

Implementing Learning-Focused: By Roles

Superintendents and Central Office	School Administrators	Teachers
<p>Creating a Plan</p> <ul style="list-style-type: none"> • Commitment 3-5 years • Designate a Learning-Focused Coordinator • Non-negotiable issues • Curriculum clarification • Create budget • Limit additional programs <p>Monitoring the Plan</p> <ul style="list-style-type: none"> • Reports from principals • Support administrators <p>Planning the Work</p> <ul style="list-style-type: none"> • Planning with principals • Study groups with principals <p>Implementing the Plan:</p> <ul style="list-style-type: none"> • Communicating to Board of Education • Create budge for implementation of Professional Learning Coaches • Develop benchmark and timeline for principal(s) feedback. 	<p>Creating a Plan</p> <ul style="list-style-type: none"> • Commitment 3-5 years • Non-negotiable issues • Curriculum clarification • Limit additional programs • Design Team to create School Improvement and Professional Learning Plans - Use data and action research <p>Monitoring the Plan</p> <ul style="list-style-type: none"> • 5X5 Walk-Through Training • Formal observations • Benchmarks for LFS • Academic benchmarks • Coaching/support for principals • Lesson plans/unit plans <p>Planning the Work</p> <ul style="list-style-type: none"> • Curriculum Organization: <ul style="list-style-type: none"> • Prioritization • Course Mapping • Curriculum Maps • Unit Planning • Acquisition lessons • Extending Thinking lessons • Instructional strategies (exemplary practice) • Vertical and horizontal alignment • Math and Reading Coaches <p>Implementing the Plan</p> <ul style="list-style-type: none"> • Design Team with administrators to create or revise the improvement plan • Focus on 2 or 3 goals • Monitor plan components • Analyze benchmark data • Remove ineffective programs and/or committees • Provide feedback to teachers • Safety nets • Make adjustments • Determine types of professional training • Create timeline for teacher and administrative professional training <p>LEARNING-FOCUSED Implementation</p> <p>School schedule supports implementation</p> <p>Schedule and attend collaborative planning:</p> <ul style="list-style-type: none"> • Looking at student work/assignments • Reflective Meetings • Informal/Formal Assessments • Curriculum Maps/Units <p>5x5s (5 minutes in 5 different classrooms) conducted each day for informal observations</p>	<p>Creating a Plan</p> <ul style="list-style-type: none"> • Commitment 3-5 years • Non-negotiable issues • Curriculum clarification • School Improvement and Professional Learning Plans – staff input- Use data and action research <p>Monitoring the Plan</p> <ul style="list-style-type: none"> • Formative & summative assessment • Looking at student work/assignments • Benchmarks for Learning-Focused • Academic benchmarks • Collaboration/Study groups • Coaching/support for Teachers <p>Planning the Work</p> <ul style="list-style-type: none"> • Curriculum Organization <ul style="list-style-type: none"> • Prioritization • Course Mapping • Curriculum Maps • Unit Planning • Acquisition lessons • Extending Thinking lessons • Instructional strategies (Exemplary Practices) • Determine assessments <p>Implementing the Plan:</p> <ul style="list-style-type: none"> • Maximize instructional time by implementing the curriculum to support the plan • Selected staff to be members of the Design Team • Attend and implement the professional training • Conduct benchmark assessments • Develop and use informal and formal assessments to guide instruction • Differentiate instruction • Use data for safety nets and previewing and acceleration labs • Implement exemplary practices per 3 to 5 year plan • Attend collaborative planning <ul style="list-style-type: none"> ○ Looking at student work/assignments ○ Reflective Meetings ○ Informal/Formal Assessments ○ Student Learning Maps