

Bell to Bell



Core Values	Strategies	Measures
<ul style="list-style-type: none">▪ Engaging students in meaningful activities for the full instructional allotment.	<ul style="list-style-type: none">▪ Students begin class immediately with a self-directed quick-start activity.	<ul style="list-style-type: none">▪ Time between start of class and beginning of student engagement
<ul style="list-style-type: none">▪ Making the most of every opportunity.	<ul style="list-style-type: none">▪ Students are on task for the full lesson cycle.▪ Extension activities are provided for students who finish early.▪ Lesson cycles conclude with an exit ticket or launch.	<ul style="list-style-type: none">▪ TTESS 2.4: Consistently monitors the quality of student participation and performance▪ Time lost during transitions▪ TTESS 1.1: Provide appropriate time for student work, student reflection, lesson, and lesson closure.

Listen to Students



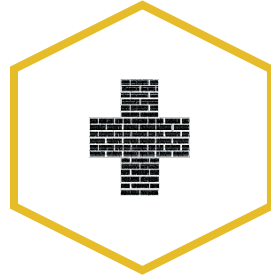
Core Values	Strategies	Measures
<ul style="list-style-type: none">▪ Designing student-centered lessons	<ul style="list-style-type: none">▪ Use variety of instructional strategies and incorporate real-world experiences.	<ul style="list-style-type: none">▪ TTESS 1.3: Connect to student experiences and learning patterns
<ul style="list-style-type: none">▪ Examining student output to inform instruction	<ul style="list-style-type: none">▪ Analyze student work and adjust instruction accordingly	<ul style="list-style-type: none">▪ TTESS 1.4: Opportunities for students to generate questions
<ul style="list-style-type: none">▪ Gaining insight from student feedback	<ul style="list-style-type: none">▪ Survey students for formal feedback.	<ul style="list-style-type: none">▪ TTESS 2.3: Skillfully utilize questioning techniques and student responses to support student-directed learning▪ TTESS 2.5: Systematically gathers input from students in order to monitor and adjust instruction▪ Student Surveys (Classroom & Campus)

Grow Students a Year +



Core Values	Strategies	Measures
<ul style="list-style-type: none">▪ Students will grow at least one year while under our guidance.▪ We will accelerate student learning.	<ul style="list-style-type: none">▪ Create additional learning opportunities for students who need more time to master concepts or who need enrichment.▪ Provide consistent, specific feedback to students during the learning process.▪ Utilize research-based, high-quality instructional materials.	<ul style="list-style-type: none">▪ Additional opportunities availed.▪ TTESS 2.2: Design and execute lessons aligned with state standards, related content, and student needs.▪ TTESS 2.4-2.5: Continually checks for understanding to minimize student confusion and disengagement▪ Evidence of using foundational resources (HQIM)▪ MAP Growth Scores▪ STAAR Growth Scores

Positive Structure & Support



Core Values	Strategies	Measures
<ul style="list-style-type: none">▪ A positive student learning environment is safe, structured, and supportive.▪ We will connect with students and clarify expectations.	<ul style="list-style-type: none">▪ Practice standard response protocols.▪ Engage students positively in the hallways and at your door.▪ Provide a 5:1 ratio of affirmations to corrections.▪ Clarify expectations and criteria for success in advance of activities.	<ul style="list-style-type: none">▪ TTESS 3.1: The teacher organizes a safe, accessible, and efficient classroom.▪ TTESS 3.2: Establish, communicate, and maintain clear expectations for student behavior.▪ TTESS 3.3: Lead a mutually respectful and collaborative class.▪ Student Surveys (Classroom Climate)

High Expectations



Core Values	Strategies	Measures
<ul style="list-style-type: none">▪ The goal is to create a classroom culture of hard work and self-belief.▪ Expect ourselves and our students to always give our best.▪ Believe every student can learn given the right support.	<ul style="list-style-type: none">▪ Have the same high expectation of progress for all.▪ Focus on effort above excellence.▪ Expose students to on-level or above-level work.▪ Differentiate support.▪ Communicate expectations with exemplars.	<ul style="list-style-type: none">▪ TTESS 1.4: Engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.▪ TTESS 2.3: Support persistence, deeper learning, and effective effort.▪ TTESS 2.4: Differentiate instruction to diverse student needs.▪ Student Surveys (Self-Efficacy)

It Takes a Village



Core Values	Strategies	Measures
<ul style="list-style-type: none">▪ Support from campus leadership, colleagues, community stakeholders, and student caregivers is crucial for teacher and student well-being.▪ Collective efficacy, a shared belief in the power of collaborative campus effectiveness, is a force multiplier.	<ul style="list-style-type: none">▪ Make early, positive contact with student families to begin each new school year.▪ Engage in effective Professional Learning Communities (PLCs) for both technical and collegial support.▪ Participate in personal professional development.▪ Connect student needs to a campus counselor when outside the teacher's scope.▪ Involve teachers in campus decision-making.	<ul style="list-style-type: none">▪ TTESS 4.3: Collaboration with campus leadership, teams, and committees to improve professional knowledge and skills.▪ TTESS 4.4: Collaboration with district and community to enhance student learning and growth.▪ Teacher and Stakeholder Surveys