

Case Study – Hall STEAM High School Implementation Plan

GOAL: Have structures in place to guarantee all students learn and achieve.

Summer 2019

- Professional Development with Dr. Warrick
 - Safe & Collaborative Schools
 - New Art and Science of Teaching (NASOT)

Fall 2019

- Level 1 Survey of teachers
- Leadership team works to narrow focus of NASOT elements
- Teachers within content areas identify priority standards for proficiency scales
- Many teachers are well immersed in the development of proficiency scales/others are new to the process

Spring 2020

- Community data for Level 1

Summer 2020

- Professional Development with Dr. Warrick
 - NASOT
 - Proficiency Scales
 - Common Formative Assessments.

Fall 2020

- Level 1 baseline surveys
- Analyze and work on data
- Submitted for Level 1 certification C
- Continuing to move forward on Level 2 work
 - Baseline surveys for Level 2
 - Analyze and work on data for Level 2
- Teachers begin work for High Reliability Teacher (HRT) certification

Winter 2020

- Continued work on Level 2
- Submitted mid-January
- Weekly work by teachers on HRT program
- Level 2 achieved end of February

Spring/Summer 2021

PLC Process

Focusing on connecting evaluation with NASOT

Level 3- Guaranteed and Viable Curriculum

Continued work with Proficiency Scales (page 66 Transform Schools)
Curriculum
Common Formative Assessments
Data to Target Interventions

Level 4- Standards Reference Reporting
Proficiency Scales
Student Goals

Level 5- Competency Based Education

THROUGHOUT ENTIRE PROCESS, **Professional Learning Community** work is embedded

Level 1:

- 1.1- Focus on Faculty Perception
- 1.2- Focus on Students, Parents, and Community Perception
- 1.3- Faculty in Decision Making Process
- 1.4- Collaboration
- 1.5- Faculty has Input
- 1.6- Students, Parents, and Community Input
- 1.7- Acknowledge Success
- 1.8- Fiscal Soundness

Pre and Post Surveys using Google Forms

Prove and Improve

QR Codes for Input

Quick Data- pages 33-34 HRS book

PLC Process is HUGE

Master Scheduling

Specific Training

Norms

Protected Time

Level 2:

2.1- Vision

2.2- Teacher Growth Goals

- 2.3- Instructional Practices Monitored
- 2.4- Clear, Ongoing Evaluations
- 2.5- Professional Development
- 2.6- Opportunity to Observe Effective Teaching

School Resources to Meet Level 2

Model of Instruction- New Art and Science Of Teaching

Common Language Across School

HRT Opportunity for Teachers

Walk-Thru Form

Feedback- John Hattie

TESS Rubric/EdReflect

Coaching

Instructional Rounds

Pre/Post Surveys

Quick Data pages 53-55 HRS book

New Art and Science of Teaching

- 3 categories
- 10 design areas
- 43 elements
- Teacher autonomy within strategies
- Compendium
- Adopted as Instructional Model

- Teachers studied 43 elements and narrowed down current focus to four elements

Professional Learning Communities

- Fundamental Work
- Buy-In Across School
- Team Structures
- Protected Time
- Norms
- SMART Goals (Specific, Measurable, Attainable, Relevant, Timely)
- Monitor
- Celebrate