



Math Fellows | Literacy Fellows
Fellow Residents

Coordinator Leadership Academy – June 2017

Lesson Planning

Context: Effective lesson planning and preparation, including internalizing existing lesson plans, is critical to student success. Lesson planning, along with systems and routines, are foundational practices from which to build upon and refine to ensure instructional time is maximized. Building feedback next steps and reteach plans into upcoming daily lessons is also the most practical way for fellows to lock in and implement feedback and reteach plans.

Math Fellows are provided with a year-long scope and sequence, unit plans, weekly plans and daily lessons as well as student work packets. Literacy Fellows are provided with detailed daily plans. The materials provided ensure a level of consistency and limit duplicative work as much as possible.

In order to meet the individual needs of students and be prepared for lesson delivery, fellows need to engage in daily planning and daily internalizing of existing lesson plans. If fellows don't have a plan for each lesson, students will provide one for them!

Resources: Any resources from within or outside of our program may be used for the creation of your own lesson plans. Each coordinator will create one daily lesson plan – if your school serves middle and high school students in math, for example, choose one level to create your lesson plan.

Pre-work for Leadership Academy 2017

1. Design an exemplary daily lesson aligned to one of the standards noted below:

ES Literacy: 3.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ES Math: 5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

MS Math: 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities . For example, “the ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “for every vote candidate A received, candidate C received nearly three votes”.

HS Math: CCSS.MATH.CONTENT.HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.



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Student Culture

Context: We believe in creating a structured and predictable learning environment to ensure that every second of instructional time is utilized for learning. We plan and practice key systems and routines to ensure that student and staff expectations are crystal clear prior to the start of the school year. Key systems and routines need attention each class period and each day and need to be re-set based on program specific needs and time of year.

Math Lab or Literacy Lab Learning Environment: Our learning environments are warm and demanding and include the following: organized space for daily agenda, objective and materials, relevant/up-to-date word wall, college banners or posters, personalization for students, student work exemplars with precise praise and data trackers (this list is representative, not exhaustive).

Entry Routine and Silent Do Now: Our entry routine and silent do now set the tone for each Math Lab or Literacy Lab and facilitate the transition from the hallway to the learning environment. Our entry routine and silent do now set a foundation for intentionally building relationships with students (ex. greeting each student by name) and focusing on instruction.

Exit Ticket and Exit Routine: Our exit ticket and exit routine bookend our daily Math Lab or Literacy Lab and provide fellows with a daily opportunity to review student work and mastery of daily objectives. The primary evaluation of our shared work is through student demonstrations of growth and learning and exit tickets are a rich source of student data (in addition to the use of checks for understanding during each lesson)

Behavioral Management System: To provide our students with consistency from classroom to classroom we adopt school specific behavioral management systems when possible or create our own systems in the absence of robust school wide systems. The aim is to preserve instructional time by limiting disruptions to that time, provide students with specific feedback and consequences as needed and to follow up with restorative justice strategies and coaching.

Pre-work for Leadership Academy 2017

1. 5 to 10-minute clip of entry routine and silent do now from one of your current school sites
2. 5 to 10-minute clip of exit ticket and exit routine from one of your current school sites
3. The staff roll out plans and minute-by-minute plans from 2016-2017 for the following: Entry Routine and Silent Do Now; Exit Ticket and Exit Routine; Behavioral Management System (formerly referred to as Behavioral Ladder)
4. Read in *Get Better Faster* pp. 77-106 and watch corresponding videos and respond to all prompts.



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Observation and Feedback

Context: As a coordinator, you are the instructional leader for your program(s) at each school site. The major priority for coordinators is to grow fellow talent. We fundamentally believe that the quality of planning and instruction is the key determining factor for student growth and outcomes. In other words, each fellow is the key to our ability to realize our mission and close the opportunity gap through daily small group instruction in Math or Literacy.

Coordinators lead fellow development by engaging individual fellows in weekly observation and feedback loops involving video, planning, practice and follow-up on bite-sized action steps. Our primary tool for weekly observation and feedback is the *Getting Better Faster Scope and Sequence* and *Coaches Guide* from Relay Graduate School of Education.

Getting Better Faster Scope and Sequence: The scope and sequence outlines a typical development trajectory for new and returning fellows with a culture trajectory and an instruction trajectory. This is a tool to be used during observation and feedback to ensure that fellows are provided with what and how action steps that are developmentally appropriate and will lead to meaningful improvements in student learning.

Getting Better Faster Coaches Guide: This is a companion document that is a resource for planning feedback meetings and includes, for each action step, guidance on when to use, probing questions, scenarios for practice and cues for real-time feedback.

Our feedback meetings include the following:

1. Planning: after a “what and how” action step has been identified during observation the entire meeting is planned (and sometimes practiced) prior to meeting with fellow
2. Execution: the meeting starts with a highlight and a probing question to encourage fellow agency in relation to student outcomes and behaviors; a clear meeting focus and establishing of exemplar (ex. through video or recall of PD takeaways); helping the fellow to see the gap between the exemplar and their current practice; identification of action step; planning and practice aligned to action step
3. Follow-up: a follow-up is identified and could include another observation, sharing of lesson plan and/or video artifact

Pre-work for Leadership Academy 2017

5. 10-minute video clip of you running a feedback meeting, be ready to provide brief context on the video/part of meeting
6. 10-minute clip of fellow instruction to use for planning and practicing observation and feedback during the session
7. Read in *Get Better Faster* pp. 25-59 and watch corresponding videos and respond to all prompts.



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Data Analysis

Context: Denver Fellows' mission is to close the opportunity gap by providing daily small group instruction in Math or Literacy. To make our mission a reality we need to ensure that our students are provided with individual support on skill and concept gaps as well as daily opportunities to access rigorous grade level content. As a results-driven and outcomes oriented program we spend considerable time analyzing various qualitative and quantitative data in order to plan and practice adjustments in program implementation and instruction.

Building off of the work of Relay Graduate School of Education and Professional Learning Communities we believe that the analysis of student work and the action planning that comes from identifying key gaps in conceptual understanding results in significant student learning and growth.

Weekly Data Meetings: Our *Weekly Data Meetings* provide a template and process for analysis of student work as the most important driver for improving student outcomes:

1. *Planning:* We collect student work, identifying the aligned standard and grouping student work in groups of high, medium and low
2. *Starting with the standard:* We identify what students will be able to know and/or do in order to show mastery
3. *Creating exemplar:* We create our own exemplar student responses and set the bar for high academic expectations
4. *Analyzing student work:* We identify the gaps between our three student groups and our exemplar and identify the bulk of conceptual misunderstanding
5. *Planning and practice:* We plan and practice re-teach with a focus on the bulk of conceptual misunderstanding and build in to upcoming lesson plans and/or use for built-in reteach days

Pre-work for Leadership Academy 2017

8. 10-minute video clip of you running a weekly data meeting, be ready to provide brief context on the video/part of meeting
9. Student work samples (sorted high, medium, low) and identification of aligned standard
10. Read in *Get Better Faster* pp. 291-299; 354-365 and watch corresponding videos and respond to all prompts.
11. Review Weekly Data Meeting “Feedback Cheat Sheet” and identify one area of strength and one area of growth aligned to the “Top Six Actions” on page 1.