scoring in Level 3 or 4 range on the 6th grade NYS ELA Assessment

Middle School	2007-8	2008-9	2009-10
GGGG	74.7%	85.4%	63%
HHHH	69.7%	80.1%	48%
Overall Performance	72.6%	83.4%	57%

District Goal: 100% of sixth grade students scoring in Level 3 or 4 range on the 6th grade NYS Math Assessment

Middle School	2007-8	2008-9	2009-10
GGGG	91.3%	91.9%	77%
HHHH	87.6%	87.5%	67%
Overall Performance	89.7%	90%	73%

District Goal: 100% of sixth grade students scoring a 65% or above on all 6th grade Mathematics Benchmark Assessments

Middle School	2007-8	2008-9	2009-10
GGGG	86%	79%	78%
HHHH	74%	76%	75%
Overall Performance	81%	78%	71%

XXXX Data Summary for Drop-Outs with Disabilities from the 2004-2006 cohorts

2004 # of SWD Drop-Outs	9	Total # of Male Drop-Outs for all three cohorts	33/50 (66%)
2005 # of SWD Drop-Outs	29	Total # of Female Drop-Outs for all three cohorts	17/50 (34%)
2006 # of SWD Drop-Outs	12	Total # of Black Drop-Outs for all three cohorts	4/50 (8%)
		Total # of White Drop-Outs for all three cohorts White	46/50 (92%)
Total	50		

Drop-Outs by Code:

Total Long-term absence (20 consecutive unexcused)	33/50 (66%)
Left school, no documentation of transfer	6/50 (12%)
Transferred to an AHSEP or HSEP program	6/50 (12%)
Left school; first time drop-out	4/50 (8%)
Permanent expulsion	1/50 (2%)

Grade in which they dropped out:

Grade 9	6/50	(12%)
Grade 10	13/50	(26%)
Grade 11	11/50	(22%)
Grade 12	4/50	(8%)
Grade 14	10/50	(20%)
GD	6/50	(12%)

Drop-Out Students by Disabilities:

Learning Disability	30/50	(60%)
Other Health Impaired	5/50	(10%)
Emotional Disturbance	11/50	(22%)
Mental Retardation	3/50	(6%)
Hearing Impaired	1/50	(2%)

# of Times/Grade Retained:

Retained 0	8/50	(16%)
Retained 1x	18/50	(36%)
Retained 2x	19/50	(38%)
Retained 3x	2/50	(4%)
Retained 4x	3/50	(6%)

Kdg. Retention	1
1st grade retention	8
2nd grade retention	3
3rd grade retention	2
4th grade retention	1
5th grade retention	1
6th grade retention	2
7th grade retention	6
8th grade retention	8
9th grade retention	20
10th grade retention	11
11th grade retention	7
12th grade retention	2

Drop-Out Student's Assessment Scores:

8th grade ELA Assessments

NA 17/50 (34%)

Range	560-684
560-569	1
570-579	2
580-589	1
590-599	1
600-609	2
610-619	4
620-629	3
630-639	3
640-649	8
650-659	4
660-669	3
670-679	2
680-689	2

Terra Nova Gap (between Gr. taken and GE)

NA 12/50 (24%)

0.0 to -0.5	0	0.0 to +0.5	1
-0.5 to -1.0	3	+0.5 to +1.0	1
-1.0 to -1.5	1	+1.0 to +1.5	2
-1.5 to -2.0	3	+1.5 to +2.0	2
-2.0 to -2.5	1		
-2.5 to -3.0	2		
-3.0 to -3.5	6		
-3.5 to -4.0	6		
-4.0 to -4.5	2		
-4.5 to -5.0	3		
-5.0 to -5.5	1		
-5.5 to -6.0	3		
-6.0 to -6.5	0		
-6.5 to -7.0	1		

Comparison of 2005 & 2006 Drop-Outs:

	2005 Cohort	2006 Cohort
# of SWDs in Cohort	110/908 (12%)	79/834 (10%)
# of SWDs receiving an IEP Diploma	15/110 (14%)	4/79 (5%)
# of SWDs receiving GED	4/110 (4%)	1/79 (1%)
# of SWDs receiving a Local Diploma	18/110 (16%)	7/79 (9%)
# of SWDs receiving a Regents Diploma	34/110 (31%)	35/79 (44%)
# of GEN. ED. Students receiving Regents Diploma	330/908 (36%)	294/834 (35%)
# of SWDs receiving an Advanced Regents Diploma	3/110 (3%)	0/79 (0%)
# of GEN. ED. Students receiving an Advanced Regents Diploma	294/908 (35%)	363/834 (44%)

ALL SWD Classroom Performance (Failure Rate...avg. of below 65) for the 2005 Cohort Grades 5-9:

Grade Level	ELA	Math	Science	Soc. St.
5	3/19 (16%)	4/19 (21%)	3/17 (18%)	5/18 (28%)
6	6/27 (22%)	7/23 (30%)	7/24 (29%)	8/24 (33%)
7	8/26 (31%)	8/26 (31%)	8/27 (30%)	7/26 (27%)
8	8/28 (29%)	11/26 (42%)	9/25 (36%)	6/24 (25%)
9	16/38 (42%)	19/43 (44%)	19/37 (51%)	16/39 (41%)

***Number of groups varies due to: Students moving into and out of the district, students dropping classes, students repeating classes, student not taking all four core classes, etc... Numbers does not include the students who were in Special Classes (N=16) and students that did not have any data representation (N=4)**

SWD DROP OUT Classroom Performance (Failure Rate...avg. of below 65) for the 2006 Cohort Grades 8-11:

Grade Level	ELA	Math	Science	Soc. St.
8	3/13 (23%)	6/13 (46%)	5/13 (39%)	5/13 (39%)
9	6/22 (27%)	14/25 (56%)	16/25 (64%)	11/25 (44%)
10	3/16 (19%)	4/19 (21%)	6/18 (33%)	3/18 (17%)
11	6/15 (40%)	4/9 (44%)	4/9 (44%)	6/12 (50%)

***Number of groups varies due to: Students moving into the district, students dropping classes or leaving school, students repeating classes, student not taking all four core classes, etc... N=22 Drop Outs**

After reviewing the data, some common threads emerged among the students with disabilities that may have made them more at risk for dropping out. These include: Lack of success in passing core area classes from middle school through high school, difficulties with reading and math abilities, repeating classes or grade levels (especially at the high school level), attendance rate at the high school level and for students in special classes K-1, more difficulty in passing NYS Assessments and Regents exam than their General Ed. peers.

The team looked at all three impact areas. A Quality Indicator Tool survey was used to look for areas of strength in practices as well as areas in need of improvement. The survey was given to a sampling of staff K-12 including teachers and administrators. From the initial survey, a list of the top indicators (strengths and needs) in each area were delineated and shared with the QIP team. The team was very interested in this activity and would like the survey given out at a later time to the entire K-12 staff so that we have an even clearer picture of the district's (and each building's) strengths and needs. Currently, the top areas of need were determined to be the following:

Literacy QI:

The school schedule and resources are available to allow extra time for literacy activities (varied and flexible scheduling, lengthening of classes, block scheduling, extended time for interventions, etc...)

Specially Designed Intensive Reading:

Students self-monitor their progress.

Systematic Support of Literacy:

Data from formative and summative assessments are used to track student progress and plan consistent integrated interventions over time.

Special Ed. Delivery QI:

Students are individually involved in personal goal setting and in monitoring their own progress towards those goals.

Behavior QI:

Reports are made regularly to staff on student data.

1. Literacy/Instruction

Data collected/reviewed/why. Use of QIs. Assessment of instruction:

After analyzing the data (see above) and collecting information from staff, the QIP team determined that there is a need for more cohesive literacy instruction throughout the content areas (beginning at the elementary level and continuing through high school). Although this is a great need. because of the variety of initiatives already in place at the Junior High School and High School levels, the team wishes to concentrate efforts on literacy at the Elementary and Middle School levels. A focus is needed on instructional best practices in vocabulary instruction and comprehension, across all content areas.

Priority needs identified: (bulleted list)

- Professional Development for all instructional staff in vocabulary instruction and comprehension/checking for understanding
- Evidence of explicit planning and instruction of vocabulary terms and increase in student knowledge of terms.
- Evidence of the use of formative assessments to measure comprehension in the content areas.
- Evidence of teacher and student involvement in progress monitoring of English-Language Arts skills.

2. Special Education Instructional Practice

Data collected/reviewed/why. Use of QIs. Assessment of instruction:
After analyzing the data (see above) and collecting information from staff. the QIP team determined that there is a need for students to be more involved in their own education. This includes regular progress monitoring of skills taught in the classroom, individualized goal setting, and more involvement in the development of their individualized educational plans (IEPs).
Priority needs identified: (bulleted list)

- Professional Development for all special education instructional staff in use of data and how to include students in progress monitoring of skills, goal setting, and IEP development

3. Behavior Interventions and Instructional Supports

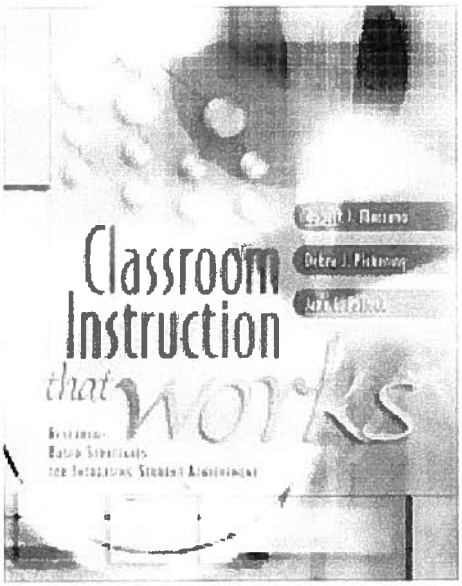
Data collected/reviewed/why. Use of QIs. Assessment of instruction:
After analyzing the data (see above) and collecting information from staff, the QIP team hypothesized that special education students who are receiving services and are taking general education classes are not being successful in their core area classes and often have to repeat a subject or grade level. It is hypothesized that this leads to greater attendance issues and then becomes a major factor in the students choosing to drop out of school. Teachers surveyed on the QI tools have indicated that there is not a consistent collection or use of data system-wide that helps identify at-risk students sooner.
Priority needs identified: (bulleted list)

- Develop a longitudinal system that looks K-12 at early identification of students with disabilities who may be "at risk" for lack of school success and/or dropping out of school. Data collected should include: absenteeism, low socio-economic status, behavioral incidents, repeating of grades, credits earned, reading level, disability, Regents Exam status, and grades). The district will identify the criterion for identifying a student as being "at-risk". Each school building will have a systematic process in place for reviewing these students identified as "at risk", setting up interventions, and monitoring progress. The system should include plans for transitioning students from grade level to grade level and building to building.

Quality Improvement Goals	
Impact Area: Literacy Priority Need(s) Addressed: (copy from Summary of Needs Section) 1. Professional Development available for all K-7 instructional staff in vocabulary instruction and checking for understanding 2. Evidence of explicit planning and instruction of vocabulary terms and increase in student knowledge of terms. 3. Evidence of the use of formative assessments to measure comprehension in the content areas.	**Measurable Goal #1:** By August 31, 2012 the 3rd grade cohort from 2010 will increase the percentage of students receiving a Level 3 or Level 4 on the NYS ELA Assessment from 30 to 40% (when those same students are assessed in 5th grade). By August 31, 2012 the 4th grade cohort from 2010 will increase the percentage of students receiving a Level 3 or Level 4 on the NYS ELA Assessment from 54% to 60% (when those same students are assessed in 6th grade). By August 31, 2012 the 5th grade cohort from 2010 will increase the percentage of students receiving a Level 3 or Level 4 on the NYS ELA Assessment from 38 to 45 % (when those same students are assessed in 7th grade).
Impact Area: Behavior **Priority Need(s) Addressed: (copy from Summary of Needs Section)** 1. Develop criteria for what a student "at risk" of dropping out may look like K-12 (some identifying factors to look at: absenteeism, low socio-economic status, behavioral incidents, repeating of grades prior to high school, number of	**Measurable Goal #2[1]:** **By August 31, 2012 85% of the Students with Disabilities at the High School level will have 20 absences or less.**

[1] No more than 2 Goals should be identified.

credits earned, reading level, disability, Regents Exam status, grades). Develop a longitudinal system for early identification of students who may be "at risk" that includes data collection, identification, intervention, progress monitoring, and transitioning from grade level to grade level and building to building.	



The What, How, & Why of Classroom Instruction that Works

By Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock

A Structured Guide to the Text's Research-Based Strategies for Increasing Student Achievement

Identifying Similarities and Differences
Text Pages 13-28

What	How	Why

Summarizing and Note Taking
Pages 29-48

What	How	Why

Reinforcing Effort and Providing Recognition
Pages 49-59

What	How	Why

Homework and Practice
Pages 60-71

What	How	Why

Nonlinguistic Representations
Pages 72-83

What	How	Why

Cooperative Learning
Pages 84-91

What	How	Why

Setting Objectives and Providing Feedback
Pages 92-102

What	How	Why

Generating and Testing Hypotheses
Pages 103-110

What	How	Why

Cues, Questions, and Advanced Organizers
Pages 111-120

What	How	Why

Specific Applications: Teaching Specific Types of Knowledge
Pages 123-145

What	How	Why
Vocabulary Terms & Phrases- Research shows a strong relationship between vocabulary and one's ability to comprehend new info., intelligence, & one's level of income Systematic vocabulary instruction is critical 1. Students must encounter words in context more than once to learn them 2. Instruction in new words enhances learning those words in context 3. One of the best ways to learn a new word is to associate an image w/it 4. Direct vocab. instruction works 5. Direct instruction on words that are critical to new content produces the most powerful learning	**Vocabulary Terms & Phrases-** * Identify critical terms & phrases (limit the number) * Direct instruction—a process for teaching new terms/phrases: 1. Present students with a brief explanation or description of the new term or phrase 2. Present students w/a nonlinguistic representation 3. Ask the students to generate their own explanations or descriptions of the term or phrase 4. Ask students to create their own nonlinguistic representation 5. Periodically ask students to review the accuracy of their explanations and representations	**Vocabulary Terms & Phrases-**
Details- Highly specific pieces of information, such as: facts, time sequences, cause/effect sequences, and episodes	**Details-** 1. Students should have, systematic, multiple exposures to details—must have at least 3 or 4 exposures within 2 days in order to remember details and use them in any meaningful way. 2. Details are highly amenable to "dramatic" instruction (students either observe or are involved in a dramatic enactment of the details) and this has the strongest effect on student retention of details (followed by visual instruction—a nonlinguistic representation—	**Details-**

Organizing Ideas- ...such as generalizations and principles, are the most general type of declarative knowledge. Generalizations help students develop a broad knowledge base because they transfer more readily to different situations. 1. Students commonly have misconceptions about principles and generalizations when first introduced to them and it is not easy to change their misconceptions. 2. Students need to be able to clearly articulate statements of generalizations and principles and provide numerous examples **Skills/Tactics-** Mental skills come in two different forms: 1. Tactics-consist of general rules governing an overall flow of execution, rather than a set of steps that must be performed in a specific order. 2. Algorithms are mental skills that have specific steps and outcomes.	and then by verbal instruction—telling students about details or having them read about them). **Organizing Ideas-** * Students must be able to clearly state generalizations and principles as well as support them with a variety of examples * Strategies must be taught for correcting misconceptions about organizing ideas. These include: >Activating prior knowledge (ask students to recall what they know about a specific organizing idea—produces little conceptual change) >Discussion (Have students discuss what they know. This produces more conceptual change. It facilitates the infusion of new perspectives and ideas that are generated by the discussion) >Argumentation (The biggest conceptual change comes when students must provide a sound defense for their position, or are presented with a sound argument or a sound defense relative to an organizing idea). >Also, teachers might present examples that expose the flaws in the students' thinking * Students should be provided opportunities to apply organizing ideas once they understand them **Skills/Tactics-** * Skills should be learned to the level that students can perform them quickly and accurately. Students should be encouraged to keep track of their speed and accuracy * The idea of "focused practice" is important when students are practicing a complex, multi-step skill or process. Skills are most useful when learned to the level of automaticity.	**Organizing Ideas-** **Skills/Tactics-**

	* Teachers must set aside time to model the skill or process, for providing guided practice, for assigning independent practice, and for students to understand how a skill or process works. * Discovery learning should only be used when there is more variation in the steps that can be used to effectively execute a skill. Approaches such as Cognitively Guided Instruction (CGI) can be used to encourage primary students to design their own strategies for solving problems.	
Processes- Similar to skills in that they produce some form of product or new understanding. They are not amenable to a "step-by-step" instructional approach.	**Processes-** * Students should practice all parts of a process in the context of the overall process. * Teachers should emphasize the meta-cognitive control of processes. Students must not only be able to master the component skills, but must be able to control the interactions of those elements. * Students should be provided a model of the overall components and subcomponents of the process, plenty of guided practice, given reinforcement and feedback on how they can improve their execution of the strategies, encouraged to monitor their performance, and encouraged to generalize the strategies in different content areas	**Processes-**