



Instructional Priorities and Expectations

“ Accountability, Innovation, Differentiation, Impact”

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Goals for 2011-12

- A minimum 95% of students meet and exceed ISBE standards on Reading and Science and 95% in Math.
- A minimum of 75% of Students Meet Growth Targets- reading, math, and science.
- Meet AYP- Annual Yearly Progress in all categories with focus on Special Education.
- 97% overall attendance for both students and teachers.
- Continue the use of DATA/PD binders.
- Standards based curriculum planning in language arts, math, and science using the ISBE Assessment Frameworks.
- Continued Least Restrictive Environment and Bilingual compliance.
- Increased use of technology:
 - Teacher websites on www.smyser.com
 - IMPACT: SIM, CIM, SSM GRADEBOOK proficiency
 - E-IEP
 - MAP/RIT/DES CARTES data reports.
 - First Class- FC Accounts are to be used for professional e-correspondence.
 - Study Island implementation.
 - Mitel voice mail system
- Continue implementation of PRTI- *Pyramid Response to Intervention*.



Levers for 2011-12

- Using data to drive decision making and instruction. A focus on outputs rather inputs. Are students learning and how do we know? How do we respond when students are aren't learning?
- MAP- Goal Setting Worksheets/RIT Grouping/Using Descartes/Data Meetings/Professional Development Binder.
- PRTI- "Helping All Student Learn".
- PLC; QAR; HOTS; Marzano 9; Differentiated Instruction- across the curriculum.
- LRE & ELL Compliance- School wide implementation and continuity.
- Continued use of core reading and math assessments.
- Continued emphasis on reading and math extended response writing.
- Continued emphasis on writing- notebooks and folders.
- Continued use of Smyser Walkthrough Essentials.
- Classroom Observations, Collaboration & Instructional Rounds.
- Consistency in lesson planning, pacing, and tier implementations.
- Preparing for CCSS.
- Enrichment Opportunities & Extracurricular Activities.
- Shared Instructional Leadership.
- Expanded Use of Technology- MAP; Compass Learning; Study Island.
- Clear rules and behavior expectations.
- Community partnerships.
- Increase academics parental involvement.
- Maintain student, faculty and community pride/enthusiasm.



Some of our past work...

- QAR
- Marzano 9
- H.O.T.S.
- Pyramid Response to Intervention



QAR Review

Right There

The answer is in one place in the text. Words from the question and words that answer the question are often “right there” in the same sentence.

Think & Search

The answer is in the text. Readers need to “think and search,” or put together different parts of the text, to find the answer. The answer can be within a paragraph, across paragraphs, or even across chapters and books.

On My Own

The answer is not in the text. Readers need to use their own ideas and experiences to answer the question.

Author & Me

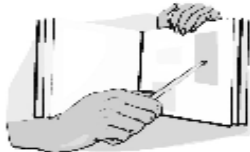



The answer is not in the text. To answer the question, readers need to think about how the text and what they already know fit together.

QAR Chart

Question-Answer Relationships (QARs)

Good readers pose questions before, during, and after reading. Being aware of HOW to gain information is just as important as the material that is actually gained. Remember—being a good reader involves thinking about *how* as well as *what* you read.

What kinds of questions do readers ask themselves when reading?

<u>In the book</u>	<u>In my head</u>
<p>Right There</p>  <p>It's right there! The answer to this question can be found in one place in the text.</p>	<p>On My Own</p>  <p>This type of question invites you to make a personal connection to something you have experienced or are experiencing.</p>
<p>Think and Search</p>  <p>To arrive at the answer to this question, you need to piece together different parts of one or more texts.</p>	<p>Author and Me</p>  <p>The response to this question asks you to consider the author's perspective/position and your own experiences and views to formulate a response.</p>



Marzano 9

Producing High Levels of Academic Proficiency

- 1) Identifying Similarities and Differences
- 2) Summarizing and Note Taking
- 3) Reinforcing Effort and Providing Recognition
- 4) Homework and Practice
- 5) Nonlinguistic Representations
- 6) Cooperative Learning
- 7) Setting Objectives and Providing feedback
- 8) Generating and Testing Hypotheses
- 9) Questions, Cues and Advanced Organizers

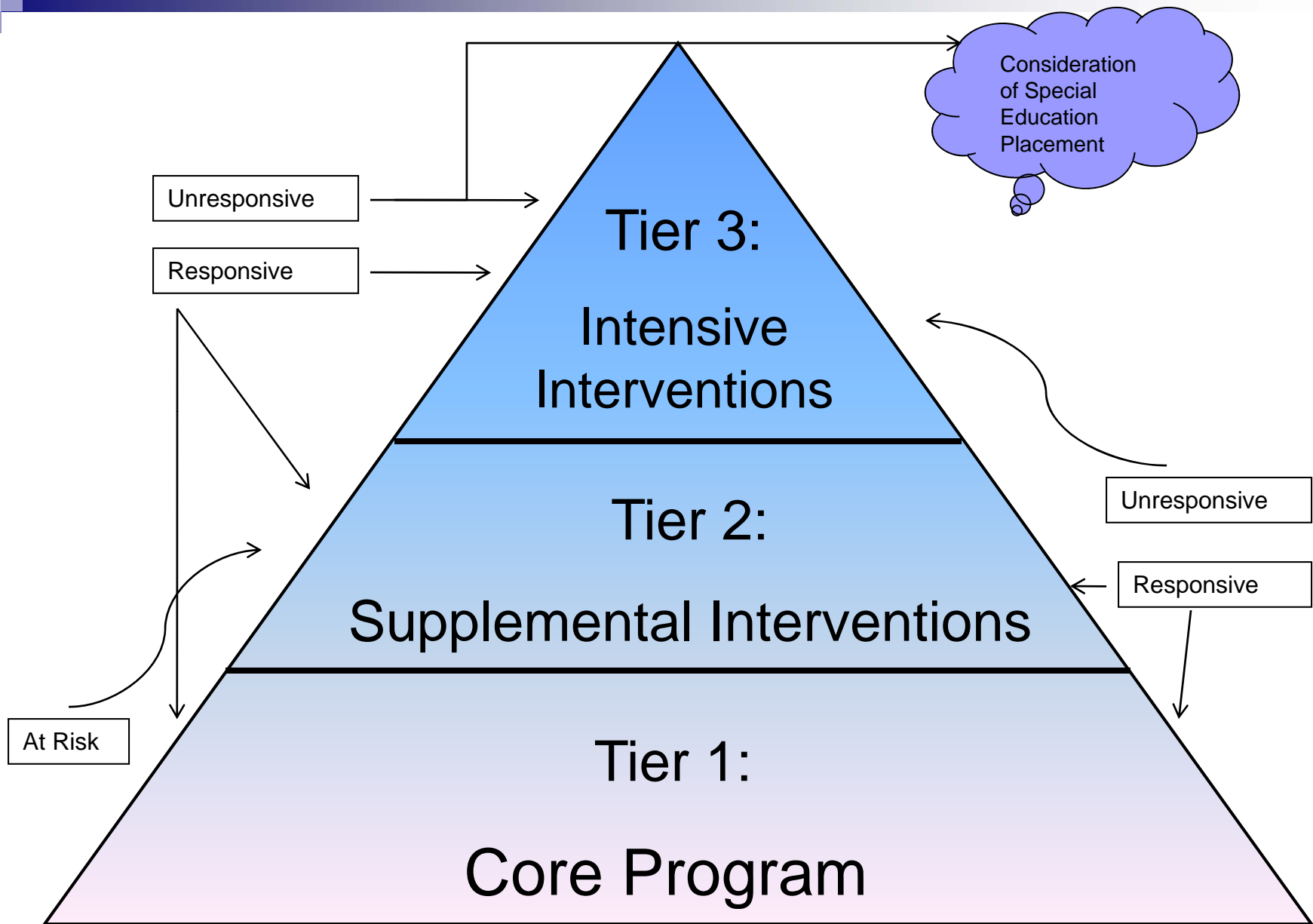


Critical Thinking- *Bloom's Taxonomy H.O.T.S.*

- In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of questions students encountered in school required them to think only at the lowest possible level...the recall of information. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

Knowledge – Comprehension – Application – Analysis – Synthesis – Evaluation







“Integrating Differentiated Instruction and Understanding by Design”

- UbD and DI provide structures, tools, and guidance for developing curriculum, and instruction based on our best current understanding of teaching and learning.
- Simply it’s all about planning and execution- “responsive teaching and high impact learning”.



Basic Approaches to Responsive Teaching

1. Find ways to get to know students more intentionally and regularly.
2. Incorporate small-group teaching into daily or weekly teaching.
3. Learn to teach to the high end.
4. Offer more ways to explore and express learning.
5. Regularly use assessments to monitor student understanding.
6. Teach in multiple ways.
7. Use basic reading strategies throughout the curriculum.
8. Allow working alone or with peers.
9. Use clear rubrics that coach for quality.
10. Cultivate a taste for diversity.



Group Activity

- Get in your groups.
- Review pages 19-23.
- Elect a recorder and a reporter.
- What might this look like in your/our classroom(s)?
- Use chart paper and be prepared to share.



What's Expected 2011-12

-Culture and Behavioral Expectations-

- Each classroom should have clear rules and expectations posted (retail posters are not acceptable). Develop a PLC in your room.
 - These are to be reinforced daily. Remember you are the role model! Success come as a result of high expectations, daily monitoring, and reinforcement.
 - Rules should incorporate the following: Smyser School Uniform Policy; Classroom and Hallway Behaviors; Peer to Peer Behaviors; and Peer to Adult Behaviors.
 - Be proactive and not reactive.
- Classroom management is the responsibility of the teacher but everyone is responsible for student behavior in the hallway, playground, cafeteria and other common areas.
- Both the Main, Annex, and Primary teachers are to support each other.
- For 2011-12 let's continue with silence in the hallways. This has improved dramatically over the past two year.
- Don't waste valuable instruction time.
- "Blue Slip" in accordance with the CPS Student Discipline Code.



What's Expected in 2011-12

-Planning & Instruction-

- Lessons that differentiate instruction based on DIBELS, RIT/DES CARTES, UNIT ASSESSMENTS and/or ISAT ASSEMENT FRAMEWORK. You are required to use the Smyser issued lesson plan book.
- Data Binders
- Team Meetings with Principal and/or Assistant Principals that revolve around teaching, learning, and data.
- Time is precious. Maximize each minute of every day with direct teaching strategies.
- Don't forget the "Smyser Essentials".



Collaboration Logs

- Completed monthly.
- Done collectively with your team.
- Provides for alignment with RTI, LRE, and ELL strategies.
- [Collaborative Team Meeting Log.pdf](#)



Lesson Planning

- Core Curriculum Components.
- Reference to ISBE standards and descriptors.
- Tier 1, 2, 3 interventions.
- LRE and ELL strategies.
- Use of data.
- Differentiated instruction.
- In many ways your weekly lesson plan should connect directly with your Collaborative Team Meeting Log.



What's Expected

-Beyond the Classroom-

- Positive Support and Collaboration- at the end of the day, all we have is each other.
- Utilize 20/20, COMPASS LEARNING, STUDY ISLAND, and MAP to your advantage.
- Collaborative Team Meeting Logs.
- Remembers to connect with specials teachers too.
- Stay current with GRADEBOOK, posting your homework on-line, updating your web page, and communicating with parents.
- Be sure to foster positive relationships with your students and school community.

You're the Best!

- Let's be proud of our work. Let's continue to refine our instructional practices. Let's Continue to review student work, providing student feedback, and sharing strategies. Remember, it's about accountability, innovation, differentiation, and impact.

