

Figure 6.5 (Continued)

<i>Resource Principles</i>	<i>Leading Indicators and Questions to Consider</i>	<i>Interpreting the Data and Issues for Investigation</i>
<p>B. Integrate significant resources for well-designed professional development that provides expert support to implement the school's core instructional design.</p>	<p>Professional development aligned with school design and performance priorities</p> <ul style="list-style-type: none"> Do you use student performance data and analysis of student work to identify priorities for professional development? Do teachers work together to review assessment results and adjust instruction in response? Do you use a specific reform design, professional development approach, or a literacy/math model that provides protocols and a common language for teacher collaboration around content? Strategic use of coaches, mentors, lead teachers, and principal/instructional leaders <ul style="list-style-type: none"> Do you match the expertise of your coaches, lead teachers, and mentors to the prioritized student and teacher needs? Do coaches have the opportunity to observe and work with teachers in their classrooms? 	<p>Where do you have opportunities to be more systematic or strategic in using existing resources?</p> <p>High-performing schools use experts to help address their most pressing needs. Such support is most effective when it is given in the context of an individual teacher's classroom and practice. Are you using coaches, mentors, and so forth in a way that maximizes their impact?</p>
<p>C. Design teacher work schedules to include blocks of collaborative planning time effectively used to improve classroom practice.</p>	<ul style="list-style-type: none"> Collaborative planning time <ul style="list-style-type: none"> Looking at Row N on your Resource Review Worksheet, do teachers have at least 90 minutes each week to work together to improve instruction? Referring to Row O on your Resource Review Worksheet, are there significant blocks of time (totaling at least 30 hours) throughout the year for the entire teaching staff to work together for schoolwide planning? Do you have a yearlong calendar for professional development that includes all available teacher time for collaboration? Support and accountability for effective use of common planning time <ul style="list-style-type: none"> Does each teacher team have clear agendas and protocols for using planning time? Do teacher teams have expert support from lead teachers, coaches, or other instructional leaders? Do you regularly review student performance results by teacher, by teaching team, and by coach (if applicable) to discuss adjustments and support needed? 	<p>For collaborative planning time to be effective, teachers need to be able to meet together for at least 90 minutes per week. In addition, you need at least 30 hours per year to do schoolwide planning and professional development. If your school does not yet provide this opportunity, can you find more time for teacher teams to collaborate?</p> <p>Is supporting and ensuring effective collaboration an improvement priority?</p>

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<p>D. Enact systems that promote individual teacher growth through induction, leadership opportunities, professional development planning, evaluation, and compensation.</p>	<p>Leading Indicators and Questions to Consider</p> <ul style="list-style-type: none"> • Do you have a plan for supporting each teacher new to the school? • Do you and your leadership team develop and review an individual professional development and performance plan with each teacher that informs employment, support, and professional development? • Do teachers have the opportunity to play instructional leadership roles based on proficiency and need? • Can teachers earn additional rewards for high performance or differentiated responsibilities? 	<p>Do you need to create a more systematic approach for developing individual teacher skills, especially supporting new teachers?</p>
Guiding Resource Strategy 2: Create individual attention and personal learning environments		
<p>E. Assess student learning to adjust instruction and support.</p>	<ul style="list-style-type: none"> • Systematic use of formative assessments to guide instruction <ul style="list-style-type: none"> Do you administer formative assessments to all students that you can compare across classrooms to measure literacy and math attainment throughout the year? Do you have common curriculum goals and assignments in all classrooms across grades so that student work can be reviewed? Do you have time and protocols for reviewing the results together in teacher teams? • Existence of individual student plans and goals <ul style="list-style-type: none"> Do you have individual plans with learning goals, programs of study, and support strategies for students who fall behind expected levels? Do you have individual plans with learning goals, programs of study, and support strategies for <i>all</i> students, including those above expected proficiency levels? Are these plans reviewed regularly throughout the year by teachers and parents? 	<p>The key to systemic formative assessment is <i>using</i> the data to improve teaching across the school. High-performing schools put the structures and systems in place to help faculty examine student learning and explore how they may adjust their instruction to support further improvement.</p> <p>High-performing schools use individual student plans to help teachers further analyze the needs of students and create more supportive environments for their learning.</p>
<p>F. Create smaller group sizes and reduce teacher loads in high-need areas.</p>	<ul style="list-style-type: none"> • Overall class size averages (refer to Resource Review Worksheet rows as follows) <ul style="list-style-type: none"> Overall school average students per teacher (Row C): _____ Regular-education average class size (Row D) schoolwide: _____ Special-education self-contained (Row G): _____ Bilingual/Limited English Proficient average class size (Row H): _____ Gifted self-contained/Honors/AP (Row I): _____ 	<p>If the difference between your regular-education class size average and the overall school average is more than five, you may be able to create more individual attention in your focus area by rethinking the use of teaching staff, including resource teachers, special subject teachers, as well as teachers who work with students in self-contained classrooms.</p>

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<i>Resource Principles</i>	<i>Leading Indicators and Questions to Consider</i>	<i>Interpreting the Data and Issues for Investigation</i>
	<ul style="list-style-type: none"> • Student and teacher program assignment (Elementary only: Rows E and F) Percentage of students in regular-education classrooms: _____ Percentage of teachers who work with regular-education students _____ • _____ Do you organize to create smaller group sizes in targeted subject areas? (Elementary schools refer to Rows J and K) • _____ Do you allocate resources to provide individual tutoring when needed? • Lower class sizes and teacher loads in early grades. (Row D for elementary; Rows D and P for secondary) <ul style="list-style-type: none"> K-3 Class size _____ Grades 4-5 Class size _____ Grades 6 Class size _____ Grades 7-8 Class size _____ Grade 9 Class size _____ Overall teacher load _____ Teacher load _____ Teacher load _____ • Lower class sizes and teacher loads in English/language arts and math classes. (Secondary schools refer to Rows D and P): <ul style="list-style-type: none"> English/language arts class size _____ English/language arts teacher load _____ Math Class size _____ Math teacher load _____ Electives Class size _____ Electives teacher load _____ 	<p>If the difference between your percentage of teachers and percentage of students in regular-education classrooms is more than 20 percentage points, you may be able to leverage the skills of your special program teachers to support priority skill areas for all students.</p> <p>If class size is the same for early and later grades, you might consider reallocating instructors or regrouping students to create smaller groups in early grades, where research shows that small groups have the most impact. This should always be considered along with teaching quality.</p> <p>Strategic schools may choose to lower class size and teacher load in core academic subjects such as language arts and math while maintaining or increasing class size in electives or other academic subjects. Remember, class size reductions don't usually make a huge difference unless group sizes have fewer members than 18 and teaching quality is high.</p>
<p>G. Organize structures that foster personal relationships between students and teachers.</p>	<ul style="list-style-type: none"> • _____ Do you assign adult advocates or advisors who provide individual academic and personal support usually over several years? • _____ Do you have cluster/houses or teacher teams that share responsibility for common groups of students? • _____ Do you use looping practices—keeping students and teachers together for two or three years in high-need subjects or at critical grade junctures? 	<p>Given your other practices for creating individual attention, might any of these foster better relationships in your school?</p>

<i>Resource Principles</i>	<i>Leading Indicators and Questions to Consider</i>	<i>Interpreting the Data and Issues for Investigation</i>
<p>Guiding Resource Strategy 3: High-performing schools use student time strategically, emphasizing core academics and literacy</p>	<p>H. Maximize time, including longer blocks of uninterrupted time, that students spend on academic subjects.</p> <ul style="list-style-type: none"> Use of student time (Row M) Weekly minutes in language arts: _____ Weekly minutes in math: _____ Total instructional minutes weekly: _____ Total yearly instructional hours (weekly minutes multiplied by number of weeks): _____ <p>Percentage of student time spent in English/language arts: _____ Percentage of student time in math: _____ Percentage of student time in instruction: _____</p> <p>_____ Are there ways to extend the school day or year for some or all students? _____ Have you considered ways to increase the percentage of time spent on core academics by changing schedule or program offerings?</p> <ul style="list-style-type: none"> _____ Does your schedule allow for periods of time longer than an hour for students and teachers to engage in activities that may take longer, such as simulations, labs, etc.? 	<p>High-performing schools maximize the time that low-performing students spend in English/language arts and math with high-quality instruction.</p> <p>Some high-performing schools schedule regular blocks of time (not necessarily every day) for core subjects such as literacy, math, and other learning activities that may require longer blocks.</p>
<p>I. Vary time and instructional programs to ensure all students meet rigorous academic standards.</p>	<ul style="list-style-type: none"> Opportunities for acceleration and remediation (Row L) Maximum minutes of acceleration per week: _____ Maximum minutes of remediation per week: _____ 	<p>Are there opportunities to extend or differentiate learning opportunities based on student needs?</p>

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