

SUPERINTENDENT'S

# HOPE NOTE



## Spotlight: Conviction

Do you have the conviction needed to innovate in our schools? Conviction is a strong and enduring belief in the importance and potential of the work being done, driving engagement and ensuring it remains a top priority.

(visit [Transcend Learning](https://www.transcendlearning.org) for more)



In last month's HOPE Note, we introduced the five Conditions for Innovation: conviction, clarity, capacity, coalition, and culture. This month, we take a closer look at **conviction** and how it shapes our team's approach.

**Conviction** is believing that for all learners to thrive, teaching and learning must evolve significantly from the models of the past 50 years—a conviction to reimagine our schools.

**Conviction** is our commitment to improving the learning environment through collaboration—a conviction to work together as a community.

**Conviction** is holding a clear position on the role our learning environments play in addressing inequities across our system—a conviction to create a more equitable future for every learner.

**Conviction** drives the urgency of our work and strengthens our commitment to doing **whatever it takes** to reach every learner.

How would you rate your level of conviction to be truly learner-centered?

Click to view our district [Strategic Plan](#) and visit our website at [www.hannasd.org](https://www.hannasd.org)

## What is Learner-centered Instruction?

If we have the **conviction** to create truly learner-centered environments, how will we measure success? What are the key indicators of a learner-centered classroom, school, and district?

To explore these questions, we will continue to work with Dr. Jessica Enderson of Learner Centered Leadership to examine the progression outlined in the table below.

This framework identifies five (5) stages of teacher practices in a learner-centered environment: **Awareness/Traditional Teaching, Readiness, First Implementation, Routine, and Refinement/Advanced.**

While not exhaustive, the table highlights the evolution of instructional methods, content delivery, classroom setup, and key instructional shifts. Our schools will use the progression as a foundation for collaboration and discussions about instructional practices. We look forward to growing together as a district as we continue to support every learner!



## CBE Teacher Walk-Through Tool

Teacher Name: \_\_\_\_\_

Walk-Through Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Awareness/ Traditional Teaching	Readiness	First Implementation	Routine	Refinement/Advanced CBE
<b>Instructional Method</b> ___Teacher-centered instruction observed. <b>Content Delivery:</b> ___Teacher delivering instruction to the whole class. <b>Classroom Setup:</b> ___Classroom arranged to facilitate teacher centered delivery.	<b>Instructional Method</b> ___Group differentiated instruction observed. <b>Content Delivery:</b> ___Rotational lessons observed with benchmark and summative data visible. <b>Classroom Setup:</b> ___Classroom arranged to facilitate small group instruction.	<b>Instructional Method</b> ___Targeted and flexible instructional strategies observed. <b>Content Delivery:</b> ___Use of online content to allow flexible pacing. <b>Classroom Setup:</b> ___Classroom allows for flexible grouping and individual progression.	<b>Instructional Method</b> ___Individualized learner support strategies in use. <b>Content Delivery:</b> ___Learners engage in learning both in and outside the classroom. <b>Classroom Setup:</b> ___Classroom promotes learner agency, collaboration and independence.	<b>Instructional Method</b> ___Learner-driven learning observed. <b>Content Delivery:</b> ___Competency-based learning and assessments in place. <b>Classroom Setup:</b> ___Classroom setup supports peer-to-peer coaching and higher-order thinking.
Shift Indicators	Shift Indicators	Shift Indicators	Shift Indicators	Shift Indicators
___Evidence of small group instruction planning. ___Use of data to inform instructional shifts.	___Customization of content based on formative assessments. ___Teacher-learner discussions about content customization.	___Learner-led learning activities in place. ___Adjustments to content and assessments are evident.	___Co-design of learning between learners and teacher. ___Learners demonstrate the ability to self-monitor progress.	___Learner voice & choice are prominent. ___Challenges and real-world applications are integrated into learning.



### Piece of the Puzzle

Help me congratulate Ms. Beth Su, high school EL teacher as this month's Piece of the Puzzle! Her dedication to our EL learners goes far beyond teaching. She mentors, educates, disciplines, counsels, and cares deeply for each of her students. She works tirelessly every day, treating each learner as special and important. According to one colleague, "She truly is a saint!" Thank you, Ms. Su.