What We Teach

✓ Common Core; Power Standards (Less is More- Schmoker)
  - Rigor and Relevance Framework
  - Endurance, Leverage, Readiness (Revees)

✓ Authentic Literacy/Rhetorical Approach
  - Purposeful reading, writing and talking
    o Read to infer/interpret/draw conclusions
    o Support arguments w/ evidence
    o Resolve conflicting views
    o Solve complex problems

- SMART Goals: Quarterly/EOC and CST’s

- Weekly CFA’s, DLT’s and Spiral Review (warm-up)

- Weekly Re-Teaching: ELT, After School, Saturdays

- Timely Data: Inform instruction and intervention

- Continuous Improvement Model
  ✓ We Plan, We Do, We Check, We Act
QUALITY INSTRUCTION
SUCCESS DEPENDS LARGELY IMPLEMENTING WHAT IS ALREADY KNOWN

• How We Teach:

✓ Sound lessons: *A few, simple, repeatable routines* (Schmoker)
  - The Knight Way (INSTRUCTIONAL ROUTINE)
  - Interactive Lecture & Literacy-based Lesson TEMPLATES
  - Common Language: DLT &ALD (every 5 to 10 min.)!!!!

✓ Authentic Literacy/Rhetorical Approach
  - Purposeful reading, writing and talking

• Motivational
  ✓ Finding our WHY!!!

✓ Radical LEAP: *Love, Energy, Audacity, Proof*

• Turnaround Coaching Model
  ✓ I Do, We Do, You Do
TIMELY INTERVENTION

COMPREHENSIVE, TIMELY, TARGETED, DIRECTIVE, SYSTEMATIC

• **Tier I**: In-School Support
  - **Quality Instruction**!!!
  - Extended Learning Time (65 minutes)
  - Support Classes, AVID, Computer (game-based), P2P, KRASE, Interest-Based Adv.

• **Tier II**: Extended Day
  - AEC
  - Weekly Re-Teaching Plan
  - Saturday Academies
  - SQIP (Saturday Quarterly Intervention Plan)
  - EOC Intervention
  - Vacation Packets
  - 90 Day CST’s Plan

• **Tier III**: Extended Day/Week/Year
  - Spring Intersession Intervention
  - Intensive Interventions:
    - **Rising Stars**: 2 + F’s
    - **Shining Stars**: EL Below 2.0
    - **Shooting Stars**: Spec Ed Below 2.0
    - **Learning Upgrade All Stars**: Basic/BB (Math)
    - **Achieve 3000 All Stars**: Basic/BB (ELA)
    - **ELD All Stars**: ELD support
“Effective instruction consists primarily of just a few ordinary, largely whole-class teaching practices that we have known about for decades”

---Mike Schmoker

**Before Bell:**  Students begin before the bell rings

**Warm-Up:**  Spiral Question

- Higher Level question (infer, predict, analyze, synthesize)
- Activate prior knowledge (hook, engage, recall)
- Formative Assessment - Check for understanding

**Power Writing (PW-10 min)**

- Written response to spiral question
- Students engage in ALD (Think/Pair/Share)
- Several random students selected
  - Student stand-up
  - Share partners response
  - Sentence starters (practice mortar words)

**DLT:**  Engage in the DLT

- Write it: Planner
- Speak it: whole group (together); pairs (TPS)
- Randomly call on students (stand and share)
- Repeat several times throughout the lesson

**Vocabulary Development:**  See KNIGHT VOCABULARY PROCESS

**Quality Instruction:**  See Interactive Lecture TEMPLATE & Literacy-based Lesson TEMPLATE
STEP INTERACTIVE LECTURE TEMPLATE

“Interactive-lecture can account for as much as six to nine months of learning growth per year”
(William, 2007, p. 186)

STEP 1: Begin w/ a question, a “hook”, or a link to prior knowledge.

STEP 2: Students respond by writing and/or talking in pairs.

STEP 3: Teacher calls on a few students as a way to randomly “check for understanding”—to see if they understood the task or if they need additional instruction before moving on.

STEP 4: If a student does not understand the content in a particular chunk, the teacher should revisit or “reteach” before moving on to another “chunk”. Teachers must ensure that every student is responding, multiple times, throughout the lecture.

STEP 5: Information delivered to students in small, ordered steps or “chunks or digestible bites”, between which students “practice” their knowledge (STEP 2). These “periodic thinking reviews” give students a chance to process their learning in one of three ways: review their notes, summarize their learning, compare and contrast notes, perception and connections.

STEP 6: Teacher repeats (STEP 3) and (STEP 4).

The Five-Minute Limit: Teachers should talk for no more than five minutes before giving students an opportunity to process the new information- to write or to interact with peers.
STEP 1: Review Vocabulary: Before reading any text, always be sure to teach any vocabulary that could impede understanding. This simple step can often make a seemingly inaccessible text accessible to all.

STEP 2: Establish a purpose and ask a question or give a prompt: create interest in the content of the text, share background information about the topic etc. Check for understanding (Steps 2, 3 and 4 – Interactive Lecture TEMPLATE)

STEP 3: Model higher-order reading: Frequent modeling (several times per week) of reading, underlying, and annotating, in every course, is critical to accelerate the attainment of core intellectual processes.

STEP 4: Guided practice and Formative Assessment: Have students practice reading, note-taking, annotating or quick-write-circulate to check for understanding-(Step 2, 3 and 4 – Interactive Lecture TEMPLATE).

STEP 5: Whole-Class Discussion or Debate: We greatly underestimate both the educational power and enjoyment students derive from such discussions and debates. Discussion should follow simple procedures (see Discussion guidelines).

STEP 6: Writing assignments: Students return to their text to (1) quietly review and reread their notes, (2) arrange and organize the best of these notes, thoughts, quotes into a list or formal outline, (3) and write. Frequency is paramount and formal guidance rarely needed.
“A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world”

“Our task is to provide an education for the kinds of kids we have, not for the kinds of kids we used to have, or the want to have, or the kids that exist in our dreams” --Anonymous

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education” --Martin Luther King Jr.

“A genuine leader is not a searcher for consensus but a molder of consensus” --Martin Luther King Jr.

The question confronting most schools and districts is not, “what do we need to know in order to improve?” but rather, “will we turn what we already know into action?” – DuFour, DuFour, Eaker and Many

“Failure to improve our schools in the last few decades isn’t because isn’t because we lack funding or don’t know how to improve schools. What we lack is the ‘will and persistence’ to implement what we already know” –Alan Odden

Commitment – a combination of purpose and passion—has a direct effect on self-efficacy (teachers’ belief that they actually can make a different) and in turn on student achievement” --Michael Fullan

“the collective efficacy of the teachers is a better predictor of student success in a school than the socioeconomic status of the students”-- Goddard, Hoy, and Hoy (2004)

“The link between success in a given endeavor and our belief in our ability to succeed is well established (Bandura, 1986; Goleman, 1995; Sternberg, 1996). In education, a growing body of research indicates that the belief system of teachers heavily influences their students’ possibilities for success” --Alan M. Blankenstein

“. . . administrators who hold unshakable belief in the ultimate success of their staff and students have far better results than those who do not hold such a belief” --Alan M. Blankenstein

What is your moral purpose? Students who don’t make it through high school earn substantially less in wages and have far greater rates of incarceration and drug abuse than do their peers. . . Up to 75% of the prison population is Latino or African American and 80% of inmates are functionally illiterate. Rosa Smith, former superintendent of the Columbus, Ohio, schools, had an epiphany one morning: “her work was no longer about teaching math or science, but about saving lives” --Alan M. Blankenstein

“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity” --Martin Luther King Jr.
Leadership has for centuries been closely associated with courage . . . Having “heart” was among the greatest virtues in many earlier Native American societies . . . Many educators constantly make sacrifices and face fears on behalf of children . . . these educators act in accordance with their heart. The do what they have to do because of who they are and what they value. They do it because of the young people whom they are charged to protect, nurture, and help develop into successful young men and women. --Alan M. Blankestein

“The truth is . . . teachers must experience the moral passion and depth of learning and achievement in their own classrooms and schools – It’s not so much about using a list of techniques, but about having a lust for success” --Michael Fullan

“The real path to greatness, it turns out, requires simplicity. . . it demands each of us to focus on what is vital—and the eliminate all of the extraneous distractions” -- Jim Collins

“The most stunning finding to come out of the education research in the past decade is that even in the worst schools, the most simple, ordinary teacher strategies overcome all other factors by significant margins” --Amanda Rippley

“What makes these findings most interesting is that ‘effective teaching’ is not some complex combination of talent, technique, or long experience. Effective instruction consists primarily of just a few ordinary, largely whole-class teaching practices that we have known about for decades” --Mike Schmoker

“If we choose to take just a few well-known straightforward actions, in every subject area, we can make swift, dramatic improvement in school. . . What is essential? Three simple things: reasonably coherent curriculum (what we teach); sound lessons (how we teach); and far more purposeful reading and writing in every discipline or authentic literacy” --Mike Schmoker

“If we understand and embrace the concept of simplicity, which starts with the recognition that ‘less is more’, then our schools will achieve what previous generations never thought possible. Best of all=, none of the essential elements must be implemented perfectly to have their intended effect” --Michael Schmoker

The three elements are so potent they do not have to be implemented perfectly or with special skill. Their profound impact will come largely from all teachers applying them consistently and reasonably well. Then, as teachers continue to work in teams to practice and refine their implementation, even better results will ensue” --Mike Schmoker

“If we want to improve teaching and teachers, we must therefore improve the conditions of teaching that shape them, as well as the cultures and communities of which they are a part’ --Michael Fullan
“. . . a well-designed system filled with ordinary- but well-trained – people can consistently achieve stunning performance levels. We are convince the problems of education are not caused by uncaring on incompetent educators, but rather by the ineffective systems in which they work.”-- Jeffrey Pfeffer and Robert Sutton

“In confident climates that encourages growth and even a little risk because they provide an essential underpinning of security, the chances of teachers investing in their own development and reaping the rewards of high quality in their practice are considerably great”--Michael Fullan

“A group within which there is extensive trustworthiness and extensive trust is able to accomplish much more than a comparable group without that trustworthiness and trust”--Michael Fullan

“You cannot increase human capital just by focusing on it in isolation. Some of the most powerful, underutilized strategies in all education involve the deliberate use of teamwork—enabling teachers to learn from each other within and across schools—and building cultures and networks of communication, learning, trust, and collaboration around the team as well” –Michael Fullan

“For us, social capital strategies are one of the cornerstones for transforming the profession. Behavior is shaped by groups much more than by individuals—for better or worse. If you want positive change, then get the group to do positive things that will achieve it”
--Michael Fullan

“Cohesive groups with less individual talent often outperform groups with superstars who don't work as a team. We see it in sports all the time. With Professional capital, you get both because the expertise of both individuals and the group develop in concert”
--Michael Fullan

In recent years the book Good to Great (Collins, 2001), about companies that have not only endured economic hard times but prospered, has captured the attention of educators throughout the country. His concept of “getting the right people on the bus” is a metaphor for a group of like-minded individuals who are willing to subsume their personal ambitions under the common good of the institution.

“At schools systems that developed greater educator capacity it was peers who became the strongest source of innovation”-- The Mickensy Report

“Some teachers with a passion for teaching and success are thwarted by bad working conditions or by poor leadership . . . others may be missing some of the expertise or may have had insufficient or misplaced professional passion, but they can rise to the occasion when inspired and supported—when the positive pressure and support to do good kicks in”--Michael Fullan
“When pressure and support is embodied in one’s peers, it is an irresistible force for most people.”
--Michael Fullan

“Balkanization are teacher cultures made up of separate and sometimes competing groups, jockeying for position and supremacy. . . Balkanization can generate squabbles over space (room allocations, storage space, online access), time (priority of scheduling), and resources (budgets, student members and so on). The urgency and necessity of defending territory and status against claims form others groups explains the great seriousness teacher attach to apparently “petty” disputes over things like cupboard space in a school corridor.” --Michael Fullan

“Teachers who see themselves ahead or above their colleagues can also segment themselves in ways, hinder whole school development. Indeed, this is one of the classic reasons for the fading and failure of innovative schools and programs over time—the sheer inability to manage envy.” --Michael Fullan

“History will have to record that the greatest tragedy of this period of social transition was not the strident clamor of the bad people, but the appalling silence of the good people”--Martin Luther King Jr.

Human progress is neither automatic nor inevitable. . . Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concern of dedicated individuals”--Martin Luther King Jr.

“Courage may be the most important of all virtues because without it one cannot practice any other virtue with consistency” --Maya Angelou

Who needs courage: The more complex and challenging the environment the more likely those in the community will need to call upon courage to do what is right: This may mean reprivatizing one’s teaching to expedite learning in the community or telling a bully peer that he is not adhering to the new meeting protocols. –Anonymous
**Vocabulary Acquisition of “Knight Words”**

**Day 1**
- Teacher reveals word and (part of speech-English only)
- Teacher modeled pronunciation in syllables. Students pronounced the word multiple times clapping out syllables.
- Students write the word in organizer.
- Teacher explains meaning. Use the word in context (sentence).
- Teacher displays dictionary definition and explains it.
- Give partners A/B - 1 minute to create a friendly definition. Teacher uses equity sticks to select students to share out.
- Teacher affirms friendly definition of word; students write it.
- Give partners A/B – 1 minute create the physical representation collaboratively -Use definition to apply physical representation.
- Have student A/B pairs share out their physical representation.
- Teacher picks one physical representation for the word and now the whole class practices that physical representation.
- Teacher holds up the word on card.
- Students read the word chorally.
- Teacher sketches a picture of the word (graphical representation). Now kids sketch the word (This could be done for homework) Teachers may not use teachers sketch.

**Day 2**
- Teacher holds up the word on a card.
- Students read the word chorally and write it in the air.
- Teacher directs all students to show the physical representation and definition with a partner. Teacher reviews physical representation and definition with the whole class.
- Students work in pairs to discuss and create a sentence using the word.
- Students now decide what other things the word reminds them of……or syn/ant etc.

**Day 3**
- Teacher holds up a picture of the word.
- Students read the word chorally
- Teacher shows physical representation
- Assessment- Students write the word and friendly definition
Coaching Model

Professional Learning Community

Process Improvement Cycle:
- We Plan
- We Do
- You Do
- We Act
- We Check

Current level of performance

Step improvement

Quality Assurance

Time