



**ST. HELENA**  
PARISH SCHOOL DISTRICT

## INSTRUCTIONAL GUIDANCE DOCUMENT FOR TEACHERS

Our GOALS for the year:

We will be SAFE.

We will work on adjusting to our BRAVE NEW SPACE.

We will SMILE and LAUGH.

We will TAKE CARE of ourselves and one another.

We will LEARN something.

### INFORMATION REGARDING PHASE 3:

- **All COVID-19 safety and health protocols MUST continue to be followed.** Please refer to the eResource Guide for specific information.
- eLearning students can return to school immediately. However, they will have the option to continue with their placement until the end of the first nine-week period.
- Teachers will continue to use Microsoft Teams in their classrooms to accommodate the eLearning students and keep students engaged in the platform.
- Regular school hours will be 8:00am - 3:00pm.
- No more than 50 students are allowed in large spaces (cafeteria, auditorium) at a time.
- Classrooms will be at normal student capacity and separated to the greatest extent possible.
- Visitors are not allowed to enter the classrooms.

### THE IMPORTANCE OF FEELING EMPOWERED

Teachers cannot expect their school leader to give empowerment to them. It is not a gift that comes in a box. Being empowered in our classrooms is the same as being empowered in our lives. It is a decision that requires our attention. If we want it, we can have it, but it requires action on the part of the teacher.

#### Teachers seeking to be empowered:

- Clearly define what they believe great teaching is.
- Are pro-active in their personal and professional development.
- Take the initiative when they see something that needs improvement.
- Focus and devote time and attention to specific goals and objectives.
- Share with their colleagues.
- Voice their concerns.

Empowerment brings about creativity, a willingness to try something new, and the motivation to take the initiative. And remember, it is ok to make a mistake! It's through those mistakes that you find solutions to problems. Finding solutions bring about feelings of empowerment. You don't have to sit back and wait on someone else to solve the problem.

It is critical that everyone feels empowered as we operate in this **Brave New Space!**

## TECHNOLOGY LOGISTICS

Each classroom is equipped with an interactive whiteboard, conference camera, CPU, and laptop. We must maximize the equipment so all students, virtual and face-to-face, are receiving the same quality instruction without interference.

- **The Logitech Conference Camera** should be securely positioned toward the back of the classroom facing the ViewSonic ViewBoard or Promethean Board and connected to a laptop. Student faces should not be easily seen.
- **The Micro PC** and keyboard should be connected to the ViewSonic ViewBoard or Promethean Board to access Microsoft Teams.
- **The ViewSonic ViewBoard** has a whiteboard, presentations, and other digital instructional tools that should be displayed for students to see.
- **The Dell Student Laptops** are available for every student. These devices should be used daily during instruction.
- **The Dell 2-in-1 Teacher Laptop** can be v-casted to the ViewSonic ViewBoard to run Microsoft Teams and other presentations. Teachers can also use their laptops in tablet mode to annotate directly on lesson slides or in the Microsoft Whiteboard app.

## OUR FRAMEWORK: MOTION LEADERSHIP / MINDFUL TEACHING

### Motion Leadership

In St. Helena Schools, we use the core principles of Motion Leadership (Michael Fullan, 2013) as key policy drivers to frame our initiatives as follows:

- **Shared Meaning** - commonly held moral purpose across all individuals committed to the success of St. Helena District Schools (Social cohesion-learning for all students)
- **Systemic Leadership** - organizational coherence across many individuals (Motion Leadership - learning by purposeful action, leadership initiatives)
- **Instructional Focus** - teacher-to-teacher consistency regarding instructional best practice (Mindful Teaching Framework, teacher cluster meetings)
- **Capacity Building** - continuous learning and professional development at all levels of the organization (Learning is the focus of the work)
- **Teamwork** - high levels of engagement, widespread ownership, and shared resources (Internal accountability)
- **Transparency** - up close monitoring of results and publication of progress data (Strategy for continued progress)
- **Thinking Bigger** - push, pull and nudge (motivating the unmotivated)

The central assertion of Motion Leadership is that piecemeal reform will never add up to sustainable progress. If you want to cause positive movement and progress in schools, then you must create conditions so that systemic collaboration, instructional focus, teamwork and capacity-building can

thrive. According to Michael Fullan, these conditions, taken together, have proven to be powerful drivers of reform that sustain resilience and momentum in the face of complex challenges.

### Mindful Teaching

- Successful teachers create emotionally safe classrooms: they help students get ready to learn by posting learning agendas to help students focus attention and interest; they model enthusiasm for learning; they call attention to key concepts previously covered and clarify misconceptions; they communicate expectations prior to teaching; they provide a visual roadmap for new learning via graphic organizers (word walls) to prepare students for meaningful learning and they take action to minimize things that interfere with learning (**Readiness**)
- Successful teachers plan, organize, and deliver interactive explanations of key concepts to be learned: they identify key concepts; they explain, give examples and model important ideas; they probe with questions and wait time; they provide feedback; they impose structure on material to be learned; they guide student organization of ideas; they use video technology and smart boards to enliven content discussions; they summarize key points of new learning (**Delivery**)
- Successful teachers provide opportunities for guided practice with feedback and small group performance activities; they demonstrate appropriate applications; they guide student practice and encourage effort; they provide corrective feedback during guided practice tasks; they encourage problem-solving, experimentation and solution finding; they require student creation of learning products; they use formative assessments regularly (**Performance**)
- Successful teachers help students consolidate, demonstrate and integrate understanding: they encourage self-directed learning behaviors; they reward multiple representations of subject matter learned; they guide reflection, insightful thinking and writing; they invite students to reflect on their own thinking; they help students explore and generate new questions and creative applications of concepts learned; they use routine summative assessments to monitor student progress (**Transfer**)

## INSTRUCTIONAL SUPPORT

Unfortunately, we have many students who did not participate in Jumpstart 2020 or any eLearning opportunities. Monday will be their first time experiencing any instruction this school year. As such, for the remaining four weeks in this first nine-week period, you should review the information that has been taught to ensure content mastery for all students. **In other words, start over.**

There are several ways this can be accomplished. Here are some suggestions:

- Give a **unit pre-test** to determine level of understanding. Then, **group students** based on data collected. Begin with whole-group instruction followed by **differentiation of content**.
- Utilize the **Enrichment Classes** to extend instructional time for those students who need additional assistance.
- Provide a **Homework Hut** for students in the mornings before class, during lunch, or after school.
- Access **online resources** such as [Wide Open Schools](#) or [Khan Academy](#) to give students additional academic support.

- Always **review data with students** (weekly tests, benchmarks, etc.) so they can take ownership of their learning. Use a Data Wall to track progress.
- **Set progress goals and celebrate** when goals are achieved.
- Teach students **how to study**.

## 2020 GUIDANCE FOR SCHOOL ACCOUNTABILITY AND DEVELOPING A STUDENT LEARNING TARGET

Please review the information below. It provides background information about what LDOE will do regarding School Accountability, and guidance for developing Student Learning Targets (SLTs) for your students. Please remember, you must develop two (2) SLTs and submit them on the appropriate dates that are listed.

### Relevant Background

On March 13, 2020, Louisiana Governor John Bel Edwards signed a proclamation closing all schools statewide.

On March 20, 2020, the U.S. Department of Education approved Louisiana’s waiver request of assessment, accountability, and reporting requirements under the Elementary and Secondary Education Act, as amended by the “Every Student Succeeds Act”.

As a result of both actions, Louisiana did not require standardized testing for the 2019-2020 school year.

Additionally, BESE Bulletin 111, Section 4501 and 4503 provides for a one-year waiver of school and district performance scores and letter grades for schools closed from disaster for 18 or more consecutive days. The waiver is limited to the year in which the disaster occurred.

### 2019-2020 School and District K-12 Accountability Results

Due to the lack of 2020 assessments, BESE policy, and state and federal waivers, school performance scores and letter grades will not be produced for the 2019-2020 school year. The Department has released an FAQ to answer common questions related to the pandemic’s effect on the release of 2020 accountability data.

K-12 accountability data in the Louisiana School Finder will be kept static with 2018-2019 results. Available data from the 2019-2020 school year (such as cohort graduation rates) are posted in the LDOE Data Center. The LDOE plans to refresh the Louisiana School Finder in fall 2021 with accountability data from the 2020-2021 school year.

### What is “VAM”?

The value-added model (VAM) measures students’ success compared to similar peers year to year. The term value-added refers to the difference between achievement that is predicted for the student and the actual value that is earned by the student.

The VAM predicts how well students will perform on the test in comparison to their peers with similar prior test scores and background.

Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

The difference between a student's actual achievement and his or her expected achievement is known as the "value added."

### **The challenge for calculating growth in 2021**

Due to the cancellation of LEAP 2025 testing for spring 2020, there is no immediate "prior year score" to use in calculating value-added results for 2021.

To solve for this, the LDOE can calculate value-added results using a "skip-year" approach where the 2019 assessment is used as the most recent prior assessment in the model. For students who additionally have 2018 and 2017 assessments, those results can also be considered as part of the model as well.

Due to the lack of 2020 assessments, growth can only be calculated for grade 5 onward. Grade 4 students represent approximately 8% of students included in VAM statewide.

In the traditional value-added model for Algebra I and English I, the most recent assessment result is used as the prior score. This is still the case in the "skip-year" VAM. For example, a student in Algebra I or English I can have their most recent prior score be based off of their 8th grade LEAP assessment, 7th grade LEAP assessment, or 6th grade LEAP assessment in Math and ELA.

The same logic is true for Geometry and English II as well. The most recent achievement result is used as the prior score. This is still the case in the "skip-year" VAM.

### **Teacher Accountability and "skip-year" VAM**

Value-added results cannot be produced for teachers using "skip-year" VAM. Because students traditionally have new teachers every year, it cannot be determined over a two-year timespan using VAM how much each of the two teachers ultimately contributed to a student's assessment results. This will impact the approximately 25% of teachers statewide who normally received value-added results as 35% of their COMPASS evaluation.

### **Growth-to-Mastery Targets for SY 2020-2021**

The LDOE proposes calculating growth-to-mastery targets for use in Step 1 of the Progress Index consistent with the targets set using the 2018-2019 assessment results.

#### **Example:**

- Jill was in 4th grade in 2018-2019 and earned a scale score of 730.
- Jill was in 5th grade in 2019-2020 and did not take any assessments.
- Jill is in 6th grade in 2020-2021. She is 20 points away from the lowest scale score needed for Mastery (750) based on her most recent assessment from 2018-2019.
- Jill has 3 more years to demonstrate Mastery for 8th grade. She would need to grow 7 points each year (20 pts / 3 years) to reach the lowest score possible for Mastery based on her current grade and her most recent scale score.
- Therefore, Jill's growth-to-mastery target for 2020-2021 is 737 (730 + 7)

#### **High School Example:**

- Tyrone was in grade 8 in 2018-2019 and earned a scale score of 742 on the LEAP grade 8 ELA assessment.

- Tyrone was in grade 9 and took English I in 2019-2020.
- Because Tyrone earned the English I credit in the spring of 2020 and had never taken the English I assessment, Tyrone will not be required to take English I to meet graduation requirements.
- Tyrone is in grade 10 and is taking English II in 2020-2021.
- Tyrone must achieve the level of mastery in 2021 upon completion of English II.
- Tyrone's growth-to-mastery target for 2020-2021 is 750.

## DEVELOPING A STUDENT LEARNING TARGET

### **Step 1 – IDENTIFY OR DEVELOP A COMMON ASSESSMENT**

Determine whether your subject has a common assessment or not (DIBELS, LEAP, iLEAP, EOC, etc.)

#### [Assessment Guidance](#)

If your subject uses a common assessment at the end of the year, collect the data from the 2018-2019 school year.

If your subject does not use a common assessment, an assessment must be developed. It should be based on content standards for your subject. The test must be administered, and the results analyzed before an SLT can be developed.

#### [Content Standards](#)

### **Step 2 – ANALYZE DATA TO COMPLETE SLT**

Review test results and identify trends to complete your SLT (i.e., 55% of students scored below basic on measurement). Remember, you must complete two SLTs.

#### [Goal Setting for Student Achievement – SLT Support](#)

*NOTE: At the end of each academic year, each teacher and principal, or the principal's designee will determine the extent to which students achieved the goal(s) set through established Student Learning Goals. A teacher will be considered Highly Effective if, on average, students significantly exceed the goal set; Effective if students on average meet goals; and Ineffective if students on average fall significantly short of the goal.*

## IMPORTANT DATES:

**Monday, October 19, 2020** – 1st SLTs REVIEW – All teachers MUST submit their SLTs on the SLT TEMPLATE on this date. A Review Team will analyze each SLT to make sure it is properly written. Any SLTs in need of additional work will be returned.

**Monday, October 26, 2020** – 2nd SLTs REVIEW – Any teachers having to revise SLTs will be required to submit their revisions on this date. This will be the FINAL opportunity for teachers to submit their SLTs.

# ELEARNING / BLENDED CLASSROOM OBSERVATION FORM

All teachers will be observed using the document below. Please review it so you can ensure your lessons contain all the indicators listed in the form.

N/O – Not Observed

S - Satisfactory

NI – Needs Improvement

U - Unsatisfactory

PHASE 1 - PREPARATION					
Indicator	N/O	S	NI	U	Comments
Goals/Objectives/Agenda/Outcomes are available and clearly defined, posted in Microsoft Teams, for the student.					
Module Objectives/Outcomes are clearly presented and are in line with the overall goals and objectives for the class.					
Course content can be navigated easily.					
Teacher can maneuver through Microsoft Teams with ease.					
Lesson plan was submitted and reflects what is being taught and pacing guides are being followed.					
Instructor demonstrates extensive knowledge, understanding and skill with respect to content area.					

PHASE 2 –ENVIRONMENT					
Indicator	N/O	S	NI	U	Comments
Student mics are muted and are unmuted when they are asked to respond.					
Student cameras are on and students are clearly visible.					
Teacher is recording lesson.					
Use of Mindful Teaching Framework is evident.					
Camera and other equipment are positioned for maximum exposure in classroom.					
Students have the necessary materials/supplies needed to engage in the lesson.					

PHASE 3 - INSTRUCTION					
Indicator	N/O	S	NI	U	Comments
Teacher uses PowerPoint slides or other presentation tools during instruction.					
Teacher uses Microsoft Teams resources to enhance the quality of online course delivery. (Group, chat, links to tutorials, etc.)					
Video conferencing cameras and other equipment are used during the lesson.					
Transition from one task to the next is done with ease.					
Instructor communicates with the students and provides constructive feedback.					
Formative assessments are used during each phase of the lesson.					

PHASE 4 - STUDENT ENGAGEMENT					
Indicator	N/O	S	NI	U	Comments
Students communicate with the instructor.					
Students communicate with each other.					
Students demonstrate their content knowledge through a variety of modalities during instruction.					
Instructor communicates with the students and provides constructive feedback.					
Students can respond/navigate through Microsoft Teams and other online tools with ease.					

# INSTRUCTIONAL FRAMEWORK FOR ELEARNING AND BLENDED MODELS

Mindful Teaching Phase	Suggested Minutes	Specific Tasks			Details about each Phase
		Note for eLearning Students	What are Teachers Doing	What are Students Doing	
<b>Readiness Prepare to Learn Content</b>	5-10	Students should be logged on with muted mics and cameras on.	-Conference camera and other technology are set up for eLearning students. -Record lesson -Recognize eLearning students -Do Now is posted	Generating ideas Listening Questioning Reflecting Managing Info Identifying effort Visualizing Paying attention	Successful teachers create <u>emotionally safe classrooms</u> : they help students <u>get ready to learn</u> by posting learning agendas to help students <u>focus attention and interest</u> ; they <u>model enthusiasm</u> for learning; they <u>call attention to key concepts</u> previously covered and clarify misconceptions; they <u>communicate expectations</u> prior to teaching; they <u>provide a visual roadmap</u> for new learning via graphic organizers (word walls) to prepare students for meaningful learning and they take action to <u>minimize things that interfere with learning</u>
<b>Delivery Teach Content in Chunks</b>	10-20	Students are engaged in teaching strategy prepared by teacher and sharing ideas.	-Stating the clear objectives -Using various strategies to engage students	Differentiating Prioritizing Reading Organizing Comparing Discussing Relating Questioning Analyzing Translating	Successful teachers <u>plan, organize, and deliver interactive explanations of key concepts</u> to be learned: they <u>identify key concepts</u> ; they explain, give examples and model important ideas; they <u>probe with questions</u> and wait time; they <u>provide feedback</u> ; they impose structure on material to be learned; they guide student organization of ideas; they <u>use video technology</u> and smart boards to enliven content discussions; they <u>summarize key points of new learning</u>
<b>Performance Mastery of Content</b>	15-30	Transition to offline work is optional and recording will cease. Assignments should be in ASSIGNMENTS TAB section in Microsoft Teams.		Observing Practicing Problem-solving Experimenting Constructing Uncovering Testing Showing Predicting	Successful teachers provide opportunities for guided practice with feedback and <u>small group performance activities</u> ; they demonstrate appropriate applications; they guide student practice and encourage effort; they provide corrective feedback during <u>guided practice tasks</u> ; they <u>encourage problem-solving, experimentation</u> and solution finding; they require student creation of learning products; they <u>use formative assessments regularly</u>
		Students <b>MAY</b> report to a specific Microsoft Teams Channel for additional support or to work as a group.	Instructions are given to each group of students.		
<b>Transfer Use Content in the Real World</b>	5-15	Students are completing/responding to closing questions.	Teachers ask students what they learned (Share 3 things you learned, exit ticket, etc.) <b>END THE CLASS MEETING.</b>	Writing/Expressing Reflecting Illustrating Synthesizing Critiquing Teaching	Successful teachers help students <u>consolidate, demonstrate and integrate understanding</u> : they encourage <u>self-directed learning behaviors</u> ; they reward multiple representations of subject matter learned; they <u>guide reflection</u> , insightful thinking and writing; they invite students to <u>reflect on their own thinking</u> ; they help students <u>explore and generate new questions</u> and creative applications of concepts learned; they use routine summative assessments to monitor student progress

Taken together, the aforementioned research-derived teaching practices characterize the Mindful Teaching Framework used in St. Helena Parish Schools to create a context for shared practices and increase greater teacher-to-teacher instructional consistency across the grades. This consistency has been shown to result in higher levels of sustainable progress across schooling levels