Teacher Team Toolkit

Overview

2014-15

mmsd.org/tttoolkit

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Overview

Purpose

"Great teaching matters most! Great teaching, when well defined and supported, benefits all students and should serve as the foundation for success" (MMSD Strategic Framework, 2013). This will serve as the focus of our teacher teamwork. Teacher teams will use data to inform their long-term and short-term planning and to monitor implementation and outcomes throughout the year. Teams will demonstrate effective data use, analysis, and instructional planning that is communicated with other school teams as needed. The Teacher Team Toolkit provides a set of guidelines and resources to support the important work of teacher teams.

Overview

The Teacher Team Toolkit begins with the MMSD Great Teaching Framework. This is followed by information on Multi-Tiered System of Supports (MTSS) and how teacher teams fit into MTSS. Together, these frame MMSDs effective teaching practices and the work of highly effective teacher teams. The toolkit is then organized into five sections. The first section, **Prepare for Success,** provides guidance on developing collaborative and effective teacher teams. This is followed by the components of the Great Teaching cycle. At the center is **Culturally& Linguistically Responsive Practices**. Around this is **Plan, Teach, Reflect & Adjust**. As teacher teams move through the cycle, they intentionally ask and answer: What do we want all students to know and be able to do? How will we know they have learned it? What instructional strategies will we use? and How will we respond when they haven't learned it? or What do we do for those who already know it?

Within each of these components, the toolkit provides:

> ➢ An overview of the section
> ➢ The actions teacher teams take
> ➢ The purpose
> ➢ The tools and resources to support actions

> **"More than two decades of research findings are unequivocal about the connection between teacher quality and student learning."**
> **-Center for Public Education**

*The Teacher Team Toolkit will be updated annually with additional resources.

Great Teaching Matters Framework

MMSD's *Great Teaching Matters Framework* communicates the district's vision and goals for effective teaching that is responsive to the cultural and language assets of all students. This vision signifies our commitment to all students as we prepare them to be college, career and community ready. The Plan, Teach, Reflect & Adjust cycle is grounded in Culturally and Linguistically Responsive Practices and represents key teacher actions that advance student learning.

PLAN
What do we want students to know and be able to do?
How will we know they have learned it?

- Use standards to identify common learning targets for ALL students
- Determine how progress toward learning targets will be measured and monitored
- Plan for coherent standards-based instruction using the Gradual Release of Responsibility Framework

TEACH
What instructional strategies will we use?

- Deliver coherent standards-based instruction using the Gradual Release of Responsibility Framework
- Make frequent adjustments during instruction based on checks for understanding
- Provide daily opportunities for students to engage in academic language

REFLECT & ADJUST
How will we respond when they haven't learned it?
What will we do for those who already know it?

- Analyze student achievement data to examine growth and mastery of standards
- Analyze teacher practice data
- Adjust instruction based on student achievement and teacher practice data
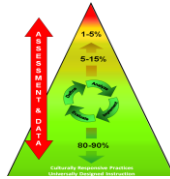
Multi-Tiered Systems of Support (MTSS)

A Multi-tiered System of Supports, formerly referred to as Response to Intervention or RtI^2 in the Madison Metropolitan School District, is a systematic multi-tiered model. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively. MTSS is based on the provision of high quality standards-based core instruction and the use of data to identify students for appropriate acceleration and intervention. MTSS implementation is everyone's responsibility and advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses as well as providing immediate, evidence based intervention for those who need it.

Teaming Structures that support MTSS

Within an MTSS framework, schools should have a team infrastructure that includes at least 3 types of teams: (1) school-based leadership team (SBLT), (2) teacher teams (e.g., department, grade level or instructional teams), and (3) student support and intervention teams (SSITs). Principals help define membership across these teams, making sure that team composition is intentional. The "Teacher/Support Staff" role can apply to many types of staff (e.g., Assistant Principals, Classroom Teachers, PBS Coaches). High functioning teams at each level (school, teacher/grade, and individual student) analyze data to problem solve and develop plans to achieve success. In each case, the goals identified by the school improvement plan (SIP) should drive the selection of data for analysis. The graphic below illustrates how teams at various levels fit into the MTSS framework. The blue boxes in the middle define the team composition, and the white boxes below describe the work of each team. Staff like School Improvement Partners and SSIT Representatives act as connections between teams, helping communicate issues across levels.
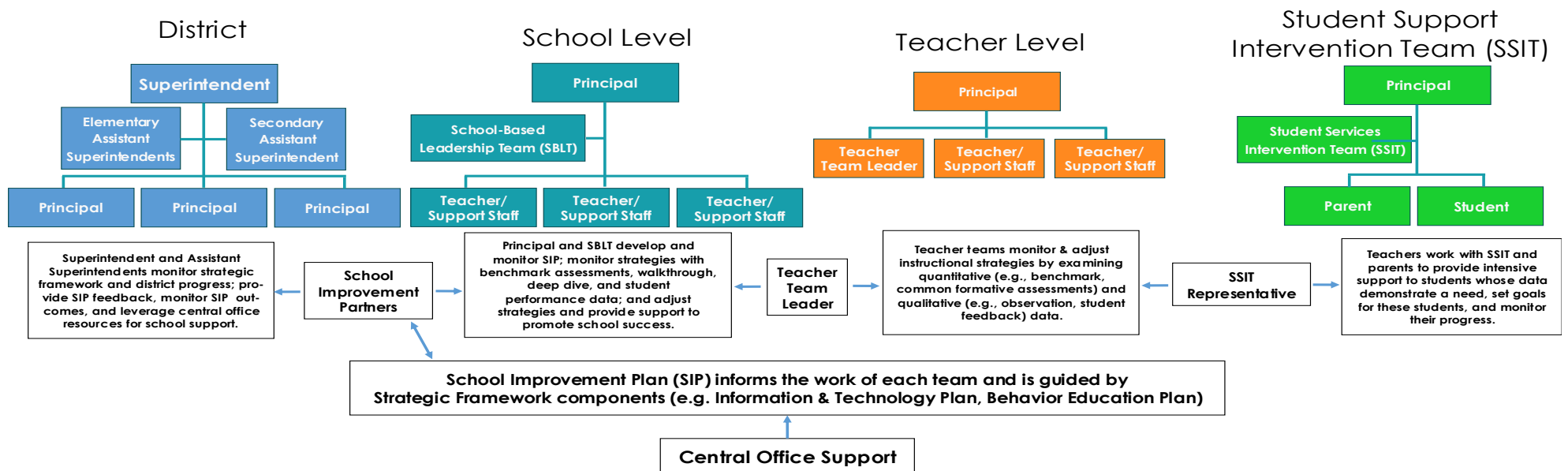
PREPARE FOR SUCCESS

Overview: Teacher teams prepare for the work they will be doing to create, implement, and monitor their work throughout the school year. All of the steps in this section are designed to facilitate the creation of a high-functioning teacher team. To do so, the teacher team must be defined, meet regularly, and engage in a collaborative meeting environment in which conversation is honest, data-driven, and, most importantly, leads to action that facilitates improved student outcomes.

Like all teams, teacher teams become more effective over time if they are attentive to and intentional in thinking about:

- *tasks* (e.g., examining data, instructional planning)
- *processes* (e.g., agenda development, protocols), and
- *group or team development* (e.g., grow in trust, engage in cognitive conflict)

Action	Purpose	Tools and Resources
Determine Teacher Teams Membership	In conjunction with the SBLT, teacher teams define how their work fits into the school-wide improvement plan and create their teacher team membership. Teacher teams then assign roles and develop their team strategies, creating the foundation for future success.	• *Roles and Responsibilities* • *Team Development Strategies*
Create a Calendar for the Year	One of the first priorities of a teacher team is to plan their calendar for the year and communicate that with the SBLT. Developing a teacher team calendar helps set that agenda and ensure that meeting times are protected and support school-wide communication.	• *Create Team Calendar* *(Example School-Wide, Example Assessment Map Example Teacher Team Planning Calendar)*
Complete the Teacher Team Self-Assessment	The *Teacher Team Self-Assessment* is designed to help teams assess their practices and the impact on student outcomes. Teacher teams complete the self-assessment rubric three times per year to inform their own progress and regular SBLT reviews of teacher team progress.	• *Teacher Team Self-Assessment Directions* • *Teacher Team Self-Assessment, Google form link* • *Teacher Team Self-Assessment, Excel version*
Developing Teacher Team Agendas	Developing an agenda prior to a team meeting helps ensure that members come prepared, teams stay focused and meeting time is maximized.	• *Teacher Team Agendas (Agenda Checklist, Agenda Template, Sample Agenda)*

CULTURALLY and LINGUISTICALLY RESPONSIVE PRACTICES

At the center of Great Teaching are Culturally and Linguistically Responsive Practices. Keeping students at the center, these practices guide our beliefs and values throughout the Great Teaching Cycle: Plan, Teach, Reflect & Adjust.

1. Set high and clear expectations for all students
- Demonstrate through actions and words the belief that each and every student can achieve high standards
- Commit to understanding and addressing assumptions and deficit thinking
- Provide needed scaffolds and accelerated support to ensure equitable access to grade level content and materials

2. Acknowledge all students
- Use proximity and eye contact while also demonstrating awareness of students' cultural expectations
- Use affirming or clarifying language
- Be consistent and positive in delivery and approach

3. Develop Self Efficacy
- Nurture students' sense of agency around their learning
- Provide students with the criteria and standards for successful task completion
- Explain and model positive self-talk

4. Connect to students' lives
- Make links between content and student experiences, perspectives and personal goals
- Connect purpose for learning to students' current and possible selves
- Create equitable opportunities for all students to access culturally and linguistically responsive materials
- Build meaningful relationships

5. Apply academic press
- Create engagement and community among learners
- Monitor students' understanding and offer timely, meaningful feedback
- Ask students for feedback on effectiveness of instruction
- Understand deeply and love the subject matter

6. Address racial and cultural identity
- Create a safe space for sensitive and productive cultural conversations
- Deepen understanding and create community
- Understand cultural and linguistic behavior patterns
- Value and welcome home culture and language as assets

Tools and Resources

- Culturally and Linguistically Responsive Practices Project Overview
- Strategies in Action

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PLAN

Overview: Teacher teams collaboratively plan to ensure high-quality instruction for ALL students. Teacher teams engage in purposeful long-term (year-long, quarterly) and short-term (e.g., weekly) planning. When teacher teams purposefully plan, they consider what they will do to establish and communicate learning targets, track student progress, plan coherent and relevant standards-based instruction and assessments, and celebrate success.

Action	Purpose	Tools and Resources
Use standards to identify common learning targets for ALL students	Teacher teams start with the standards (CCSS, SELS, Language) and then identify common learning targets that represent what <u>all</u> students should know and be able to do and understand as a result of the instruction. As teacher teams consider their data, they use the information to refine their plans to ensure rigor for all students.	• Learning Targets • Data Analysis Protocol • CCSS Vertical Articulation for ELA • CCSS Literacy Chart
Determine how progress toward student learning targets will be measured and monitored	Teacher teams determine criteria to measure the standards and build out assessments that will plan for, support, monitor and verify student learning in relation to meeting the identified standards. Summative, interim and formative assessments provide evidence that gives meaningful feedback to students about their learning, allowing them to reflect on their learning and for teachers to differentiate instruction.	• A Comprehensive Assessment System • Performance Assessment Teacher Directions Template • Performance Assessment Student Response Template
Plan coherent standards-based instruction using the Gradual Release of Responsibility Framework	Long-term planning: Teacher teams **plan a coherent progression of learning where concepts and skills advance and deepen over time, so students can demonstrate mastery on an aligned performance assessment.** Year-long/Course plans: ➢ Identify concept/theme, essential questions, texts/resources/technology, and unit assessments to support learning Units Plans: ➢ Determine how to launch the unit, establish or revisit routines and expectations, and plan learning activities Short-term planning: Teacher teams **support student mastery of the standards through instruction** and build the skills and concepts identified in the unit plan ➢ Identify evidence-based instructional practices and strategies, as well as supporting texts, resources, and technology to support student thinking ➢ Identify differentiation strategies to address a variety of learners while ensuring rigor for all students	• Long-Term Planning Directions • K-5 Year-long Plan Template • 6-12 Course Plan Template • Unit Plan Template • Short-Term Planning Directions • Week Plan Template • Lesson Plan Template

TEACH

Overview: Delivering standards-based instruction using the gradual release of responsibility model is essential for ensuring positive student outcomes. Highly effective instruction engages the students *in learning* and *as learners*. Students who are engaged *in learning* know, understand, and can articulate the learning target, actively participate, and receive meaningful feedback that they can act upon. When students are engaged *as learners*, they are able to set their own personal learning goals, make use of feedback, and monitor their own progress.

Action	Purpose	Tools and Resources
Deliver standards-based instruction	Teachers implement instructional plans that were developed during team planning time and make adjustments based on the needs of their students.	• Gradual Release of Responsibility • CCSS Implementation Tool
Make adjustments in instruction based on frequent checks for understanding	Teacher use multiple ways to check for understanding to ensure that all students are successful. They use this information to clarify, reteach and/or adjust instruction in a timely manner. Teachers provide meaningful feedback to students and involve the students in the learning process.	
Provide daily opportunities for students to engage in academic language	Teachers provide daily opportunities for students to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning. ➢ Teachers scaffold the literacy and language skills necessary to promote students' growing agency and self-efficacy Teachers attend to language and literacies in the context of each discipline. ➢ There is deliberate analysis and instruction related to the language and literacy demands, challenges, and opportunities for development and expansion within each subject area and lesson.	

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REFLECT & ADJUST

Overview: Teacher teams engage in regular routines to reflect on student achievement and teacher practice data. Teams use multiple measures to determine students' growth towards and mastery of standards.

Throughout the year, teacher teams use data and the following questions:

Review:
- o What are we noticing about the data?
- o What information is contained in the data? What does it tell us?

Analyze:
- o What gaps exist between desired and current results? Where are students' strengths and challenges? What patterns do we see?

Discuss Root Cause:
- o Why are we getting the results you are getting? What important factors within the teacher's control are contributing to instructional quality and student learning results?

Consider Actions:
- o How will we know if it is working?
- o What are the implications for our next steps and actions? What existing strengths and resources can we leverage? What other data will we collect and analyze?

Action	Purpose	Tools and Resources
Analyze data and adjust instruction based on student achievement data and observation	Using a set of four steps helps guide teacher teams through the looking at data. The key questions are used to reflect on the data including long-term (e.g., summative) and in-time data (e.g., formative), as well as teacher practice data. Data use guides will be available to teams to assist in analyzing specific types of data (e.g., MAP, Early Warning System).	• Data Analysis Protocol • Student Work Protocol • CCSS Implementation Tool
Analyze and adjust instruction based on teacher practice data	Teacher teams reflect on the process they use to make decision and the effects of these decisions. Reflecting on the process helps teams move forward in a well-informed manner. In moving ahead, teams needs to stop and reflect on what they are doing well and what they may want to reconsider.	• Team Reflection