

A1.1 Collaborative Practices

PROGRESS REPORT

MAY 9, 2019

Progress

During the Administrative Summer Retreat, August 2018 we set expectations for Collaborative Practices work and the role of administrators as point persons for the teams.

We did not meet our other expected outcomes of turning our work from the retreat into documents that would provide clear expectations and guidance for administrators and faculty.

Collaborative Practices work was carried out on our 4 designated Wednesday afternoons 9/26, 11/14, 1/9, and 3/6, and the final session will take place on 5/15.

At our Administrative Council meeting on 4/23 administrators shared updates on the work of their teams.

Here's what they shared:

Many faculty groups extended the collaborative practice (CP) sessions by using Common Planning Time and Teacher Directed Wednesday afternoons to work together.

The work teachers are doing in this time is changing instructional practices.

Visits taken to other schools have resulted in teams using this time to craft integrated curriculum units and expeditions.

Teams are using CP sessions to extend their learning and planning related to the literacy work taking place this year.

Specialists have done peer observations, gathered targeted data, used protocols to guide discussions, and looked at student work together.

Preschool teachers have developed a model/program plan and supports for English learners

Summary

We continue to see the value and potential of developing the collaborative work of our educators in order to positively impact the experiences for our students and their growth.

We have room for growth in our support and supervision of the work taking place.

We are proud of the work that educators are doing and would like to provide more training to assist them in moving to the next level of focus on student outcomes.

Learning Walks Leaders of their Own Learning

Five Key Questions for Learning

What evidence demonstrates that students know the objective and/or learning target?

In what ways does the lesson engage students in authentic learning?

What evidence is there of meaningful exchanges between teacher and individual students and between students?

In what ways does the teacher assess student understanding related to the objective and/or learning target?

Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?

Gains Made this Year

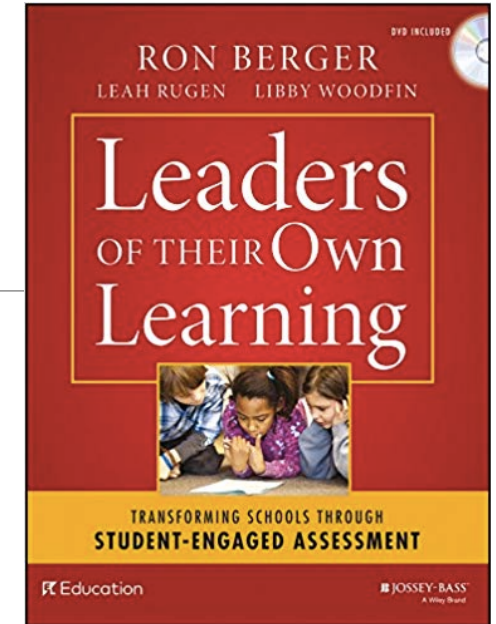
Deeper understanding of each Key Question

Increased calibration amongst Admin Council, but with principals in particular

Shifting now towards supporting each principal as the instructional leader -- “If we were the principal, what might our next steps be based on what we saw today?”

Leaders of their Own Learning

- Principals are about to complete their last section in the coming week
- Excitement – and eagerness for each of the elements:
 1. Learning Targets
 2. Checking for Understanding during Daily Lessons
 3. Using Data with Students
 4. Models, Critique, and Descriptive Feedback
 5. Student-Led Conferences
 6. Celebrations of Learning
 7. Passage Presentations with Portfolios
 8. Standards-Based Grading
- Next step: craft a strategy for using this text as a key element in larger work and learning across the district



“Student-engaged assessment is a system of interrelated practices that positions students as leaders of their own learning” (p. 4).

“Although assessment is most often seen as something done to students, the root meaning of the word assess is ‘to sit beside’” (p. 5).

District Curriculum Accommodation Plan (DCAP)

Purpose of a DCAP

To “ensure all efforts are made to meet the students’ needs in regular education” MGL 71 Ch.71, Section 38 Q1/2

To support classroom teachers with implementing appropriate services, supports and accommodations

To further identify accommodations within general education to address academic, social-emotional and behavioral needs of individual students

To support collaboration with parents/guardians

Accommodations = Accessibility

Teaching practices applied to all students who may require these to access education in the general education setting

Are applied to “level the playing field” for students (does not substantially alter grade level curriculum)

How did we get here?

As part of our self assessment (spring of 2018) in preparation for the Tiered Focused Monitoring the previous DCAP was submitted

DESE provided input on our previous DCAP which was lacking elements related to services and accommodations.

Draft DCAP was developed and input from the Administrative team was provided

Coordinators worked at the building level to observe and discuss general education accommodations

2nd draft proposed and input requested from staff and administration

Survey was sent out to all faculty and principals to request further input on accommodations proposed on the DCAP

Draft updated as needed to reflect changes after input from faculty and administration

Full implementation-What next?

This is a living document-teachers are able to provide the accommodations to any student who needs them in their classroom

IEP's and 504's may not require accommodations in their formal plans that are in the DCAP. **However**, some students may continue to require some of the identified accommodations in their formal plans due a specific disability need (i.e. a student with a hearing impairment who requires amplification or seating accommodations related to the impairment)

Future changes may be made to address accommodations and services. Recent changes not in the draft have been made to clarify technology accommodations.