Content Leadership Team

Handout

Distributive Leadership: Content Leadership Team

Step by Step Guide to Content Leadership Team Meeting

Celebrations and Leader Actions

Look Forward PLC

Content Leadership Team Planning Forward Document

Grade Level	6	6PAP	7	7PAP	8	8PAP	Alg 1
Priority SE and Frequency	A						
Knowledge and Skills	B						
Vertically Aligned to...	C						
Historical Data (Campus ACP, STAAR)	D						
Potential LO(s)	E						
CA #s	F						
Aligned STAAR Released Items YR/Q	G						
Strategy	H						
Vocabulary	I						
Anchor Charts	J						
Foldable	K						
Possible Aggressive Monitoring Laps	L						
Highest Leverage Coaching Action AP	M						
Highest Leverage Coaching Action CIC	N						

A. Review Instructional Planning Calendar, Lead4ward Frequency Tables, and TEKS Snapshot.

B. Review Vertical Alignment Document, Process Standards, STAAR, ACP, CA Stems

C. Review Vertical Alignment Document

D. Review reports from Performance Matters and/or My Data Portal to determine historical data

E. Diagram the standard. Based on the Diagram, Know Show, and PPT Lesson Plans, what are some possible LOs?

F. Which CA items does this standard correlate to? Review the items for specificity.

G. Which STAAR Stems are aligned to the standard and the LO for this lesson? What additional information should be included in the lesson plan?

H. Based on ILC suggestion, CLT content expertise, or research proven strategies, what strategy will be used to teach this concept?

I. Review the IPC, what vocabulary should be emphasized?

J. Review the IPC, will you use the anchor chart suggested, or another anchor chart?

K. What guided notes, foldable, or other graphic organizer will you use? How will you incorporate writing into this lesson?

L. What are the suggested Aggressive Monitoring Laps?

M. Considering the strengths and needs of your teachers, what are the highest leverage coaching actions for the AP and CIC?

N. Same as “M”

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Look Back- Weekly Data Meeting

Content Leadership Team Look Back-Weekly Data Meeting Document							
Grade Level	6	6PAP	7	7PAP	8	8PAP	Alg 1
Priority SE and Frequency	A						
Percent Mastery	B						
Diagram of SE	C						
Know/Show	D						
Highest Leverage Misconception Based on Student Work	E						
Reteach Model or Guided Discourse	F						
Resources	G						
Strategies	H						
Anchor Charts	I						
Vocabulary	J						
Highest Leverage Coaching Action AP	K						
Highest Leverage Coaching Action CIC	L						

A. Review Performance Matters weekly data and identify the standard that has the highest tested frequency and the lowest percentage mastery...this is the Priority Standard.

B. Review Performance Matters data report to determine the percent of students who mastered the Priority Standard as a grade level, by teacher, and by class period. Is the percent mastered relatively the same across teachers and class periods? If not, consider other factors that are contributing to the data.

C. Review the diagram/Know Show chart for the Priority Standard if available. If it is not available, create one.

D. Compare the items from the weekly assessment that are aligned to the Priority Standard to the Know Show Chart. Determine the possible cause(s) for disparities and determine if these components of the concept were listed on the Know Show.

E. Review student work samples for the item with the lowest mastery, working your way from Tier 1 students to Tier 3. Based on student work, what is the highest leverage misconception?

F. Will teachers you modeling or guided discourse? Modeling will be used in overall mastery is less than 50%.

G. Based on your expertise, determine what resources you will use to re-teach the lesson. Remember that the re-teach DOL must be directly aligned to the high leverage misconception.

H. Based on your expertise, determine what strategies you will use for the re-teach. Re-teach should not be a repeat of the first instruction.

I. Based on your expertise, what anchor charts will teachers make with students or if they are already made, what anchor chart will be reinforced with students?

J. Based on the standard and the stems, what vocabulary should be emphasized?

K. Considering the strengths and needs of your teachers, what are the highest leverage coaching actions for the AP and CIC?

L. Same as “K”

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Tiered Teachers, Goals, and Support Plans

Tier	Tier 1- Exemplary	Tier 2- Proficient	Tier 3- Progressing
Description	Demonstrates extensive content expertise. Lesson plans seamlessly reflects students' skills. All assessments are preplanned and 100% aligned to STAAR in rigor and complexity. Consistently and effectively identifies student deficiencies and acts on collected data. All lesson plans are aligned to STAAR in rigor and complexity. Without exception effectively establishes clear standards based lesson objectives. Without exception effectively develops clear, understandable and rigorous DOLs. Consistently and effectively presents content in clear, logical fashion with no irrelevant information. Purposefully and effectively uses varied MRS strategies, HOTQ, and pushes students well beyond initial thinking. No loss of intsructional time due to off task behaviors. Transitions are orderly, efficient and seamless. All or nearly all students are engaged and highly motivated. Has excellent attendance and is punctual. Without exception complies with DISD and local school policies. Proactively seeks out and participates in research based, job embedded professional development. Collaborates at least weekly with colleagues and demonstrates leadership. Uses multiple forms of effective communication with families, students and community.	Demonstrates solid content expertise. Lesson plans show respect for students' skills. Nearly all assessments are preplanned and are mostly aligned to STAAR in rigor and complexity. Consistently able to identify student deficiencies and acts on collected data. Most lessons are aligned to STAAR in rigor and complexity. Consistently and effectively establishes clear standards based lesson objectives. Effectively develops clear, understandable and rigorous DOLs. Consistently presents content in clear, logical fashion with no irrelevant information. Consistently uses varied MRS strategies, HOTQ, and pushes students beyond initial thinking. Little loss of intsructional time due to off task behaviors. Transitions run smoothly with teacher direction. Moststudents are engaged and motivated. Very good attendance and is mostly punctual, with rare exception. Complies with DISD and local school policies. Consistently seeks out and participates in research based, job embedded professional development. Collaborates on a weekly basis with colleagues. Consistently uses multiple forms of communication with students and families.	Demonstrates Familiarity with content. Lesson plans indicate the importance of students' skills. Most assessment are preplanned and sometimes aligned to STAAR in rigor and complexity. Sometimes able to identify student deficiences, but struggles to act on collected data. Some lessons are aligned to STAAR in rigor and complexity. Establishes lesson objectives but some are not aligned to STAAR. Sometimes develops clear, understandable and rigorous DOLs. Sometimes presents content in clear, logical fashion with no irrelevant information. Generally uses varied MRS strategies, HOTQ, but does not push students beyond initial thinking. Some loss of intsructional time due to off task behaviors. Transitions are less than orderly. Half of students are engaged and motivated. Fair attendance and is sometimes punctual. Most of the time complies with DISD and local school policies. Engages in required research based, job embedded professional development. Collaborates weekly or bi-weekly, remains cordial with most staff members.participates in school required communication to parents.

Teacher	Tier	January 7-11 Goal	Professional Development/Clear Expectations Provided	In-Class Support	Observation and Feedback Schedule
Falcon-6	Tier 1	Introduce Habits of Evidence- annotating with purpose and citing evidence.	December 14- during feedback conversation AP role played how to annotate with purpose and cite evidence.	January 8th, during 3rd period AP class, the DC will model how to annotate with purpose and cite evidence during the I Do section of the lesson cycle. Mr. Falcon will then replicate the action while the DC observes and CIM.	AP will observe January 11 during 3rd period to determine effectiveness of annotations and citing evidence.
Thompson-7	Tier 2	Write the exemplar and use it with students.	November 9th and January 7th	CIC will check every morning before 1st period to ensure that Mr. Thompson has his exemplar. The CIC will model first period on Janaury 8th how to use the exemplar when monitoring students during We Do and You Do. CIC will Coach in the Moment during 1st period We Do. CIC will walk through during 2nd and 5th period to Observe and Give Feedback January 8-11, 2019.	AP will observe January 10-11, to determine effectiveness of CIM.
Standard-6	Tier 3	Strong Voice	8/15/2018- PD, October 11, 2018- ObsF, November 15, 2018- Coaching in the Moment	CIC will complete an entire coaching cycle with this teacher twice during the week of January 8-11, during 1st, 2nd, 3rd period which includes modeling, CIM, and Obs/F.	AP will observe 5th period, January 10, and schedule feedback conference for January 11th.
Preston-7	Tier 3	Internalizing the Plan	December 4 and January 7- Coaching Conversation occurred on December 4 about internalizing the lesson plan due to incorrect information being given to students. We will reinforce creating exemplars, and scripting the I Do.	CIC will check every morning before 1st period to ensure that Mrs. Preston has her exemplar. The CIC will model first period on Janaury 8th, and 10th how to use the exemplar when monitoring students during We Do and You Do. CIC will Coach in the Moment during 1st period We Do. CIC will walk through during 2nd and 5th period to Observe and Give Feedback January 8-11, 2019.	AP will observe January 10-11, to determine effectiveness of CIM.

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Sample Professional Development Scope and Sequence

Date of PD	PD Title	PD Description	Audience	Staff Implementation Date	Implementation Walk Date
January	Internalizing Lesson Plans and Writing the Exemplar and Aggressive Monitoring 101	In this PD, we will understand and practice creating exemplars, scripting and role playing the I Do, create a seating chart that show the pathway of Tier 1 to Tier 3 students for Aggressive Monitoring, announcing laps, using our exemplar to check student work, and providing feedback to students in written and verbal form.	Math and Science Departments	January 7, 2019	Every Monday and Wednesday between January 9 and February 8
February	Independent Practice, and Aggressive Monitoring 201	In this PD, we will emphasize the rationale for Do Now Routines and establish teacher monitoring protocols. We will also launch Write First Talk Second, as a strategy to increase writing in math and to ensure that all students are able to participate in Turn and Talks, and Think Pair Shares. We will also focus on using assessing and advancing questions as we do Aggressive Monitoring, and collecting qualitative feedback during laps.	Math and Science Departments	February 8, 2019	Every Tuesday and Thursday between February 12 and March 7
March	Aggressive Monitoring 301	In this PD, we will review the Aggressive Monitoring components that we have implemented up to this point. Then we will train teachers how to have mini conferences with students to ensure that they are meeting their growth goals. We will use the qualitative data to establish targeted tutoring groups, and implement TEKS baskets/stations during Mass Class to address gaps that have been identified during Aggressive Monitoring Rounds and through Weekly Data Meetings.	Math and Science Departments	March 8, 2019	Every Monday and Friday between March 18 and April 12
April	Habits of Evidence and Checks for Understanding	In this PD, we will provide the rationale for annotating in math class. Teachers will learn how to use annotation (CUBES) and to summarize, amalyze and find the best evidence. Teachers will learn how to ensure that students cite the best evidence for their solutions.	Math and Science Departments	April 5, 2019	Every Tuesday and Wednesday between April 5 and May 10

Calendarize on Outlook, Send Invites

Questions and Adjourn