Tyler ISD

Curriculum and Instruction Update

Board Meeting

December 18, 2017

Tyler ISD Vision

We focus on successful student outcomes

District Goals

Goal 1: Early Literacy

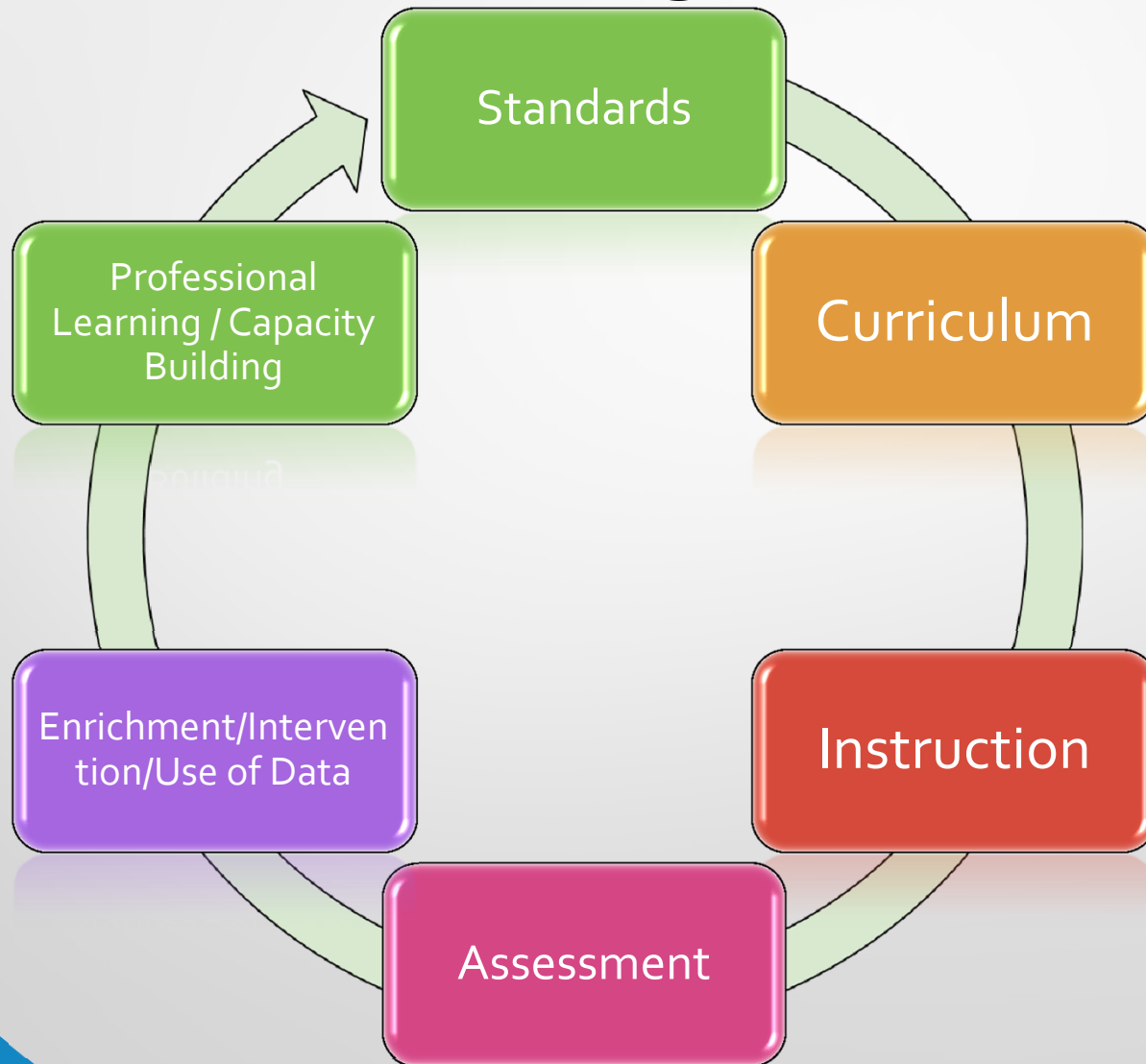- 85% of 3rd grade students reading on grade level by 2021.

Goal 2: College Readiness

- 75% of graduates will be by college ready by 2021.
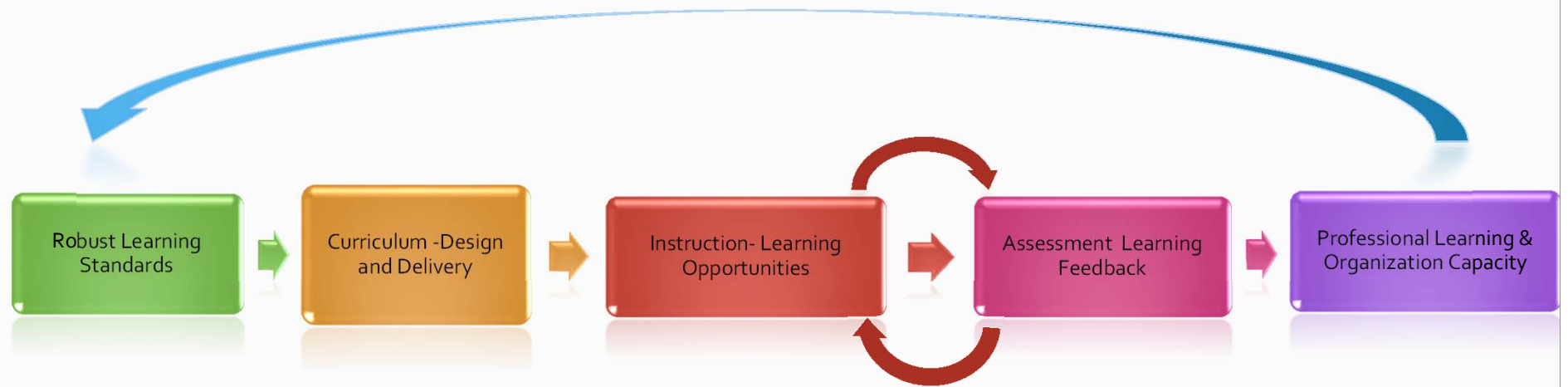
Goal 3: Career Technical Education

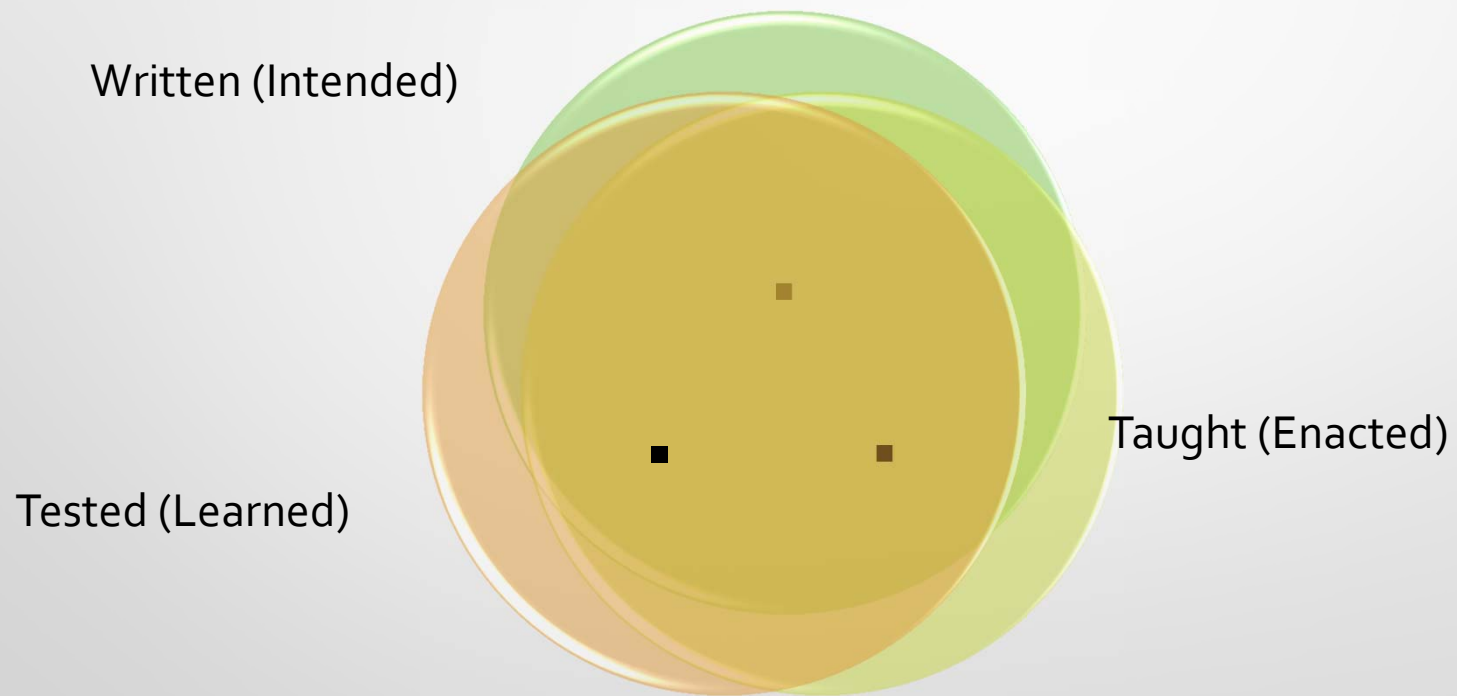- 72% of of graduates will be complete a CTE pathway by 2021.

Improving teaching and learning— understanding the system

Standards

Curriculum

Instruction

Assessment

Enrichment/Intervention/Use of Data

Professional Learning / Capacity Building

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Describing the System

Robust Learning Standards → Curriculum -Design and Delivery → Instruction- Learning Opportunities → Assessment Learning Feedback → Professional Learning & Organization Capacity

Curricular Coherence

Written (Intended)

Taught (Enacted)

Tested (Learned)

The Why

Tyler ISD Learner Profile

Tyler ISD Learner Profile

In Tyler ISD, we are committed to graduating all students with the knowledge, skills, and habits necessary for success in college, careers and life.

Learners in Tyler ISD are:

Prepared academically for post-secondary education

Prepared for work and careers of their choice

Prepared for life and their future

The How

Tyler ISD Theory of Action

What is a theory of action?

A theory of action sets forth the assumptions about how to move an organization from its current state to its desired future.
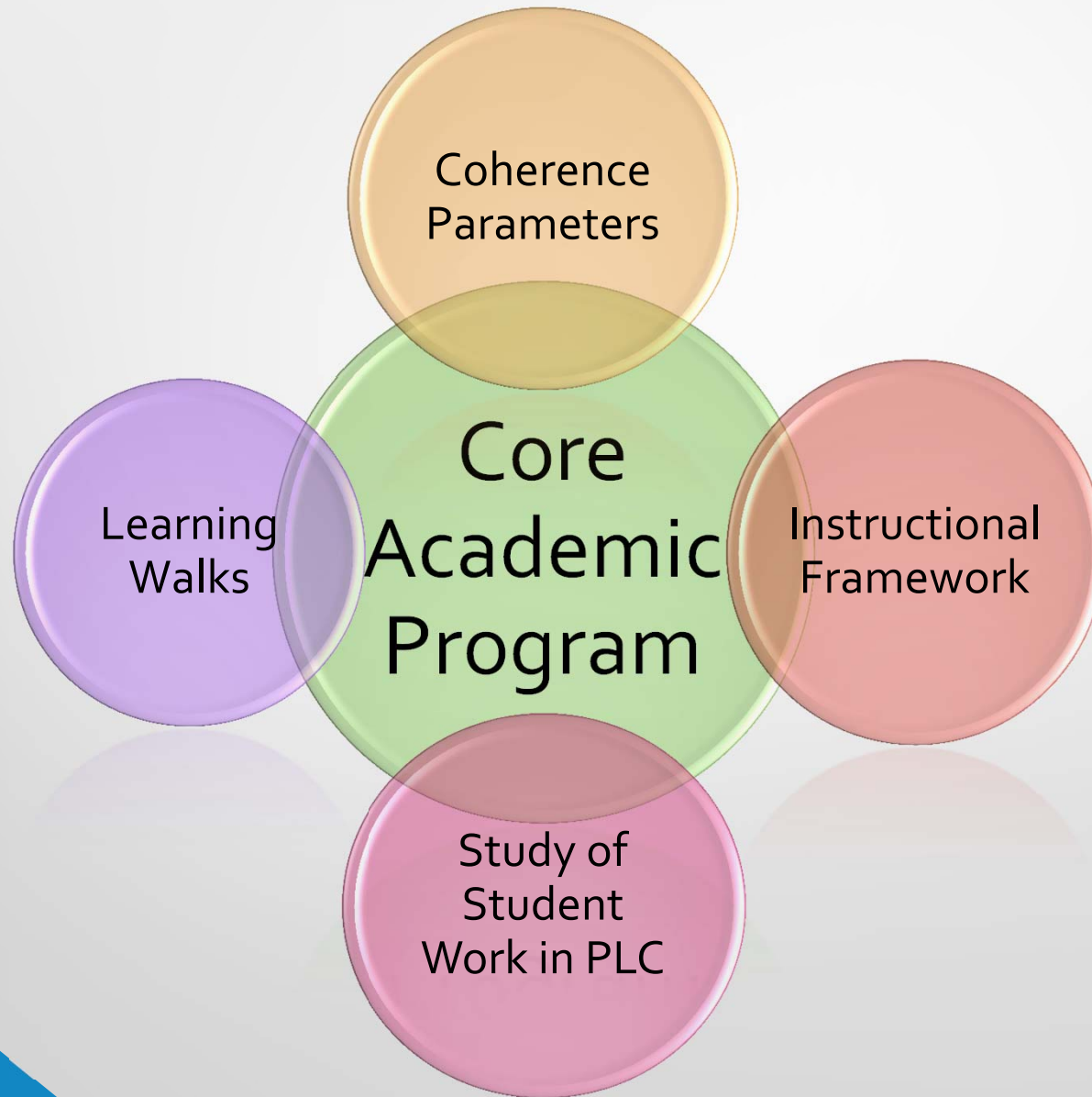
Adapted from
Instructional Rounds in Education, City, Elmore, Fiarman, and Teitel, 2011.

What does a theory of action do?

- Connects the district's direction (mission/vision) through a strategy to critical actions for teaching and learning improvement
- Grounds the work in research and evidence-based high leverage practices for achievement and equity
- States the causal relationship between what I/we do and what constitutes a good result in the organization

If we do this… then we will get that…

Leadership
Strategic Framework

Coherence Parameters

Learning Walks

Core Academic Program

Instructional Framework

Study of Student Work in PLC

Group 1: Coherence Parameters
Ensuring coherence for equitable access to learning

- Standards
- Curriculum
- Instruction
- Assessment
- Enrichment/Intervention/Use of Data
- Professional Learning / Capacity Building

What do we hold "tight" from classroom to classroom, school to school, and level to level?

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Group 2: Instructional Framework
Developing a research-based architecture for high-quality instruction

The Five Dimensions of Powerful Classrooms

The Content	Cognitive Demand	Equitable Access to Content	Agency, Ownership, and Identity	Formative Assessment
The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers. Discussions are focused and coherent, providing opportunities to learn disciplinary ideas, techniques, and perspectives, make connections, and develop productive disciplinary habits of mind.	The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called "productive struggle."	The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class. Classrooms in which a small number of students get most of the "air time" are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.	The extent to which students are provided opportunities to "walk the walk and talk the talk" – to contribute to conversations about disciplinary ideas, to build on others' ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.	The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to deepen their understandings.

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Group 3: Learning Walk Protocol

Before the Learning Walk

- Determine your school/team problem of practice.
- Identify specific practices/questions/issues for feedback..
- Align PLC efforts to LW efforts.
- Develop shared understanding of LW purpose and process
- Determine LW team and set day/time
- Complete school portion (top) of the LW pre-planning/summary form
- Prepare school for LW (rooms, schedule, conference araa, etc.)
- Communicate LW plan and process to school staff

During the Learning Walk*

- Facilitate initial school orientation meeting to review LW task/goals and schedule -- include teachers to be visited and all LW team "walkers"
- Conduct LW according to process and schedule
- Collection of evidence by LW team
- Provide LW team debrief time and place for post-walk discussion
- LW team completes the summary form
- Facilitate LW debrief between teachers and LW team

After the Learning Walk

- Connect LW feedback to PLC efforts and next steps
- Debrief learning walk process and outcomes with teachers
- Recognize teachers

Group 4: Study of Student Work in PLCs

Purpose	Collaborative Norms	Key Features

Engaging in a collaborative process of looking at student work allows a group of educators to analyze the learning experiences they have designed for their students and determine their effectiveness, and help them make instructional decisions for improving student learning.

RIDE and the National Center for Educational Assessment, Inc. (Langer, G., Colton, A., and Goff, L. (2003). Collaborative Analysis of Student Work, ASCD.)