



### **District Focus**

Dublin City Schools will provide a well-rounded world-class education to all students and continuously improve everything that we do.

### **Instructional Focus**

Dublin City Schools will implement formative instructional practices to personalize a meaningful and creative learning experience for all students.

**Goal 1:** Dublin City Schools' educators will establish and communicate relevant learning goals, monitor student progress, and celebrate success for all students.

**Goal 2:** Dublin City Schools' educators will use diverse, high-quality assessment practices to understand the learning progression for each student.

**Goal 3:** Dublin City Schools' educators will use assessment results to create differentiated experiences to maximize the learning for all students.

**Goal 1:** Dublin City Schools' educators will establish and communicate relevant learning goals, monitor student progress, and celebrate success for all students.

- 2014-2015: Dublin educators will be able to identify and communicate relevant instructional goals
- 2015-2016: Dublin educators will be able to identify and communicate relevant instructional goals which include student interest, learning style, and readiness.
- 2016-2017: Dublin educators and students will be able to identify and communicate learning goals.

<b>Action Steps</b>	<b>Visible Instructional Shifts</b>	<b>Visible Learning Shifts</b>	<b>Why do we do this?</b>
Each school will identify a practice for regularly learning about their students' interests, learning styles, and readiness throughout the school year.	Dublin educators will use student interest, learning styles, and readiness to develop learning goals with each student.	Dublin students provide feedback to their teachers and administrators on their interests, learning styles, and the content goals they are working toward.	
Each school will establish a practice of deconstructing content standards for the purpose of identifying instructional goals.	Dublin educators will identify and communicate the relevant instructional/content goals.	Dublin students will demonstrate their learning around the content goals.	
Each school will include students in the development and monitoring of their learning goals.	Dublin educators have a clear and visible system which documents students' learning goals and shows progress toward those.	Dublin students use the visible system to track their learning goals.	
<i>Stretch work - Each school will identify a practice for better communicating learning goals to parents.</i>	<i>Dublin educators have regular methods for communicating individual student learning goals and progress.</i>	<i>Students are part of communicating their learning and progress to their parents.</i>	

**Goal 2:** Dublin City Schools' educators will use diverse, high-quality assessment practices to understand the learning progression for each student.

- 2014-2015: Dublin educators are studying and learning about the benefit of formative assessment practices
- 2015-2016: Dublin educators are designing and implementing assessment system to monitor the learning progression for each student.
- 2016-2017: Dublin educators are revising and expanding assessment practices to include diverse and high quality assessments; students are integral in monitoring their own progress.

Action Steps	Visible Instructional Shifts	Visible Learning Shifts	Why Do We do This?
<p>Identify resources to assist in the learning around assessment literacy (e.g., how to write a good question?)</p> <p>Dublin educators will participate in a district-wide book study on this topic in the fall of 2015.</p>	<p>Dublin educators will participate in professional development on assessment literacy. Participation includes reading, collaboration with colleagues, building <u>and</u> district professional development.</p>	<p>NA</p>	<p>We know that assessment is an important instructional strategy. And we want to implement assessments that cause students to think and problem-solve. The world is changing too quickly for us to think that we know the “answers” that students must have. They must have questions themselves and be able to develop their own knowledge and skills to answer them. They must be able to think.</p>
<p>Each school will implement a system of assessments.</p>	<p>Dublin educators will use data in real time to impact student learning. Formative assessments will be used to monitor learning rather than to assign grades.</p>	<p>Dublin students will be able to articulate their progress toward their learning goals. They will understand their learning and not just their grades.</p>	<p>Excellence, Equity, Equality</p>

**Goal 3:** Dublin City Schools' educators will use assessment results to create differentiated experiences to maximize the learning for all students.

- 2014-2015: Dublin educators will study various differentiation strategies that support readiness, interest, and learning style
- 2015-2016: Dublin educators will begin to implement differentiation strategies through the workshop model to support interest, learning style and readiness.
- 2016-2017: Dublin educators will use assessment results to run a differentiated workshop classroom that maximizes the learning for all students. Dublin educators will further study structures/strategies that support a differentiated learning experience for students beyond the classroom.

<b>Action Steps</b>	<b>Visible Instructional Shifts</b>	<b>Visible Learning Shifts</b>	<b>Why Do We Do This?</b>
Determine minimal criteria, as outlined in the OTES rubric, for differentiated instruction.	District-wide shared understanding of differentiation through the use of common language.	NA	
Develop a district understanding of a workshop model. Teachers at each level and content area develop an understanding of what workshop looks like for them.	Dublin educators begin to implement the components of the workshop model.	Dublin students will engage in differentiated learning experiences.	
Dublin educators utilize differentiation strategies based upon interest, learning style, and readiness data.	Dublin educators will use real-time data to design differentiated learning experiences within the workshop model for students.	Dublin students will engage in differentiated learning experiences.	

**Dublin City Schools  
Hiring Processes  
2015-2016**



**Building Principals:**

Position is Posted

Applicants apply through Applitrack  
(includes an online administrative interview)

Recommended candidates are contacted for a phone interview  
(Recommended based upon application and online interview)

6-8 Candidates selected for interview

Committee Interview  
(teachers/staff, building administrators/interns, parents, students)

Central Office Interview  
(2-3 candidates recommended to Superintendent, Chief Academic Officer, and  
Director of Elementary or Secondary Education)

Offer is made from CO

**Assistant Principal:**

Position is Posted

Applicants apply through Applitrack  
(includes an online administrative interview)

Recommended candidates are contacted for a phone interview  
(Recommended based upon application and online interview)

6-8 Candidates selected for interview

Committee Interview  
(teachers/staff, building principal)

Central Office Interview  
(2-3 candidates recommended to Chief Academic Officer, Director of Elementary or  
Secondary Education, and building principal)

Offer is made from CO



**Administrative Interns:**

Position posted internally - not assigned to a building

Interested candidates email Executive Director of Human Resources

HR administers the modified administrative interview

Building committee interviews 6 candidates (if possible)  
(teachers/staff, building principal)

Candidates who are interviewed complete a writing prompt

Two candidates recommended to Director of Elementary or Secondary  
Education

Elementary or Secondary Director makes final decision along with principal



**Coaches:**

Position posted internally

Interested candidates email Executive Director of Human Resources

Candidates are selected from applicants by Director of Curriculum and Instruction  
and Director of Elementary or Secondary Education

Committee Interview -includes a coaching demonstration  
(Directors, other coaches, building principals)

Directors of C&I and Elementary or Secondary Education make final decision



## **Administrative Intern**

### ***Rationale:***

In an effort to grow staff into successful school administrators, the district has created the ***administrative intern*** role. In this role, selected staff will work alongside an elementary school principal, assisting with a variety of leadership responsibilities while developing individual leadership skills and experiences. It is the hope of the district that this job-embedded training will prepare staff for leadership as a principal in Dublin City Schools in the future.

### ***Intended job-embedded experiences/responsibilities:***

- Assist with teacher evaluation
- Lead SST Meetings/ SST Process
- Lead Test Coordination
- Assist with Student Discipline
- Assist with Third Grade Guarantee Requirements, Special Education Meetings, Gifted Meetings
- Participate in PTO and school functions as an administrator
- Assist with class placement and staff hiring
- Assist with staff development
- Assist with operational decision making and budgeting
- Participate in scheduled district level professional development meetings and meetings as required by the Superintendent

Selected staff ***must have professional aspirations of serving as a building administrator***. While not required, it is recommended that candidates hold an administrative license or demonstrate that they are working towards this license or are committed to beginning work towards this license in the future.

Administrative interns **will need to participate in OTES training and become credentialed evaluators.**

Administrative interns will request a one-year leave of absence to serve in this administrative capacity. This will enable staff members to maintain their seniority within the bargaining unit and to continue to incur service credit.

Staff will serve in this role for no longer than four years. If an intern has not received an appointment as an elementary principal after this four-year period, he/she can apply to be considered for available administrative internship positions in other schools throughout the district or may return to a classroom position.

The building principal will evaluate his/her administrative intern. Recommendation for continued placement in this role will be made jointly by the principal and the Director of Elementary Education annually.

Administrative interns will be considered ESC employees and all benefits such as health insurance will come through the ESC.

Principals will interview interested candidates and select the administrative intern for his/her school.

## Dublin City Schools Instructional Rounds

### Demographic Information

- Observer name - can building name be tied to observer with ability to be able to select a different building
- Teacher name
- Time Stamp - when open
- **Building**
- Grade level
  - K, 1, 2, etc.
  - check all that apply
- Content/Course
  - English/Language Arts
  - Math
  - Science
  - Social Studies
  - World Language
  - English Language Learning
  - Performing and Visual Arts
  - Physical Education
  - Health
  - Business
  - Applied Science
  - Academy
    - Dublin Business
    - Young Professionals
    - Engineering
    - Bio-medical Research
    - IT
    - Teacher Academy
  - Enrichment Class
    - math
    - LA
    - Cross -curricular
    - other (text box)
  - Intervention Class
    - math
    - LA
    - Cross-curricular
    - Credit Recovery



- other (text box)
  - Time of Lesson
    - Beginning
    - Middle
    - End
- Educators communicate learning goals (Goal 1)
  - Yes
    - visual posting of goal in classroom or on paper
    - verbal statements of goals from teacher or students
    - personal goal sheets
    - other [text box]
  - Not observed - default
- Students can articulate learning goals and/or how their learning styles and interests connect to the goals (Goal 1)
  - Yes
    - student conversation
    - reflection notebook
    - other [text box]
  - Not observed - default
- Students monitor their learning and progress (Goal 1)
  - Yes
    - data notebooks
    - reflection journal
    - portfolio
    - record sheet documenting progress
    - self-assessment
    - verbally
    - other [text box]
  - Not observed -default
- Students have opportunity to share interests and learning styles with the teacher (Goal 1)
  - Yes
    - discussion
    - survey
    - individual conference
    - brainstorming
    - variety of student products displayed in classroom
    - other [text box]
  - Not observed - default

- Student learning is being assessed (Goal 2)
  - Yes
    - Entrance/Exit Ticket
    - Verbal check (elbow partner; think-pair-share; Socratic questioning)
    - Non-verbal check (e.g. thumbs up; red card, green card)
    - Quick write (two sentence; one paragraph; three bullet points)
    - Short-cycle Assessment (multiple choice)
    - Interview
    - Observation
    - End of unit test
    - Quiz
    - Performance task (project, presentation, case study, essay, research)
    - Other [text box]
    - Not observed - default
  - Students are given feedback on their progress from the assessment (Goal 2)
    - Yes
    - Not observed
  - There is evidence that the teacher is using information from assessments to adjust instruction (Goal 2)
    - Yes
    - Not observed
  - Feedback is given to students *during* the lesson (Goal 2)
    - Yes
      - Written
      - Returned graded assessment
      - Verbal (1 on 1)
      - Verbal - summary to class
      - Other [text box]
    - Not observed - default
- The explicit teaching and modeling was connected to learning goals (Goal 1)
  - Yes
    - Workshop mini lesson
    - Lecture
    - Student projects
    - Cooperative learning
    - Other (text box)
  - Not observed - default

- Students are actively engaged in guided practice with teacher support (Goal 3)
  - Yes
    - Doing hands-on activities
    - Completing worksheets
    - Working in pairs
    - Participating in personalized activities
    - Working in small groups
    - Working within labs
    - Reading aloud
    - Solving problems
    - Conferring with Teacher
    - Performing tasks
    - Taking Notes
    - Managing project-based learning
    - Other [text box]
  - Not observed- default
- Students are engaged in independent practice (Goal 3)
  - Yes
    - Silently reading
    - Hands on activities
    - Writing
    - Performing tasks
    - Problem Solving
    - Completing worksheets
    - Other [text box]
  - Not observed
- Teacher engaged students in questions during instruction (Goal 2)
  - Yes
  - Not observed - default
- Teacher differentiated instruction during the lesson (Goal 3)
  - Yes
  - Not observed

### **Questions for Teacher Reflection/Follow-up**

*These questions are for teacher reflection **OR** for conversation with the observer if the teacher wishes.*

1. What information informed your instruction/planning? Think about when the information was gathered, the type of information, and the method that you used to gather the information.
2. What did you learn about your students in today's lesson that will help you support student learning tomorrow?

# Elementary Literacy and Math Coaching Model

**Focus:** Implementing the new standards in a vibrant literacy and mathematics workshop while honoring the existing expertise within buildings in order to ensure instructional quality for all students across the district.

## Necessary Components of a successful model

*All teachers need to be continually engaged within the study of learning and teaching.*

Components include:

- \* Trained coaches supporting instructional practice and classroom framework
- \* Engaged classroom teachers
- \* Model Classrooms identified for teacher learning
- \* Targeted areas of growth for teachers determined by current levels of experience/expertise

## Role of the Coach

To provide job-embedded professional development while engaging with staff to utilize research-based best practices in implementing the new standards

To build capacity for best practice to increase student achievement and teacher effectiveness

To provide mentor support to new and experienced staff

## What will the focus be for literacy and math coaches?

Coaches will

- focus on teacher growth
- work in classrooms with teachers
- understand and integrate district learning initiatives (e.g., workshop)
- collaborate with other coaches & administration on trends, best practice strategies
- model and support quality research based teaching
- assist in implementing the new standards
- plan and organize professional learning opportunities for staff
- understand adult learning and build positive relationships with peers
- demonstrate an understanding of the gradual release model of learning
- read and provide research to staff to establish common vocabulary around best practice
- continue to engage in professional learning for growth
- collect data around indicators of success for program evaluation
- maintain confidentiality
- provide evidence based feedback

# **Elementary Literacy and Math Coaching Model**

## **What will literacy and math coaches NOT do?**

Coaches will not:

- evaluate teachers
- serve as a substitute teacher
- take primary responsibility for the instruction of students
- provide intervention to assigned students
- perform clerical duties outside the job performance criteria
- cover duties
- plan without the preparation of the teacher
- be a member of a building committee
- replace the teacher as the primary assessor or analyzer of data
- contact parents

## **Recommended Qualifications of the Candidate**

Successful completion of the resident educator program or previous required mentoring programs

Minimum of 3 years of successful elementary classroom experience  
Evidence of participation in teacher leadership roles

Previous experience in teaching adults and/or coaching

### **Assurances:**

Coaches will rotate on a 3-5 year basis maintaining their connection with classroom instruction.

Coaches will be given priority on classroom grade level and building placement when they return to the classroom.

### **Teacher Selection for Coaches**

A district team comprised of Dir. of Elem Educ. Dir. of Literacy, Ex. Dir. of Student Services, Chief Technology Officer, Elem Principals, DEA reps (math/ELA primary and intermediate)

### **Training Commitment:**

Summer: One week of training each summer beginning in summer 2014

During the Year: Trainings scheduled on a regular basis throughout the year including afterschool sessions.