A Transformative Partnership with School District U-46

April 12, 2021

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Introductions

Penny Sell

Executive Director,
Leadership Development &
Schools for Equity and Rigor

Deana Senn

Senior Director,
Academic Teaming

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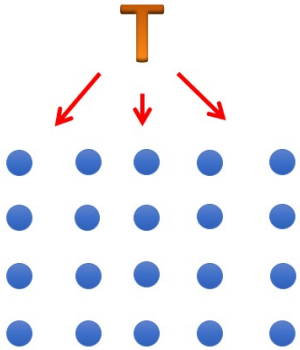
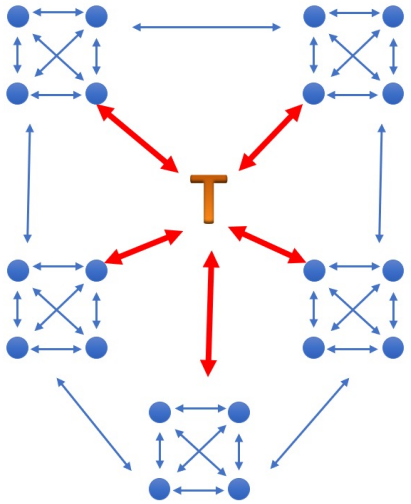
A New Vision of Instruction

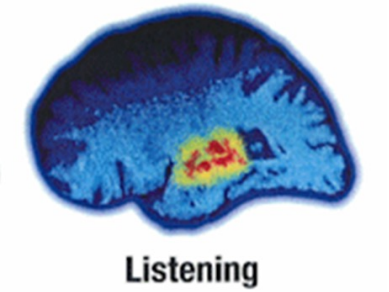


Master Teacher



Teacher as Master Coach

Master Students



Listening

Students' brains

Explaining & Coaching

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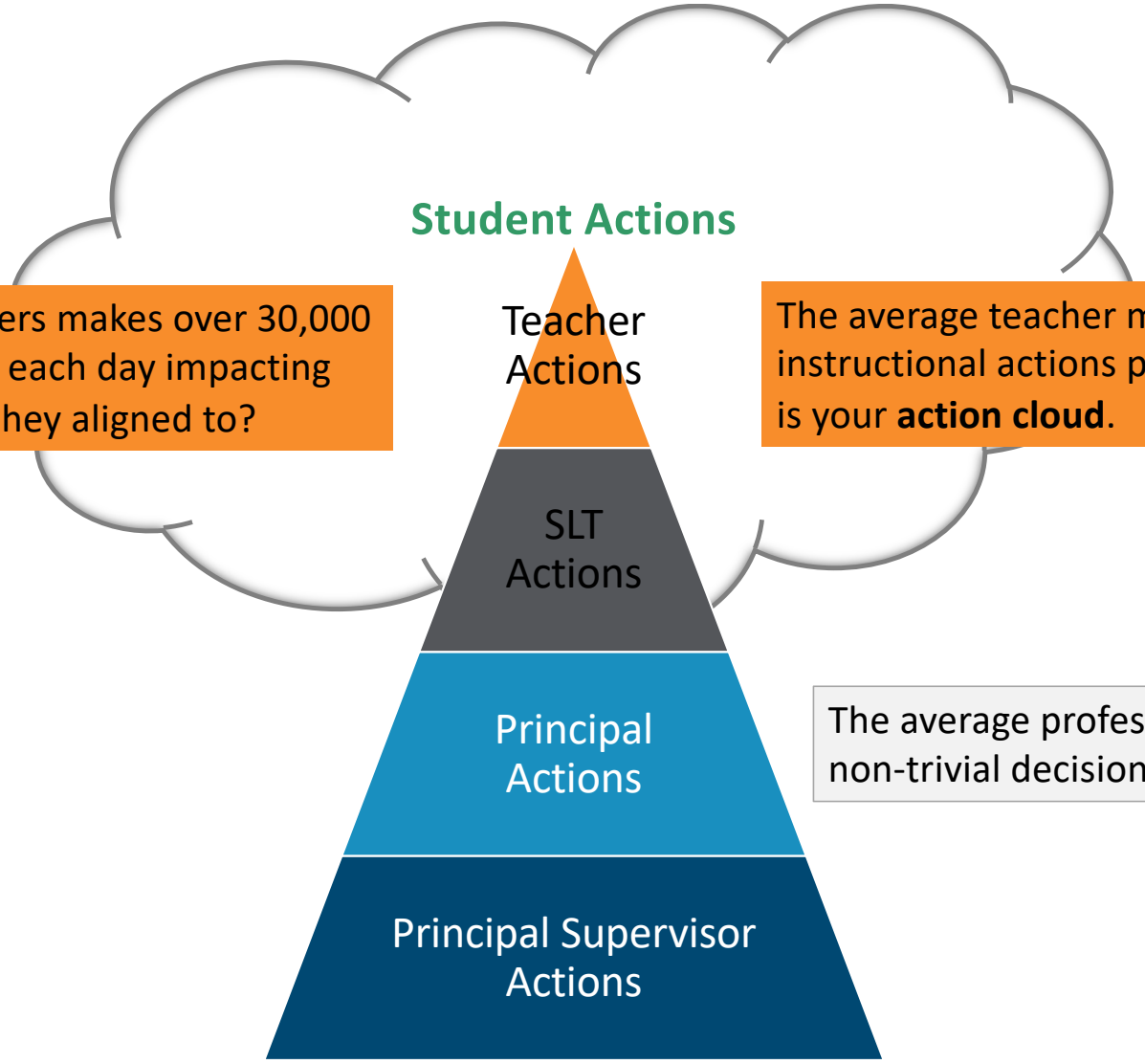
The Great Power of Alignment

A school of 20 teachers makes over 30,000 instructional actions each day impacting students. What are they aligned to?



The average teacher makes 1,500 instructional actions per day. This is your **action cloud**.

The average professional makes 150-300 non-trivial decisions per day.

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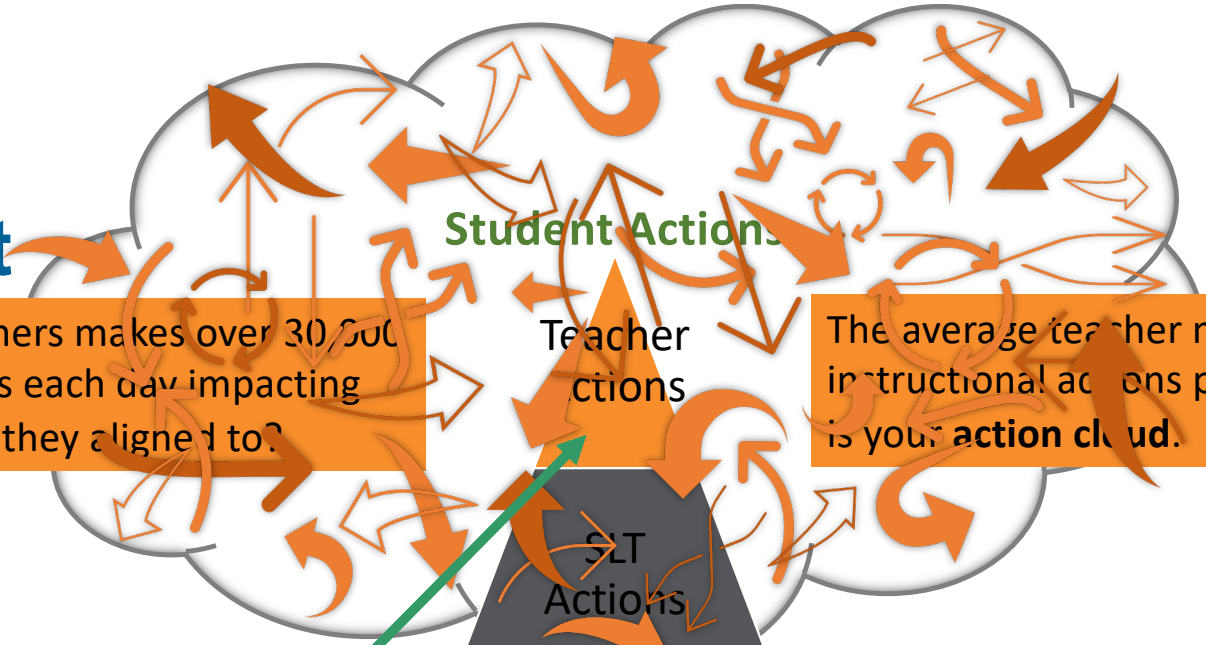
The Great Power of Alignment



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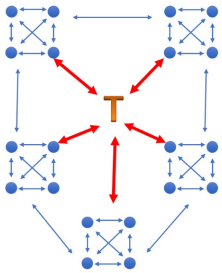
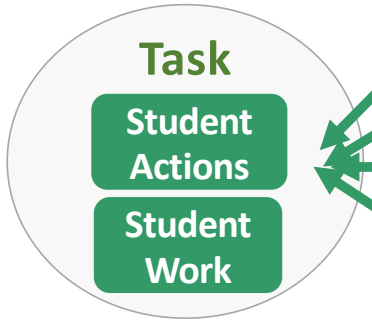
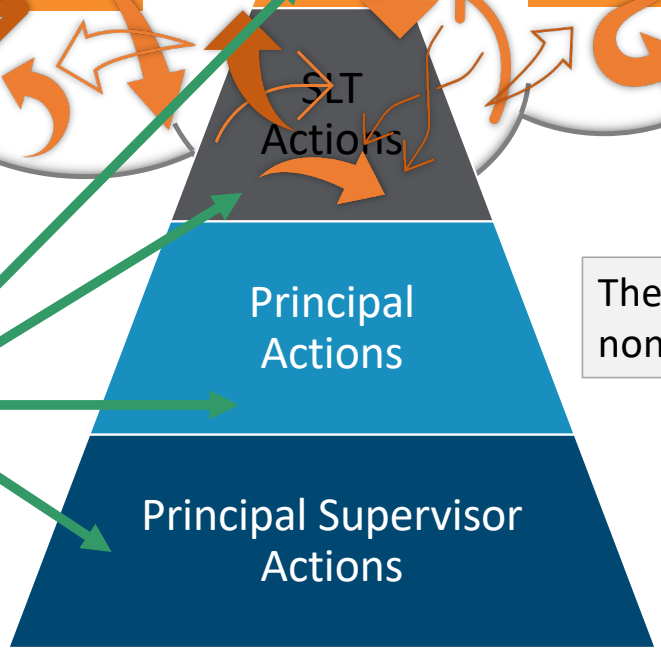
Vision for Core Instruction







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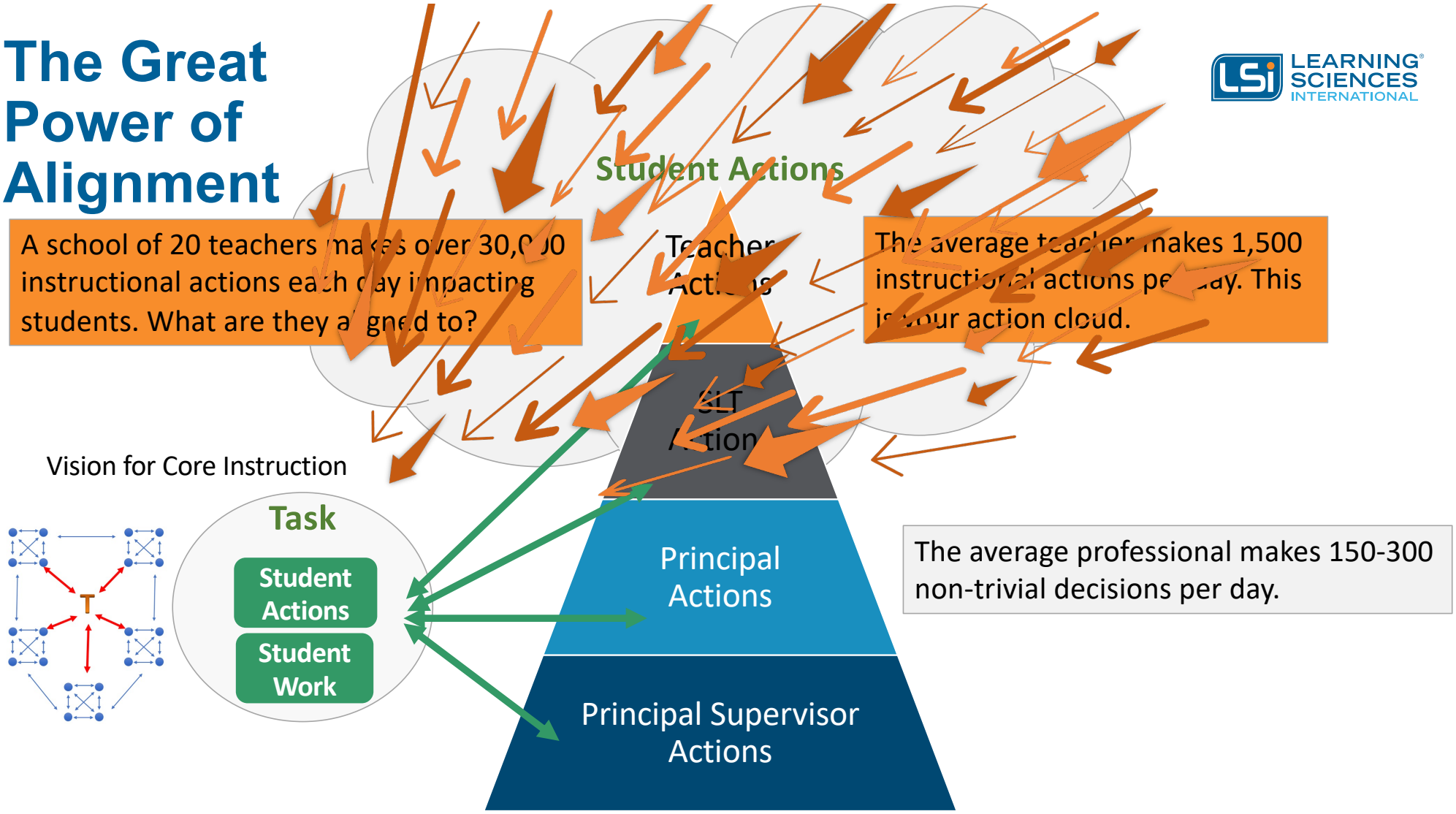

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What is the system *tight* on to move the school?

School Board

Superintendent

PSA

PA

SLTA

TA

Team Tasks

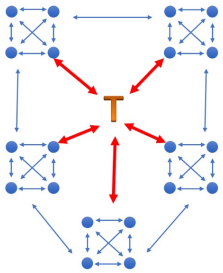
Student Actions

Student Work

Predictive *and* Proactive

Tests

LSI's RigorWalk and Rigor Diagnostic



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U-46 Elgin School Board Vision

- U-46 will be an “employer of choice” with **leadership development pathways** for aspiring leaders in the organization
- Dynamic core instruction with standards-aligned curriculum, instruction, and assessment
- Addressing both academic and social-emotional needs
- Job-embedded professional development through instructional coaches in our schools
- 1:1 technology access for all students to enhance Curriculum and Instruction in support of 21st century learning skills

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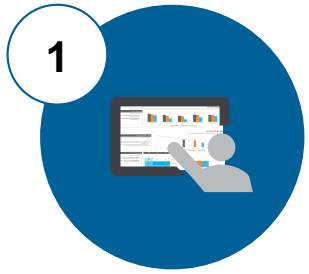
Learning Cohorts for Principal Supervisors

Co-Led: Deputy Superintendent for Instruction & Assistant Superintendent of Schools



PD: Metric and Technology

Professional Learning
Calibrating on what student evidence, teacher actions, and verification of real time learning looks like

Instructional Calibration Rounds

Classroom Data
Recognize rigorous instruction and evidence of student learning, certify on root cause identification and analysis

Leadership Coaching & Data Analysis

Data Analysis
Determine what is/is not working in schools, apply learnings to other school sites, identify and remove impediments to implementation

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Instructional Leadership Institute for all School Leadership Teams

- Cohort for each Director of Schools
- Aligned to district instructional vision and common language
- Leadership Team of 4-6 from each school (admin, coaches and teacher leaders)
- Individualized school plans based on data
- Build capacity to lead and support improvements in core instruction
- Foster a Community of Practice among cohort schools and individual roles

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LSI Instructional
Leadership Institute

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Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Leadership Institute				
LSI conducts 4 PD days for all school teams and district leadership	LSI conducts 4 PD days for all school teams and district leadership	Principal supervisors co-conduct 4 PD days for all school teams	Principal supervisors co-create training for 4 PD days for all school teams	Principal supervisors lead all Instructional Leadership training
School Leadership Coaching				
LSI Leadership Coaches conduct all coaching sessions	Principal supervisors assist with root cause analysis in coaching sessions	Principal supervisors co-lead coaching sessions	Principal supervisors conduct additional coaching sessions	Principal supervisors conduct additional coaching sessions

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Teacher Professional Development

Professional Development

- Academic Teaming
- Student Evidence Tracker

Job Embedded Coaching

- Coaching
- Planning

Resources

- Academic Teaming Toolkits
- Student Evidence Tracker

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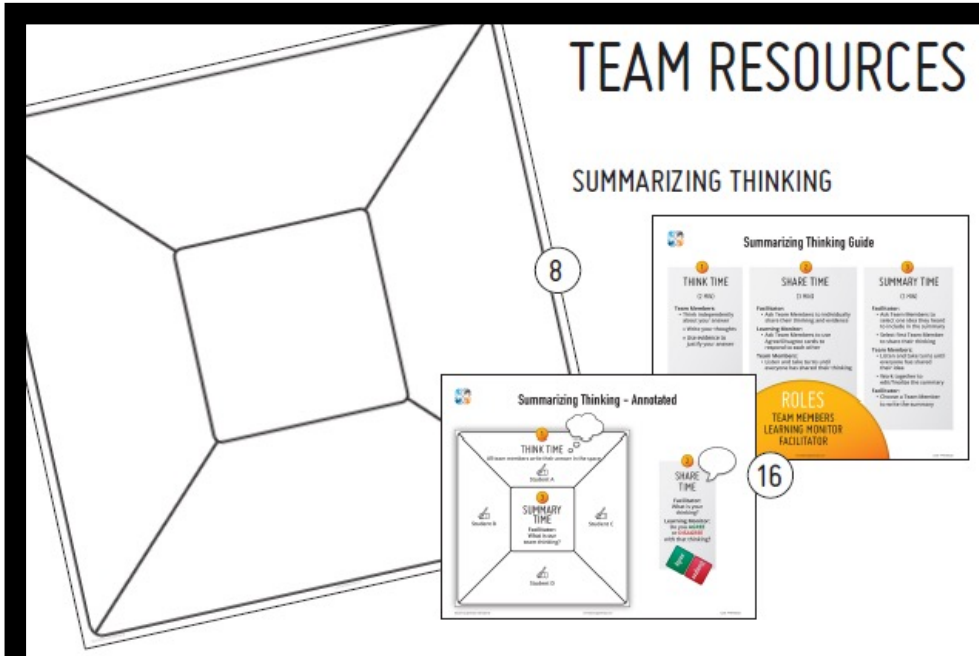
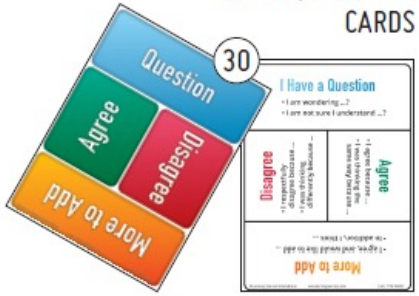
TEAM RESOURCES

SUMMARIZING THINKING



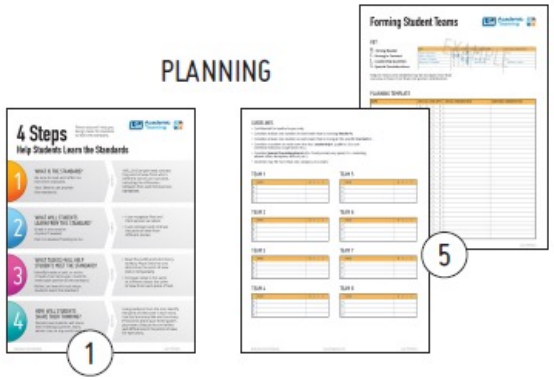
ROLE CARDS

AGREE/DISAGREE CARDS

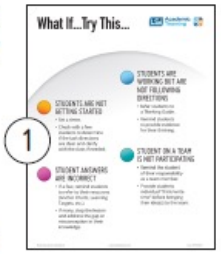


TEACHER RESOURCES

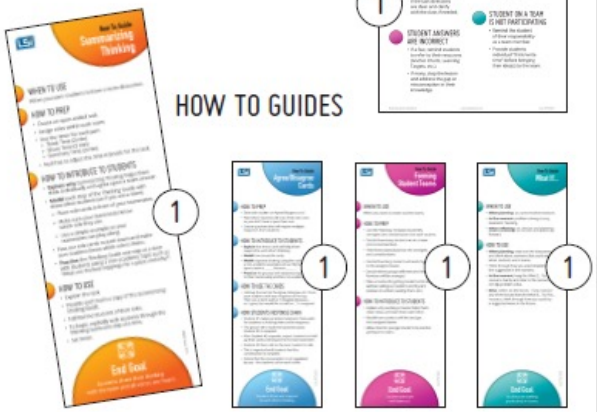
PLANNING



FORMATIVE ASSESSMENT



HOW TO GUIDES



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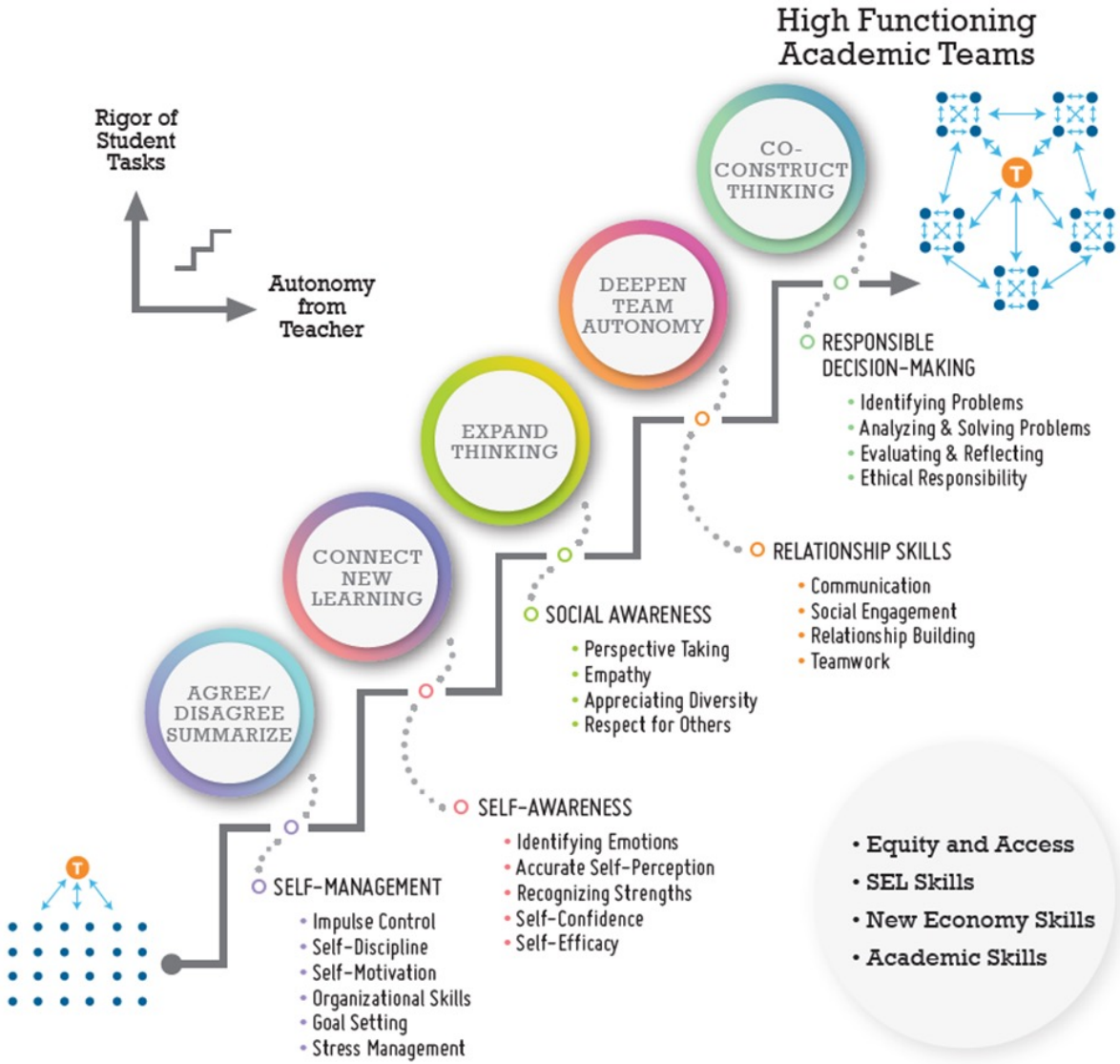
Embedding SEL skills into teaching and learning



Year 1	Year 2	Year 3	Year 4	Year 5
Teacher PD and Coaching Support (3 year training cycle)				
LSI conducts all PD and coaching support	Teacher leaders and instructional coaches shadow training and coaching	Teacher leaders and instructional coaches begin year 1 training support		
38 Elementary Schools	38 Elementary Schools	38 Elementary Schools	New teachers at elementary schools	New teachers at elementary schools
Consortia Model for cohorts from middle and high schools	Consortia Model for cohorts from middle and high schools	Consortia Model for cohorts from middle and high schools		
	New teachers at elementary schools	All remaining middle and high school teachers	All remaining middle and high school teachers	All remaining middle and high school teachers

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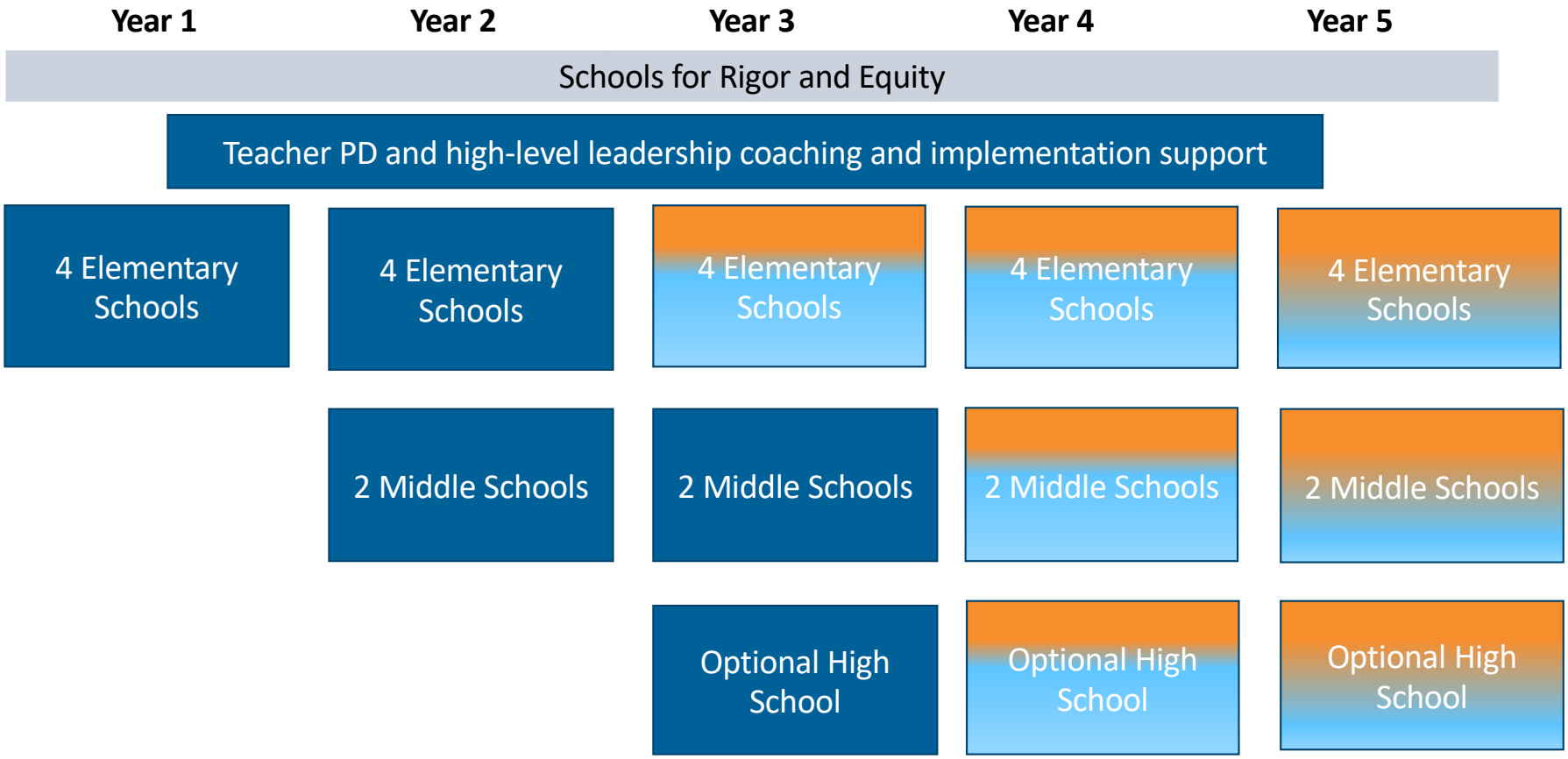

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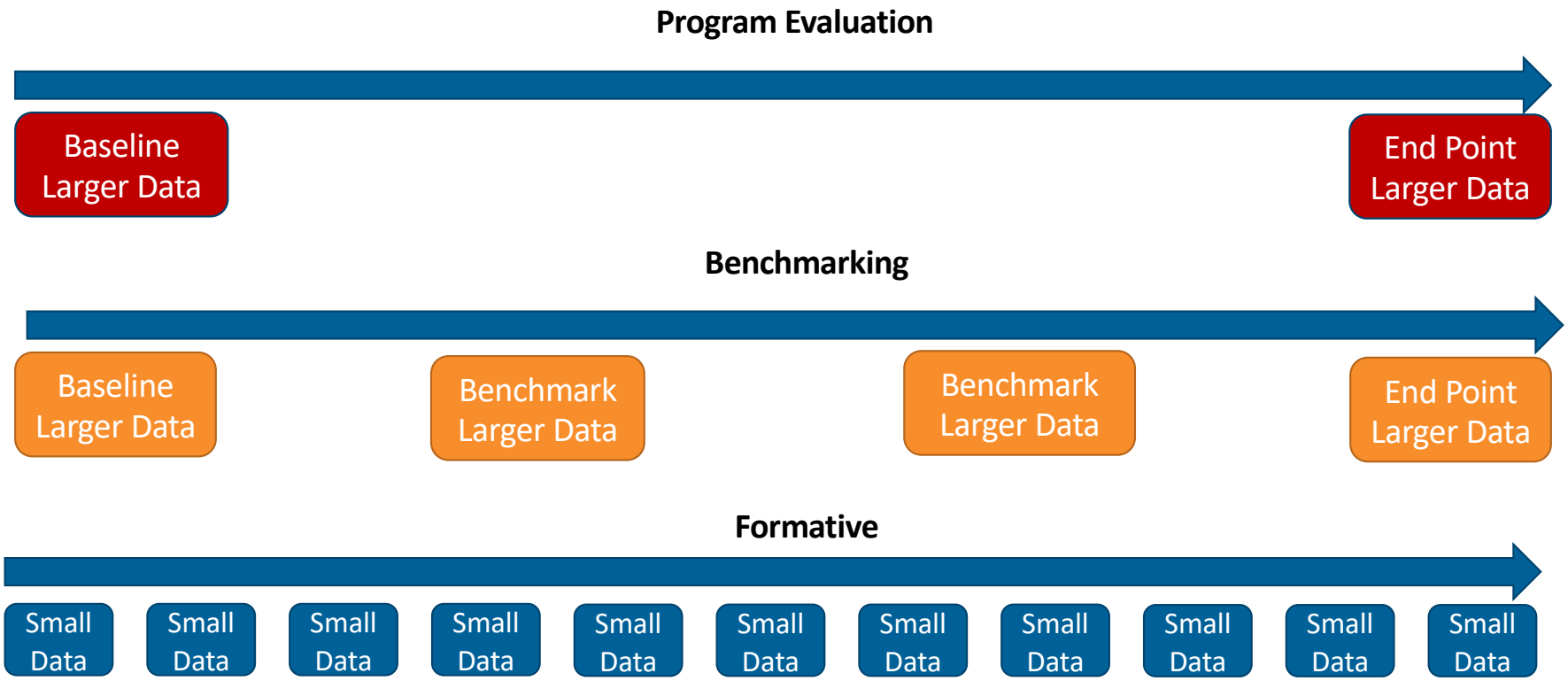
Measurement Theory



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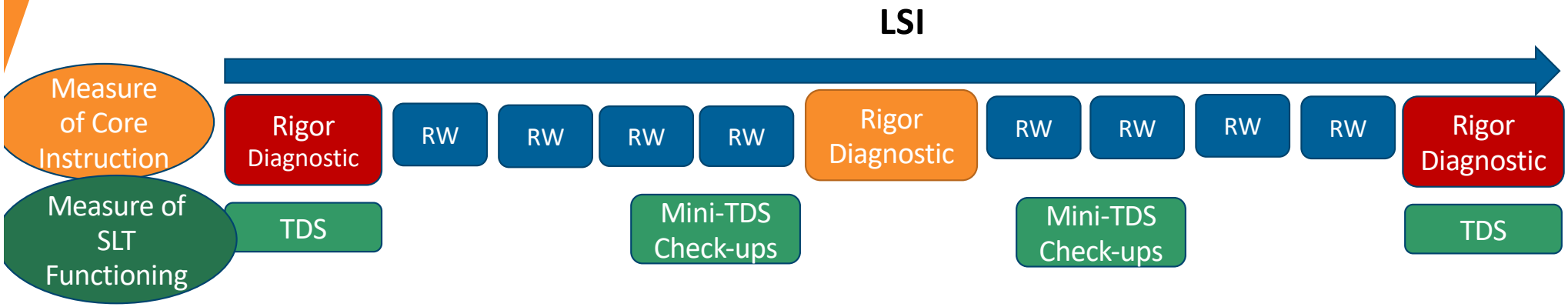
Measurement Theory and Alignment



Effective Team Conditions Framework– J. Richard Hackman, Harvard University
Leading Indicators and Assessment for Effective Teams

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Progress Monitoring of Implementation

- Trends by Walk Pillar
- Root Cause Analysis
- Action Board Process
- Data Disaggregation

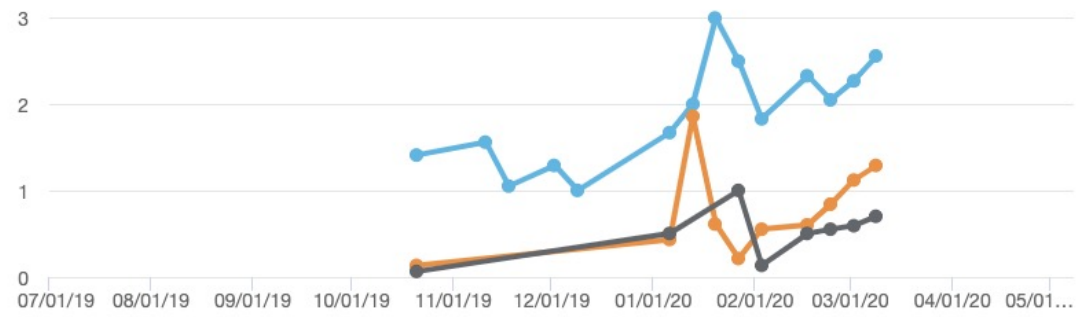
	1	2	s 3	4	5
	Disagree	Disagree	Strongly Disagree	Disagree	Strongly Disagree
	Strongly Disagree	Disagree	Strongly Disagree	Disagree	Strongly Disagree
	Disagree	Disagree	Strongly Disagree	Disagree	Strongly Disagree
	Disagree	Disagree	Strongly Disagree	Disagree	Strongly Disagree
	Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree

	1	2	s 3	4	5
	Partial	Yes	Yes	Yes	No
	C	R	R	C	No Target
	R	R	R	R	No Target
	Partial	Yes	Yes	Partial	No

Walkthrough History

Walkthrough Count: 29
Visits: 155 Classrooms
Walk Conductors: Philip Cottone, Tracy Bollinger, Wendy Harrison
Average Classrooms Per Walkthrough: 5.3
Highest Rated Question: How much does the lesson learning target address the standards? (Trend Line Result 2.6)
Lowest Rated Question: Students in groups are self-monitoring their progress to the lesson learning target. (Trend Line Result 0.6)

RigorWalk Walkthrough History



RigorWalk Area Summary

- Standards-Based Student Evidence
  - **Trend Result:** 2.5
  - **Trend Start:** 1.1
  - **Growth:** 47%
- Organizing Students to Achieve the Standard
  - **Trend Result:** 1
  - **Trend Start:** 0.2
  - **Growth:** 27%

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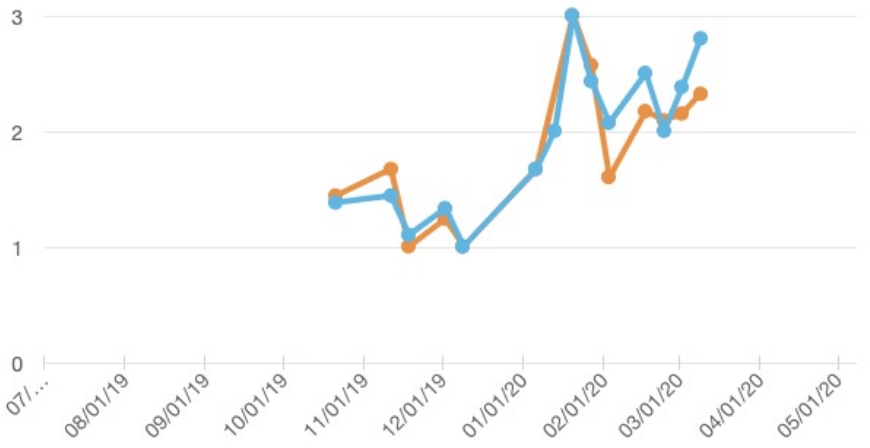
Growth History by Question

Growth History for RigorWalk Questions

Click on a row in the table to highlight its growth history. Click on the row again to remove the highlight and select another.

Standards-Based Student Evidence

#	Questions	Trend Start	Trend Result	Growth
1	How much does the lesson learning target address the standards?	1.0	2.6	53%
4	Is the student task aligned to the intent of the learning target and standard?	1.2	2.4	40%



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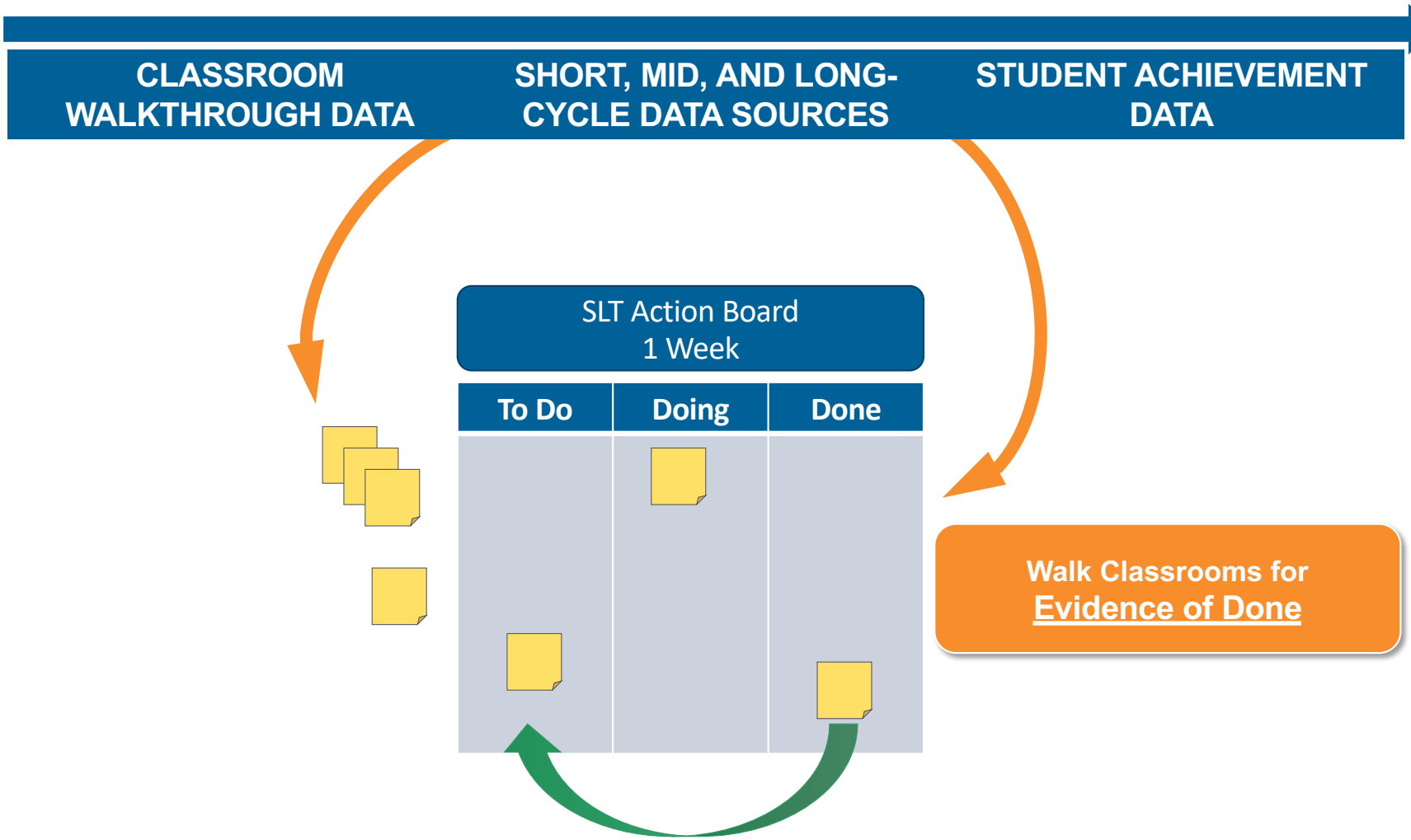

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Year 1	Year 2	Year 3	Year 4	Year 5
Rigor Diagnostics				
LSI conducts for all 57 schools	LSI conducts for all 57 schools; principal supervisors begin calibration scoring	Principal supervisors assume responsibility for 1/3 of schools	Principal supervisors assume responsibility for 2/3 of schools	U-46 conducts all Rigor Diagnostics
RigorWalk Metrics				
LSI Conducts training and calibration rounds for district and school leaders	Principals with high scoring accuracy co-train and assist with calibration rounds	U-46 takes over training and calibration with new principals, LSI provides coaching support	U-46 conducts all training and calibration rounds	U-46 conducts all training and calibration rounds

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Summary of Proposal

Leadership Development

Tiered support at every leadership level to support high-quality teaching and build leadership capacity

Teacher Empowerment

Through training and coaching, teachers are empowered to transform core practices and recapture the joy of teaching

Focus on Rigorous Core Instruction

Core Instruction is transformed to ignite student agency, equity and passion for learning

Metrics-based Coaching

Through leadership coaching sessions, participants will engage in root cause analysis using data to adjust the implementation actions for each cycle

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