

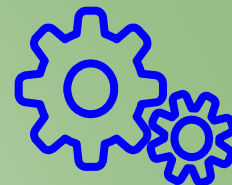
Get Better G.R.A.D.E.S.



Mr. Randy Hutchinson- Springdale School Board Secretary

Ms. Debbie Creek- Springdale School Board Member

Dr. Marcia Smith- Associate Superintendent Springdale Schools



PURPOSE:

The *Springdale School Board is one of many stakeholders' voices that brings the ***purposeful planning and implementation of instructional strategies and structures (G.R.A.D.E.S.)*** to fruition. This session models how Springdale Schools “Teaches them ALL” (educational excellence, equity, culture, and diversity).

*Springdale School Board represents the community, parents, families, and business leaders.

What about Springdale?



Mr. Ownbey Elected 2011
Mrs. Cook Elected 2013
Mr. Hutchinson Elected 2007
Ms. Creek Appointed 2018
Mr. Emerson Elected 2018
Mr. Luttrell Elected 2015
Mr. Ramos Appointed 2019



Kevin Ownbey
Board President



Michelle Cook
Board Vice-President



Randy Hutchinson
Board Secretary



Debbie Creek
Board Member



Nick Emerson
Board Member



Mike Luttrell
Board Member



Eddie Ramos
Board Member

What about Springdale?



Dr. Jim Rollins - Superintendent of Springdale Schools

**Dr. Rollins has 47 years in education with 37 years as the
Superintendent of Springdale Schools.**

What about Springdale? 31 Schools



HIGH SCHOOLS

Archer Learning Center
Har-Ber High
Don Tyson School of Innovation
Springdale High

4

JR. HIGH SCHOOLS

Central Junior High
George Jr. High
Lakeside Jr. High
Southwest Jr. High

4

MIDDLE SCHOOLS

Helen Tyson Middle
Hellstern Middle
J.O. Kelly Middle
Sonora Middle

4

ELEMENTARY SCHOOLS

Bayyari Elementary
Elmdale Elementary
Harp Elementary
John Tyson Elementary
Lee Elementary
Monitor Elementary
Shaw Elementary
Sonora Elementary
Walter Turnbow Elementary

Bernice Young Elementary
George Elementary
Hunt Elementary
Jones Elementary
Linda Childers Knapp
Parson Hills Elementary
Smith Elementary
Walker Elementary
Westwood Elementary

18

Springdale Pre-K

1



What about Springdale?

Arkansas



Arkansas Public Schools

- Approximately 478,318 students PK - 12
- 264 Districts
- 1054 Schools
- English Learners ~8%
- Low Income ~63%
- Average Years Teaching Experience 10.6
- Students Eligible to Receive Special Education Services ~13%

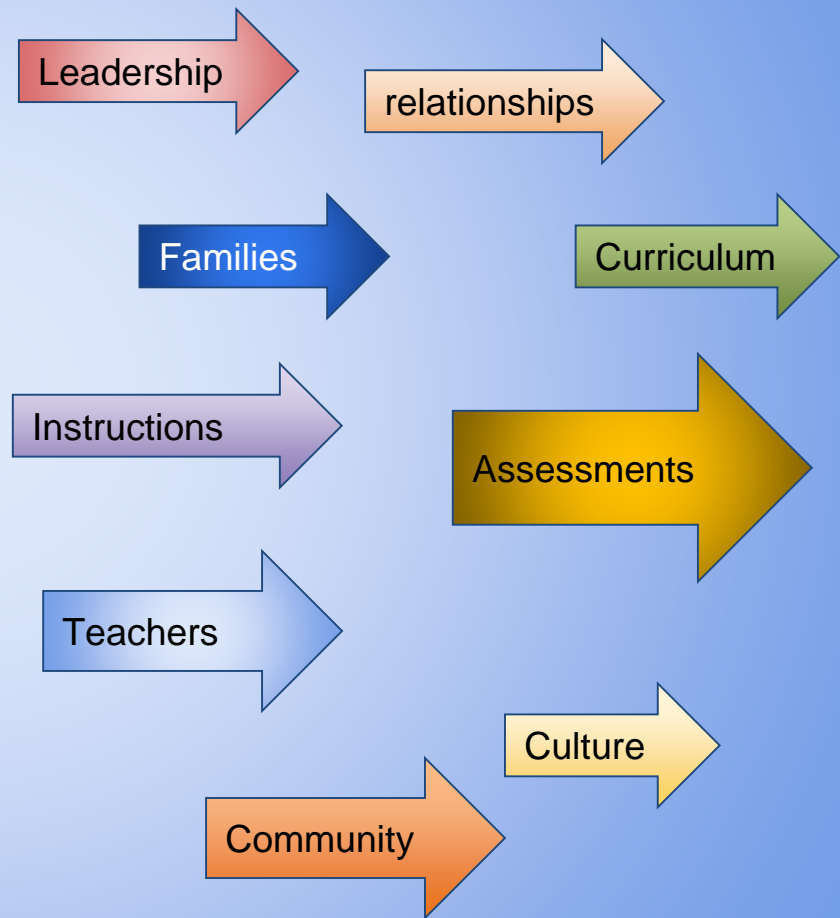
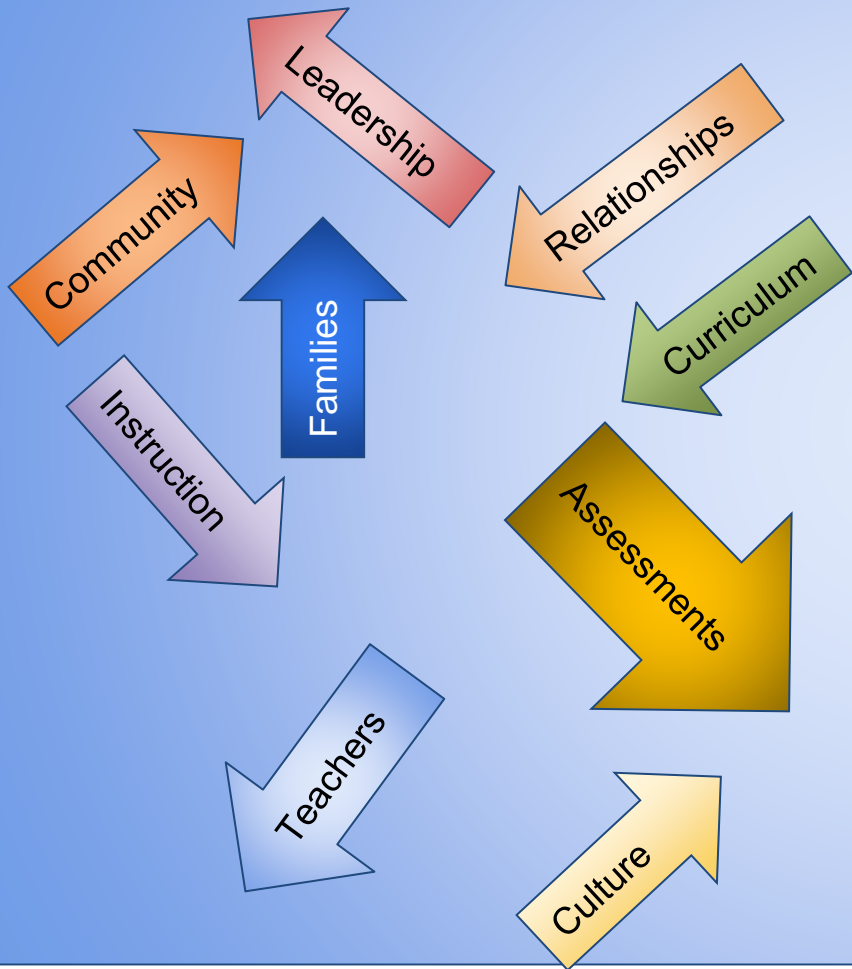
Springdale



Springdale Public Schools

- Approximately 23,000 students PK - 12
- 1 District
- 31 Schools
- English Learners ~38%
- Low Income ~71%
- Average Years Teaching Experience 12
- Students Eligible to Receive Special Education Services ~11%
- 53 Spoken Languages

A large district requires effective communication systems.



Research



Mike Schmoker

7 Elements of Effective Learning

(Lessons)

1. Clear Learning Objective
2. Anticipatory Set
3. Teaching and Modeling
4. Guided Practice
5. Checking for Understanding
6. Adjusting Instruction
7. Independent Practice

Larry Lezotte

The Seven Correlates of Effective Schools

1. Instructional leadership
2. Clear and focused mission
3. Safe and orderly environment
4. Climate of high expectations
5. Frequent monitoring of student progress
6. Positive home-school relations
7. Opportunity to learn and student time on task.

It boils down to WHAT we teach and HOW we teach.

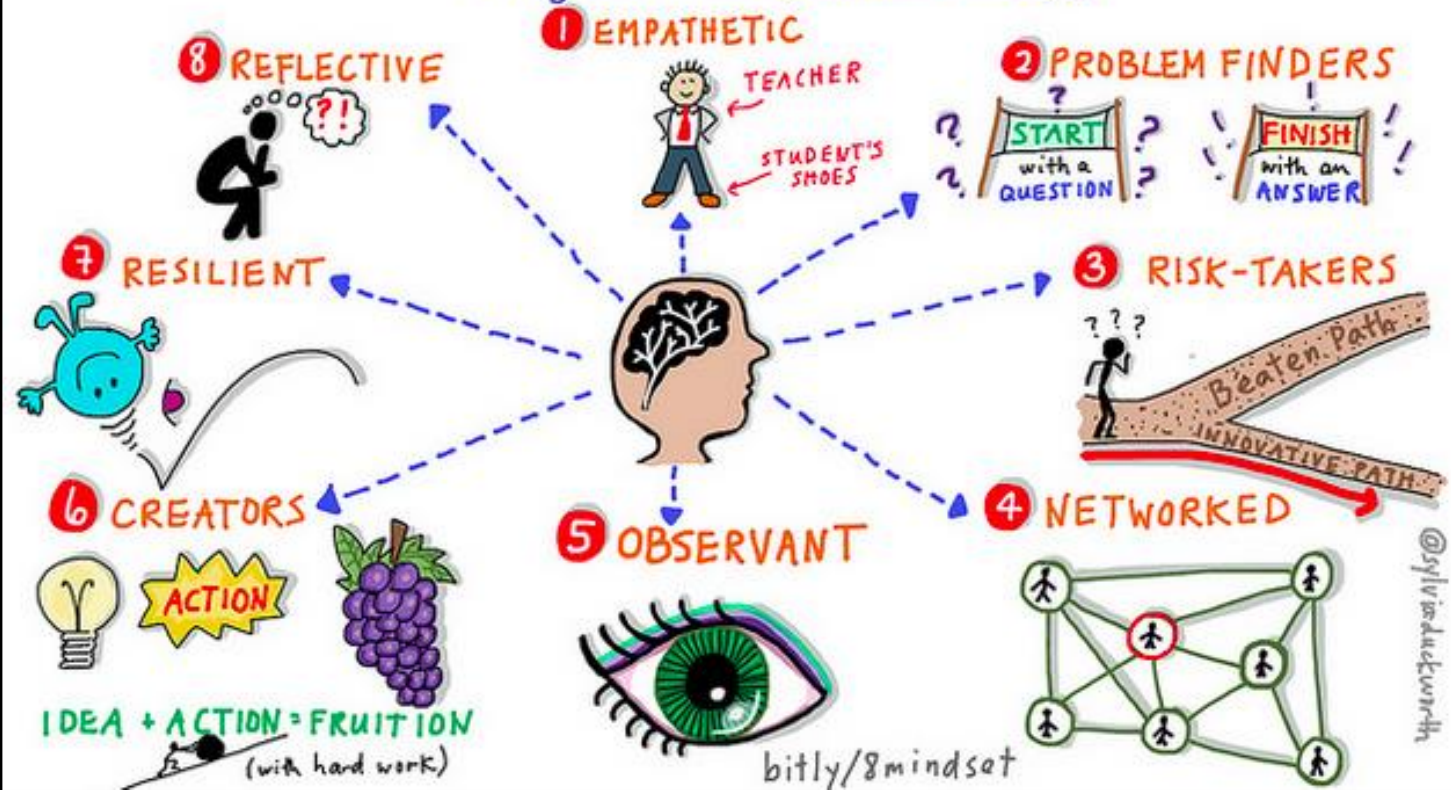
Research

School Board Focus Sessions

8 Characteristics of the Innovator's Mindset

By George Couros @gcouros

The innovator's mindset: The belief that abilities, intelligence and talents are DEVELOPED, leading to the creation of BETTER ideas. 💡

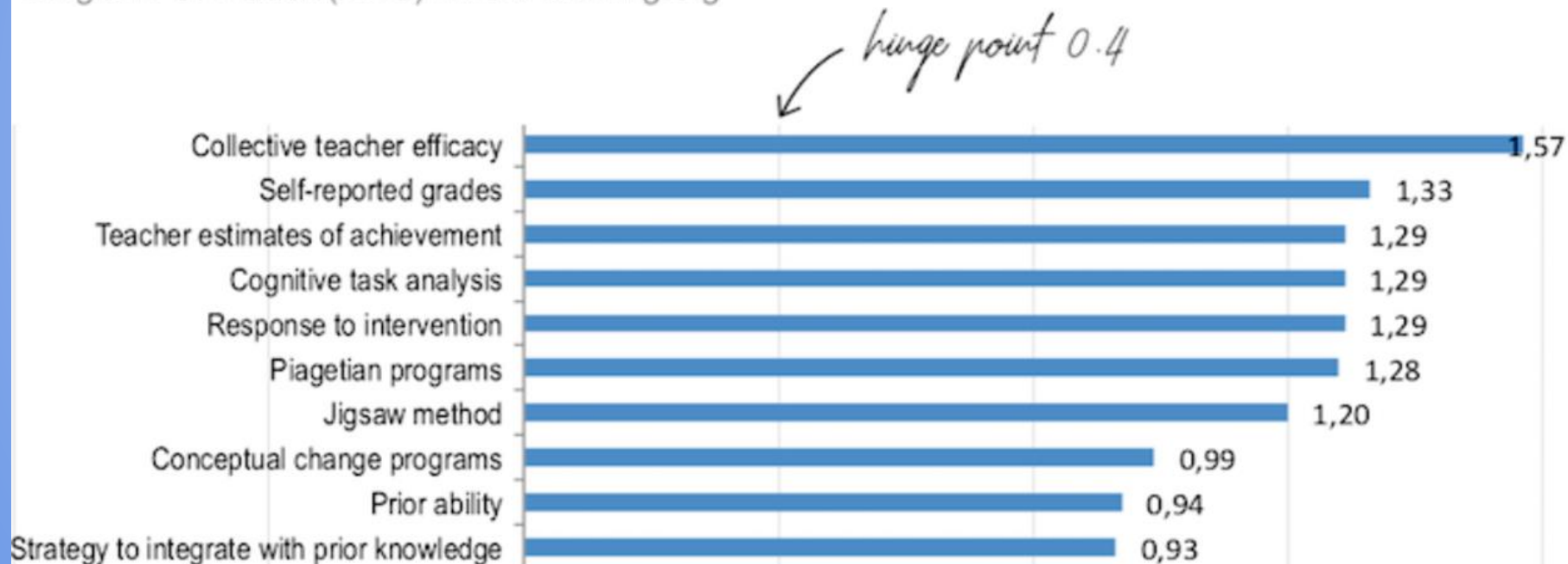


Research

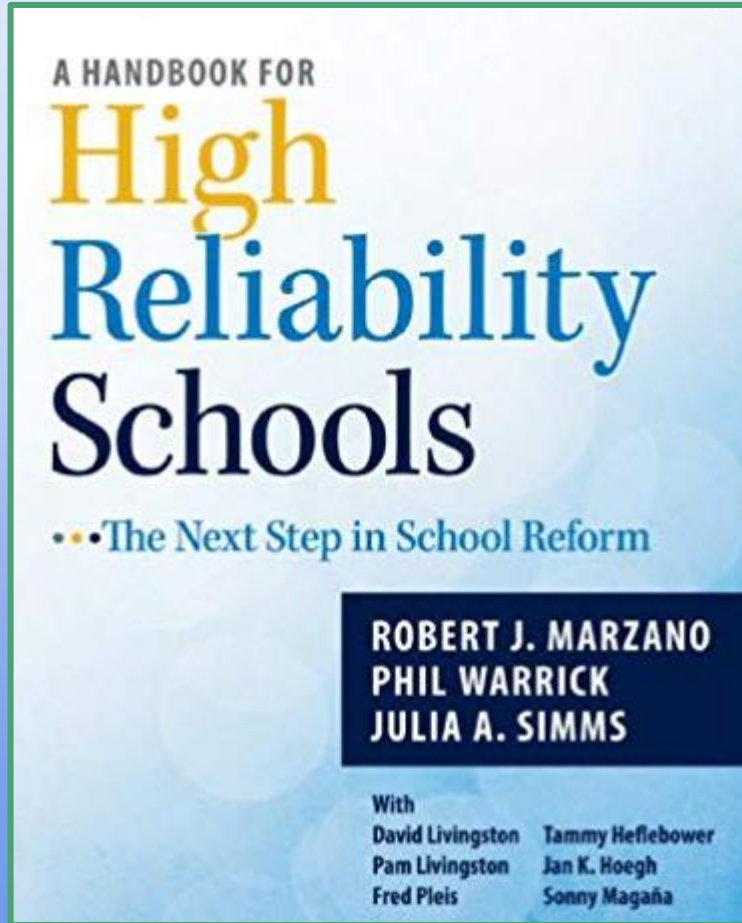
Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com

Diagram: S. Waack (2018) visible-learning.org



Research



Level 5	Competency-Based Education
Level 4	Standards-Referenced Reporting
Level 3	Guaranteed and Viable Curriculum
Level 2	Effective Teaching in Every Classroom
Level 1	Safe and Collaborative Culture

**Again, WHAT we
teach and HOW we
teach.**

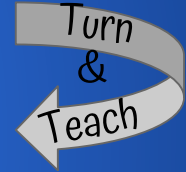
Springdale Public Schools Staircase to Educational Excellence

The Why – The Process – The Outcome
*Each student realizing their
potential and promise*



What the world is interested in is what you can do with your learning.

In your role, how can you ensure quality lessons are happening every day in every classroom?



In Springdale we engaged all stakeholders in a shared vision, and used researched based application to create an instructional model (G.R.A.D.E.S.) to support ALL learners.

The WHY!



G.R.A.D.E.S. lesson planning is best practice for ALL students.

G.R.A.D.E.S. ties directly with the components of TESS.

G.R.A.D.E.S. aligns with the components of High Reliability Schools.



This presentation is modeling G.R.A.D.E.S.

Let's Dive into G.R.A.D.E.S.



Callouts will be used to explain the thinking process.





Take one minute to write all the components of a successful lesson



Consider all stakeholders' views

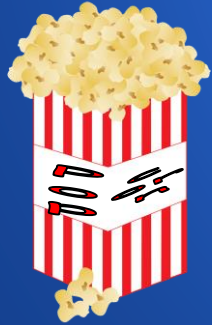
Tell your shoulder partner which component is the most important?



Timer keeps individuals on task and match the time needed for the activity.

Symbols or Images reminds individuals of activity and allows for discussion and assessment.

Discussion allows students to be engaged, thinking, and verbally processing and the teacher assessing



Popcorn out some of your ideas.



Goal/Objective- The learner will **define, discuss,** and **reflect** on the **components of GRADES** and how they connect to **TESS** while **engaging** in a **purposefully planned lesson** **inv** **close read, discussions, and a modified jigsaw.**

A **G**oal helps focus the lesson, establishes a purpose, and communicates expectation.

Readng aloud supports fluency, builds confidence, and introduces key vocabulary.

Fist to five is a formative **E**valuation.

Goal(s)

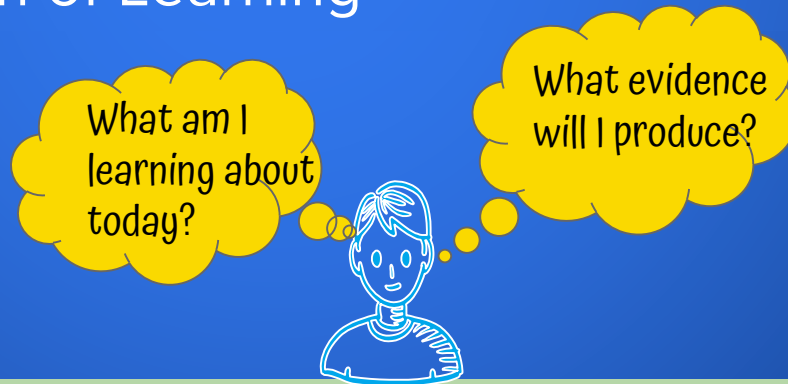
Readng

Activity/Application of Learning

Discussion

Evaluation

Supports





Identify the G.R.A.D.E.S. components connect to the Highly Effective TESS components.

- Goal(s)
- Reading
- Activity/Application of Learning
- Discussion
- Evaluation
- Supports

3A- Communicating with students

Expectations for learning, directions and procedures, and **explanations of content are clear** to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

3B- Using questioning and discussion techniques

Questions reflect high expectations and are culturally and developmentally appropriate. **Students formulate many of the high-level questions** and ensure that all voices are heard.

3C- Engaging students in learning

Students, throughout the lesson, are **highly intellectually engaged** in significant learning, and **make material contributions** to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and **pacing allow for student reflection and closure.**

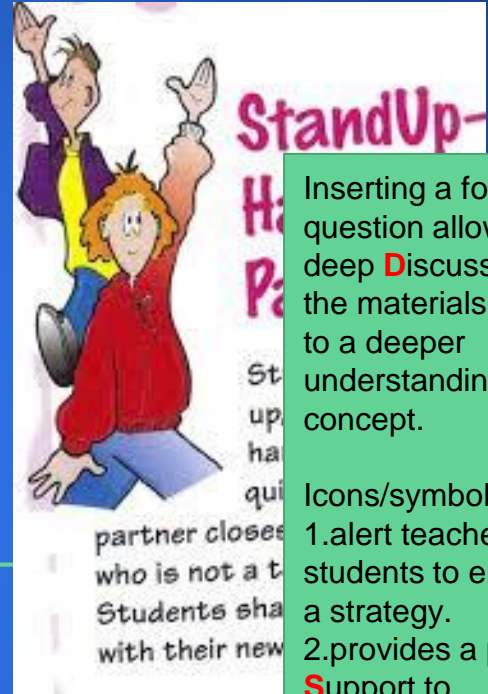
3D- Using assessment and instruction

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, **self-assessment by students**, **monitoring of progress by both students and teacher**, and **high-quality feedback to students from a variety of sources.**

3E- Demonstrating flexibility and responsiveness

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, **using an extensive repertoire of instructional strategies.**

What evidence illustrates a rigorous, student-centered classroom?



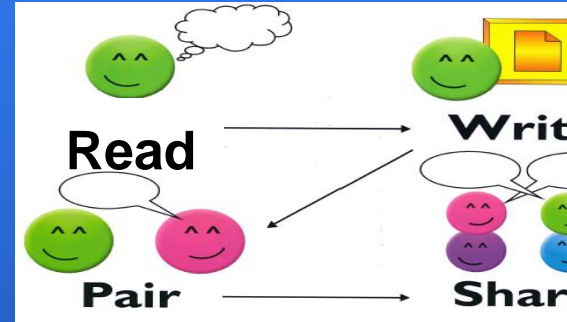
Inserting a focus question allows for a deep **D**iscussion of the materials leading to a deeper understanding of the concept.

Icons/symbols:

- 1.alert teachers and students to engage in a strategy.
- 2.provides a pictorial **S**upport to demonstrates activity and/or order.



1. The person with the shortest hair will number the group



Reading - Support language

Timers reduce lost instructional time.

Discussion of the materials leading to deeper understanding of the concept.

Evaluation brings a need to build understanding.

Supports- This allows all students the opportunity to discuss, write and evaluate.









1. Each participant will have 1 minute to close read the
2. Write important ideas in the margins.
3. Share with your group (see supports below).

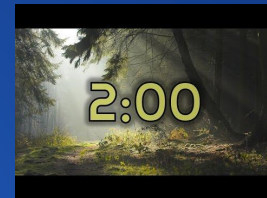
Possible Sentence Frames

- “To create an ELL friendly learning environment, the article stated...”
- “I plan on..... to create an ELL-learning environment”
- “The article discussed....., so educators should”



Supports

1. Ways to support comprehension	2. Build on students' Prior knowledge	3. Provide access to complex academic concepts and strategies	4. Give opportunity for structured oral language practice.
<p>Use visuals or gesture to convey key concepts</p> 	<p>Refer to students' background knowledge and interests</p> 	<p>Build and refer to anchor charts</p> 	<p>Provide starter phrases</p> <p><i>I know a lot about...</i> <i>I am an expert in...</i> <i>I am famous for...</i></p>
<p>Do a quick demonstration</p> 	<p>Ask student to recall previous learning</p> <p>Remind your partner what we talked about yesterday...</p>  <p>We talked about...</p>	<p>Use concrete objects or pictures to convey an idea</p> 	<p>Give extra wait time</p> 
<p>Use consistent language repeatedly</p> <p><i>Passage</i> <i>Passage</i> <i>Passage</i></p>	<p>Modify example to match students' background knowledge</p> <p>FALL</p> 	<p>Channel students to use a strategy twice at increasing levels</p> 	<p>Provide opportunities for students to turn and talk.</p> 
<p>Name your steps</p> 	<p>Teach new content by relying on shared experiences</p>  <p>Do you have any shared experiences?</p>	<p>Use think alouds to demonstrate your thinking process</p>  <p>How did I think about that...</p>	<p>Encourage students to dramatize</p> 



Where did you see evidence of the G.R.A.D.E.S. Components?

Take 2 minutes to Stop and Jot your thoughts.



This **S**upport structure allows all students the opportunity to **D**iscuss, write, and **E**valuate.



Goal/Objective- The learner will **define, discuss,** and **reflect** on the **components of GRADES** and how they connect to **TESS** while **engaging** in a **purposefully planned lesson** involving a **close read, discussions, and a modified jigsaw.**

Goal(s)

Reading

Activity/Application of Learning

Discussion

Evaluation

Supports



Referencing the **G**oal helps clarify expectations and summarizes the lesson

Fist to five is a formative **E**valuation.





How can districts ensure quality lessons are happening every day in every classroom?

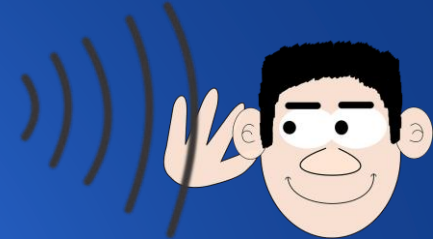
How are all stakeholders engaged to make this a reality?



In Springdale we include all stakeholders in this shared vision.



The Leadership Vision



10. Teacher Models for Professional Development
9. Joint Council (Curriculum & Instruction)
8. PTA City Council
7. Patron Shelf, Marshallese Patron Shelf
6. Specialty Areas - Band, Choir, Arts, CTE, Arts, etc
5. Administrators
 - a. Meetings
 - b. Roundtables
 - c. Leadership Meeting
 - d. Mentoring Program (NSPIRE)
4. Superintendent's Leadership Meetings
3. School Board
 - a. Work Sessions
 - b. Luncheons
2. City Organizations/Meetings
1. Springdale Student Forum



Do you have any questions?
