

Instructional Leader: ESC Staff

Time and Date: ~1 hour, Date TBD by ESC

Topic: Selecting an Aligned Strategy

Objectives:	
DCSIs and Principals will be able to: <ol style="list-style-type: none">1. Identify the highest lever strategies that directly align with the root cause and address the source of performance gaps2. Prioritize strategies in a scaffolded and sequenced manner	
Document(s):	
Materials	Assessment & Follow-up
I will need: Facilitators Guide PPT and Projector Copies for each participant of: Note-taking Guide Case Studies Scenario Sheet	Assessment/CFU during Workshop: -whole group share outs -table monitoring using responses in Facilitators Guide Assessment Post-Workshop (deadline): Strategies in improvement plans (due to TEA on Sept. 14 or 28) Follow-up by Instructional Leaders (dates): <ul style="list-style-type: none">• TBD by ESC/PSP

Agenda:			
<i>Time</i>	<i>Mins</i>	<i>Description</i>	<i>Materials</i>
Set up			
00:00-00:10	10 mins	<u>Introduction and Context Setting</u> Section outcome: Participants will be introduced to why strategies need to be aligned and scaffolded to root causes. Say (1 min): We are going to spend the next hour working on how we select a strategy to implement for the year. Before we begin, let's take a moment to reflect on the strategies you have seen schools implement (or try to implement). Think of a strategy you have seen implemented. In your note-taking guide, take 2 minutes to answer (show slide 3): <i>What actions did your campus take to choose the strategy?</i>	PPT slides 1-4 Note taking guide

		<p>Say (2 mins): Let's share whole group. What are some ways that your campuses went about selecting a strategy? (Have 1-2 people respond whole group)</p> <p>Say (1 min): (show Slide 4) Our work today will be about what campuses need to do to select an appropriate strategy. <i>Key Idea: The best strategies are those that are aligned and scaffolded to the root cause of low performance.</i></p>	
00:10-00:15	5 mins	<p><u>Goals and Objectives</u></p> <p><i>Section outcome: Participants will understand session objectives and understand that they will replicate this work back at their campuses with their own data.</i></p> <p>Say (5 mins): (show Slide 5) Today, you are going to practice how to:</p> <ol style="list-style-type: none"> 1. Identify the highest lever strategies that directly align with the root cause and address the source of performance gaps 2. Prioritize strategies in a scaffolded and sequenced manner <p>We will look at a couple of case studies to identify what makes a strategy aligned and prioritized, and then we will practice selecting aligned and prioritized strategies.</p> <p>When you return to your campus, you will be able to use your root cause and data to drive your strategy selection.</p>	PPT slide 5
00:15-00:30	15 mins	<p><u>See It and Name It: Aligned Strategy Identification Case Studies</u></p> <p><i>Section outcome: Participants will identify what makes a strategy aligned, scaffolded, and sequenced and what missteps they should avoid in selecting a strategy.</i></p> <p>Say (1 min): (show slide 6) We will look at two sample campuses with the same root cause. Each campus has gone through a different process and selected a different strategy. Take 7 minutes to read each short case study, and then answer the questions in your note taking guide individually:</p> <p><i>Why is Campus A's strategy more aligned to the root cause?</i></p> <p><i>[Potential responses: Campus A is doing the first thing first: they are addressing the root cause directly. Campus B's</i></p>	<p>PPT slides 6-7</p> <p>note taking guide</p> <p>Case Studies</p>

		<p>strategy doesn't guarantee that the foundation of an observation/feedback system is in place; i.e. they aren't doing the first thing first.]</p> <p><i>What might happen at Campus B if they implement this strategy?</i></p> <p>[Potential responses: They won't successfully implement because they haven't dealt with the foundational issue of observation and feedback.]</p> <p>Say (1 min): Turn and talk to your table group and discuss your answers. Take 3 minutes for this. <u>(Facilitators monitor table talk to make sure discussions are on track with the answers above)</u></p> <p>Say (4 min): Let's do a whole group share out. (Ask for 3-4 volunteers to share their responses)</p> <p>Say (2 min): Campus A identified a strategy that can resolve their root cause because it sets a foundation for improvement. It's the "first thing first." Campus B selected a strategy that doesn't address their core issue: that there is no observation/feedback system. (Show slide 7): Key idea: (REPEAT) The best strategies are those that are aligned and scaffolded to the root cause of low performance.</p>	
00:30-1:00	30 mins	<p><u>Do it: Selecting Aligned Strategies</u></p> <p>Section outcome: Participants will brainstorm strategies for 2 scenarios to practice selecting strategies that are aligned and prioritized.</p> <p>Say (1 min): (show slide 8) We are going to practice identifying aligned and prioritized strategies now using some sample scenarios. In your packet, you will find a page with two scenarios on it.</p> <p>Take a minute to read the scenario 1 root cause.</p> <p>Say (2 mins): Under the scenario, there are three possible strategies the campus could select. Your task is to select the best strategy: the one that is most aligned to the root cause and tackles the first thing first.</p> <p>On your own, record the strategy you think is the best and why in your note taking guide. Take 3 minutes to do this.</p>	<p>PPT slides 8-11</p> <p>note taking guide</p> <p>scenario sheet</p>

		<p>Say (1 min): Turn and talk to a partner at your table and discuss your answer. Take 2 minutes for this.</p> <p>Say (3 mins): Let's see where we landed. Raise your hand if you selected strategy 1. <u>(Facilitator asks someone with a hand raised why they selected this one.)</u></p> <p>Raise your hand if you selected strategy 2. <u>(Facilitator asks someone with a hand raised why they selected this one.)</u></p> <p>Raise your hand if you selected strategy 3. <u>(Facilitator asks someone with a hand raised why they selected this one.)</u></p> <p>Say (2 mins): (show slide 9) The most aligned and scaffolded strategy we identified is (read slide).</p> <p>Say (1 min): (show slide 10) Let's practice again and see if we are (more or still) calibrated.</p> <p>This time, take a minute to read the scenario 2 root cause.</p> <p>Say (2 mins): Again, your task is to select the best strategy: the one that is most aligned to the root cause and tackles the first thing first.</p> <p>On your own, record the strategy you think is the best and why in your note taking guide. Take 3 minutes to do this.</p> <p>Say (1 min): Turn and talk to your same partner at your table and discuss your answer. Take 2 minutes for this.</p> <p>Say (3 mins): Let's see where we landed. Raise your hand if you selected strategy 1. <u>(Facilitator asks someone with a hand raised why they selected this one.)</u></p> <p>Raise your hand if you selected strategy 2. <u>(Facilitator asks someone with a hand raised why they selected this one.)</u></p> <p>Raise your hand if you selected strategy 3. <u>(Facilitator asks someone with a hand raised why they selected this one.)</u></p> <p>Say (2 mins): (show slide 11) The most aligned and scaffolded strategy we identified is (read slide).</p>	
1:00-1:05	5 mins	<p><u>Reflection and Closing</u></p> <p>Section outcome: Participants will reflect and identify the actions they need to take when they return to their campus.</p>	PPT slides 12-13

		<p>Say (1min): (show Slide 12) We have practiced identifying strategies that are aligned to the root cause and tackle the first thing first. Before we leave, in your note taking guide, take a minute to reflect on the last question in your note taking guide:</p> <p><i>What are the key actions I need to keep in mind when I do this work at my campus?</i></p> <p>Say: (show slide 13) This concludes the Aligned Strategy Identification training! <u>(Facilitator note: include your contact info/follow up method here)</u></p>	Note taking guide
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Aligned Strategy Identification Note Taking Guide

Introduction and Context Setting

- Think of a strategy you have seen implemented on a campus: What actions did your campus take to choose the strategy?

Aligned Strategy Identification Case Studies

- Why is Campus A's strategy more aligned to the root cause?

- What might happen at Campus B if they implement this strategy?

Key Idea: Aligned Strategy Identification

Selecting Aligned Strategies

- SCENARIO 1: Which strategy is the most aligned and scaffolded? Why?

- SCENARIO 2: Which strategy is the most aligned and scaffolded? Why?

Reflection

- *What are the key actions I need to keep in mind when I select a strategy at my campus?*

ALIGNED STRATEGY IDENTIFICATION CASE STUDY

Campus A and Campus B are both elementary schools with approximately 700 students serving grades PK-5. On August 15th, both campuses received their first Improvement Required rating. The campuses missed the target for Domain 1: Student Achievement and for Domain 3: Closing the Gaps. The campuses have identified the following problem statement, annual goal, and root cause:

Problem Statement	Annual Goal
75% of 5 th graders did not meet grade level in math.	We will reduce the percent of students who did not meet grade level in 5 th grade math by 20%.
Root Cause: Campus leadership failed to create and implement a robust observation and feedback cycle to help teachers improve Tier I instruction.	

The campuses now have to identify a strategy to address the root cause so they can reach their annual goal.

CAMPUS A: The DCSI, principal, CLT, and PSP meet to identify the best strategy to implement this year to improve their campus performance. The DCSI gives the team the instruction to choose a partner, review the root cause, and brainstorm 3 strategies that might resolve the root cause. After the brainstorm, the team has come up with the following strategies:

- Train administrators in giving feedback
- Develop classroom routines so administrators know what to look for in observations
- Develop roles and responsibilities for the leadership team
- Create a written process and tracking tool for the observation and feedback cycle.

The team agrees that creating a codified system for conducting observations and feedback is the strategy to pursue. As they noted in the root cause analysis, training administrators will be a part of the strategy (not the whole strategy), classroom routines are already defined and in place on the campus, and roles and responsibilities will be identified in the observation/feedback implementation plan. They write the following strategy in their plan:

Campus administrators, in partnership with district administrators, will be trained on observation/feedback cycles using "Get Better Faster." Administrators will create an action plan to implement observation/feedback cycles using the GBF model starting with the math department (to be implemented schoolwide beginning in 19-20).

CAMPUS B: The DCSI and principal acknowledge that they did not put a system in place to help teachers develop, but they want to make sure that they are focused on student performance so they can meet the annual goal. Since they have set the target of reducing the number of students who did not meet grade level in math, they decide to implement an Rtl system that targets the struggling students. These students will be identified in PLCs, and the principal will observe the PLCs and give team leads feedback to make sure that student data is being correctly analyzed. They write the following strategy in their plan:

Struggling students will be identified in PLCs and provided with additional support. Campus administrators will observe PLCs and instruction to give feedback on effectiveness.

Aligned Strategy Identification Practice Scenarios

Which strategy is most aligned and scaffolded to the root cause?

SCENARIO 1

Root Cause: We failed to adhere to teacher induction practices, and our new teachers struggled.

1. We will assign new teachers based on content areas they are most familiar with, and we will assign our more successful students to new teachers.
2. We will develop and monitor a year-long teacher orientation program in which master teachers and instructional coaches will provide 1:1 instructional coaching for new teachers.
3. We will develop and implement an observation and feedback cycle to set teachers on a clear path to improvement.

SCENARIO 2

Root Cause: We did not provide teachers with the key ideas and essential questions that must be covered in each unit.

1. We will develop and implement an observation and feedback cycle to set teachers on a clear path to improvement.
2. We will require lesson plans, and instructional coaches will review and provide feedback on the lesson plan within 24 hours.
3. The Instructional Leadership Team will develop the key ideas and essential questions and will implement an observation and feedback cycle to ensure these tools are being used consistently and correctly.