

Student Achievement and Learning Report

November 3rd E-Learning Day

The district's second E-Learning day of the year was another opportunity to provide our staff the opportunity to learn and grow as professionals. Among the learning opportunities, our staff participated in:

- Unpacking the Indiana Academic Standards
- Understanding the Elements of Effective Lessons (Design and Delivery)
- Improved Reporting Procedure for DCS
- Writer's Workshop for Primary grades (with Taylor University's Christy Moore)

I can't emphasize the amount of work our staff have been putting in this year, particularly on these E-Learning days. Their commitment and dedication to improving their craft to improve student achievement is outstanding. The leadership from our coaches to our administrations in facilitating that work has also been exceptional. We are looking forward to our next E-Learning Day in February where our staff will have the unique opportunity to collaborate vertically with multiple grade levels as we align our priorities to create a coherent scope and sequence across the district in each content area.

Elements of an Effective Lesson

Over the past month, the instructional coaches and administrative leadership team have been developing a model for what good, quality instruction looks like. After a couple months of research and lengthy deliberation, the team is proud to present the Tipton Community Schools' Elements of an Effective Lesson:

Effective Lesson Design		Effective Lesson Delivery	
What do we want our student to know? <i>Learning outcomes, standards, objects, success criteria</i>		Clear Learning Outcomes	
How will we know when students have learned it? <i>Checks for understanding, practice, homework, formative/summative assessments, discussions</i>		Anticipatory Set	
How will the lesson be delivered? <i>Resources/materials, Strategies: inquiry, exploration, lab work, direct instruction</i>		Authentic Learning Experiences	
What will we do if students have learned it? <i>Extension activities</i>		Guided Practice	
What will we do if students struggle? <i>Intervention strategies, scaffolding</i>		Checks for Understanding* <i>(Do I need to reteach?)</i>	
		Meaningful Feedback	
		Tiered Independent Practice	

Our staff received professional development this past E-Learning day on this model and how it aligns not only to our UDL framework, but also our teacher evaluation rubric. Administrators will be using these elements of effective lesson design and delivery in their post-observation feedback for teachers. I am confident that with an effective instructional model and establishing

clear learning outcomes through unpacking and prioritizing standards into a coherent K-12 curriculum, we will see early returns from our efforts.

UDL Instructional Coaches

Over the course of four days (two in September and another two in October), the UDL Instructional Coaches, Beth, Bri, and Jill, participated in an “Instructional Coaching Cadre” hosted by the Central Indiana Educational Service Center (CIESC). The cadre helped develop coaches’ capacity to conduct coaching cycles with staff using a “playbook”. Beth, Bri, and Jill examined the three approaches to coaching: facilitative, dialogical, and directed. They also practiced cognitive coaching (a way to “mediate thinking” for teachers). Finally, their cadre culminated in a project through which they helped develop a Lesson Design and Delivery model that could be shared and applied to provide a clear and consistent structure for improve instruction here at TCSC. The coaches will now be implementing these coaching cycles with staff that is focused on elements of an effective lesson.

Professional Learning Communities

Over the past month, teams across the district have finalized some of their short term goals and have already begun applying strategies to impact student learning. The Block 8 team at the high school has not only established a goal to increase student engagement and participation through various strategies, but they have a means of tracking this data in a meaningful way. This data will be critical as the team evaluates their different strategies to identify which has the greatest impact on student learning.

Similarly, the 6th grade team at the middle school have begun work to eliminate disruptions to learning through the use of systematic bellwork. By providing consistent structure for student expectations transitioning between classes, teachers eliminate wasted time correcting behavior and are maximizing instructional time with their students.

Finally, the fifth grade team at the elementary school have already accomplished their initial goal of unpacking their standards for all four core subjects! As part of both the school and district-wide goals, these teachers are now able to focus on the specific learning outcomes expected of every student and can begin the process of prioritizing these skills to optimize their limited time with students.

New Teacher Monthly Meeting

On October 26, the group of new teachers and coaches met for our new teacher monthly meeting. These meetings are intended to provide new staff support with instruction, behavior management, and answer any general questions that plague being in a new work environment. October’s topic was “How to Motivate the Unmotivated Student”. We had a great discussion about student engagement while sharing and recommending strategies to try; specifically, ones related to *student choice* and *relevance*. Next month, the team will discuss building relationships with students. This conversation will lead to talks and strategies about goal setting, creating a safe learning environment, investigating student learning styles and giving mastery-oriented feedback. These meetings have been beneficial for coaches and teachers by building their own professional relationships and confidences, as well as increasing their playbook of strategies.