



# STRATEGY SIX

# SUCCESSFUL CLASSROOMS

## Strategy Six: The Successful Classroom

There are core elements of classroom success that we believe apply to any school, any teacher, any age, any subject. The principal's view must focus on these three elements as he or she is out and about.

- Targets & Methods: All good lessons have structure and rationale that begin with an answer to this question: What should students know and be able to do at the end of this lesson? Much as we talked about targets that are "do-able with a stretch" for schools – the same holds true for classrooms. Good lesson targets are typically multi-faceted – covering more than one learning idea. Paired with purpose come teaching methods to achieve it.
- Physical Space: All classrooms regardless of student age should have key elements. The first is that they should explicitly reflect without further explanation what the students in that room are learning. This isn't about proof for visitors, its reinforcement and tools for the occupants of that room. The second key element is to motivate students to keep learning. Rooms that promote learning have work that is current and exemplary, a minimum of commercially - produced products and a bevy of student work – which sends a clear message about whose work is really important.
- Student Connection to Learning: Connecting means that students are doing something with content. They may be writing, speaking, watching, and listening. More illusively, but even more critically, they may be thinking. Engagement is not always easy to gauge.

### MAKING TIME FOR CLASSROOMS

The first key to classroom visits lies in making them a daily habit. Spending a full day once a week is much less useful, both because it takes too much solid time and because it will then slip to once every other week. The second key is having a structure for who gets visited – and for how long. Part of this is for equity, but more important is the compression of time.

### FEEDBACK LOOPS

Principal time in classrooms is meaningless unless it results in improved student learning. How can it be helpful for a teacher to get a page of notes two weeks, (or longer!) after the actual lesson takes place? The successful classroom is built by principal support in real time – not just the continuing visits but immediate feedback. This means giving teachers your observations and insights such that they can continually improve. Within the framework for classroom visits, the most critical element of both types is shelf life. There's not a lot of value hearing about something done the week before. In fact, we believe that even 24 hours later is a bit too long.

We see consistently that teachers are much more likely to respond to these suggestions that come in less than five minutes, than any other intervention. It's only one thing – which is infinitely more doable than a list of ten things or even three. Teachers don't feel they have to go home and plan differently or take a class or see their union rep. Most will respond within the same period or day.

## TARGETS AND METHODS

### What to look for...

- Is it clear what students are to know and be able to do?
- Is the objective/expectation explicit (written or verbal)?
- Is the objective/expectation implicit (written or verbal)?
- Are students able to express what the expectation is?
- Is the lesson/objective appropriate for the grade/course level?
- Is the lesson on pace/timely?
- Is the lesson reflective of standards?
- Are higher order questions being asked by teacher and students?
- Do tasks require higher order thinking skills?
- Are students using a variety of resources?
- Do teachers move beyond required textbooks?

## PHYSICAL SPACE

### What to Look For...

- Student work and other items on display are current
- Few of the materials and display items are commercially done
- Exemplary and proficient student work is prominently displayed
- Target boards reflect expectations for student work
- There is a connection between student work and the learning objective(s)
- Writing samples with scoring guides/rubrics are posted
- Resources are available for student editing
- Classroom behavior agreements are on display
- There is evidence of student editing
- Classroom reflects a safe and orderly environment

## CONNECTION TO LEARNING

### What to ask...

- What are you learning? How does learning make you a better..... (reader, writer, mathematician, scientist, etc.)?
- How will you know if you have gotten really good at this?
- What is "proficiency" on this task?
- Is this interesting to you?
- What do you do in this class if you need extra help?
- May I see examples of your work from this class of which you are most proud?

### What to look for...

- Are students reading, writing, discussing?
- Does the teacher repeatedly check for understanding?
- Do students give thoughtful answers?
- Is there "wait time" before students are called on or answer?
- Was there evidence of critical thinking in the answers?
- Do students communicate effectively?
- Do student responses go beyond identifying the learning objective?
- Are students excited about learning?
- Do students know how to get extra help if they need it?

# WEEKLY SUPERVISOR SCHEDULE

Supervisor: A. Davis

Week of: September 3rd

	Monday	Tuesday	Wednesday	Thursday	Friday
Extended Visits (10-15 Min)	1. J. Bruderek 2. J. Bryant 3. M. Toliver	1. T. Brooks 2. G. Williams 3. N. Johnson	1. S. Alaiasa 2. J. Herter 3. J. Maloney	1. W. Araki 2. D. Castro 3. D. Deery	1. M. Pomeisl 2. M. Garcia 3. B. Brozon
Quick Visits (2-5 Min)	Focus: Physical Space  4. T. Brooks 5. G. Williams 6. N. Johnson 7. S. Alaiasa 8. J. Herter 9. J. Maloney 10. W. Araki 11. D. Castro 12. D. Deery 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space  4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. S. Alaiasa 8. J. Herter 9. J. Maloney 10. W. Araki 11. D. Castro 12. D. Deery 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space  4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. T. Brooks 8. G. Williams 9. N. Johnson 10. W. Araki 11. D. Castro 12. D. Deery 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space  4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. T. Brooks 8. G. Williams 9. N. Johnson 10. S. Alaiasa 11. J. Herter 12. J. Maloney 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space  4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. T. Brooks 8. G. Williams 9. N. Johnson 10. S. Alaiasa 11. J. Herter 12. J. Maloney 13. W. Araki 14. D. Castro 15. D. Deery

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

### Targets and Methods

### Physical Space

### Connection to Learning

### Suggestions and Questions

Supervisor \_\_\_\_\_ Date \_\_\_\_\_



## QUICK VISIT FEEDBACK

RE-ORDER NO. 7-45000 200 SETS/7-45400 400 SETS  
BQUILL

**A MESSAGE FOR: Ms. Blanks**

FROM Ms. Toliver DATE 9/3/10  
OF \_\_\_\_\_ TIME 9:30 <sup>A.M.</sup> ~~P.M.~~  
PHONE \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_ EXT. \_\_\_\_\_ ☐ URGENT  
☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL  
MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN  
I really like the way your class library is organized by high interest genres. How do students take out books?

**A MESSAGE FOR: Ms. Deery**

FROM Ms. Toliver DATE 9/3/10  
OF \_\_\_\_\_ TIME 9:35 <sup>A.M.</sup> ~~P.M.~~  
PHONE \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_ EXT. \_\_\_\_\_ ☐ URGENT  
☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL  
MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN  
I was happy to see you working with a small group today. I noticed the students working independently were struggling. How can you help them with clearer tasks?

**A MESSAGE FOR: Mr. Davis**

FROM Ms. Toliver DATE 9/3/10  
OF \_\_\_\_\_ TIME 9:40 <sup>A.M.</sup> ~~P.M.~~  
PHONE \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_ EXT. \_\_\_\_\_ ☐ URGENT  
☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL  
MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN  
For the past three visits I have mentioned that you should not be at your desk during comm. arts. I am asking our Title I specialist to come team with you.

**A MESSAGE FOR: Ms. Bryant**

FROM Ms. Toliver DATE 9/3/10  
OF \_\_\_\_\_ TIME 9:45 <sup>A.M.</sup> ~~P.M.~~  
PHONE \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_ EXT. \_\_\_\_\_ ☐ URGENT  
☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL  
MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN  
I noticed that 3 of your target students - Tyrone, Mike, and Sheena were not actively engaged during your lab demonstration. You may want to move them to the front.

RE-ORDER NO. 7-45000 200 SETS/7-45400 400 SETS  
BQUILL

## WEEKLY REFLECTION LOG

Teacher \_\_\_\_\_

Date \_\_\_\_\_

One new thing I tried this week (describe what you did!):

What worked and didn't work about what I tried?:

What I plan to try next week (and why you plan to try it!):

## INNOVATIONS NEWSLETTER

Celebrating Classroom Innovations for the Week of \_\_\_\_\_

Quote of the Week:

Teacher \_\_\_\_\_ Class \_\_\_\_\_

What was tried and how it worked:

Teacher \_\_\_\_\_ Class \_\_\_\_\_

What was tried and how it worked:

Next Week the Leadership Team will be focusing on supporting you in \_\_\_\_\_.

Please be sure to see your colleagues for more information on the new things they tried this week.

Thanks for all the hard work you do to make all of our students successful!



## MAKING TIME FOR CLASSROOMS

1. Commit to spending time in classrooms every day and stick to your schedule for it – make it a priority.
2. Schedule visits at all times of the day and different days of the week in order to get broad coverage of curriculum and instruction.
3. Set up parent office hours and let parents know when they are and why you won't be available all the time – because you need to be in classrooms helping their children learn!
4. Communicate with your district office about the time you will be spending in classrooms and let them know that you will be conscientious about returning calls and e-mails in a timely fashion (and be sure to do so – after school!)
5. Set up a clear list of responsibilities for critical staff (guidance counselor, vice principal, instructional specialist) and distribute to staff so that everyone knows who the “go to” person is for each area.
6. Set up a calendar for appointments for staff and parents and be sure office staff knows how to utilize (block in your time in classrooms!).
7. Train support staff to answer that you are in classrooms observing teaching and learning – not that you “are somewhere in the building.”
8. Keep most discipline issues at the classroom level, train staff in classroom management.
9. Develop options for dealing with students sent to the office for discipline that don't always have to involve you.
10. Say “no” to meetings that don't absolutely necessitate you being there (refer back to your responsibility checklist and send someone else if at all possible).
11. Let students and teachers know that you do NOT want them to stop what they're doing.
12. Prioritize teaching and learning above anything “administrative” in nature.
13. Set aside time every day (once first thing in the morning and once in the afternoon – preferably when students are not in the building) to answer phone calls and e-mail.
14. Enforce a policy of not being interrupted for phone calls during your time in classrooms unless it's an emergency (and define emergency!). This includes calls from the district office.
15. Ask school visitors to join you.
16. Walk into classrooms anytime you're coming in and out of the building.

Dear Teachers,

As I mentioned, I will be meeting with each of you to discuss your targets for this year. I am looking forward to hearing your expectations for high achievement. I know that your time is precious so in order for us to be focused and timely, please bring the following items in completed form to our meeting:

- Grade book (with all grades students have received so far this year)
- Benchmark Item Analysis Templates

In addition you are receiving two forms from me to fill out prior to your meeting:

- Teacher Target-Setting Form: This should be self-explanatory but will take some critical thinking on your part about the students in your class this year and your own teaching. This form will be most useful to you if you are honest about where the strengths and needs are. Also, please do not be shy about the assistance or materials you will need to achieve your goals.
- Target Student Form: You will be receiving two copies – one for reading and one for math. As you will see, there is room on this form for three meetings with me. For this first meeting please fill out your target students names in the left column (the reading and math lists may be somewhat different!). Then for the first meeting date you will note there are two columns. In the column for school interventions please note if the student is receiving any school tutoring, counseling, attending Saturday classes, etc. In the column for teacher interventions, please note anything you will be doing to assist each child. If you are stuck for ideas please refer to the sheets I am enclosing on working with target students. Remember that some of the smallest things can make the difference.

I am looking forward to these meetings very much. You have all gotten off to a terrific start and I am excited to hear your targets for yourselves and your students. Please be confident that I am here to help you on the path to success. Should you have any questions about the discussion we are going to have or how you may best prepare for it, please don't hesitate to see me. These meetings are the first part of me learning how I may best accomplish that.

Sincerely,

Principal

## TEACHER TARGET SETTING CONFERENCE FORM

Teacher \_\_\_\_\_ Conference Date \_\_\_\_\_

Please take some time to reflect on the following areas and jot down your thoughts. Please bring this completed form to your target-setting conference. I look forward to our discussion.

1. In looking at our school targets for your grade and taking into account the data so far on your students, what are the specific targets you have for your students in order for them to have success this year?
  
  
  
  
  
  
  
  
  
  
2. What strategies, practices, methods will you need to use to accomplish these targets?
  
  
  
  
  
  
  
  
  
  
3. What kinds of changes or modifications will you have to make in your teaching in order to achieve these target?
  
  
  
  
  
  
  
  
  
  
4. What kind of support, resources, or guidance will you need to make these changes or modifications?
  
  
  
  
  
  
  
  
  
  
5. Are there any obstacles or blockers preventing your students' success?



## Developing a partnership agreement between a coach and a principal

### ROLES, RESPONSIBILITIES, AND BOUNDARIES

*Agree on the roles coaches will fill within the school, other responsibilities the coach will have, such as teacher duties, etc., and what coaches will not do.*

#### Coach

- What expectations do you have of me and the work I do?
- What responsibilities will I have as a member of this staff?
- What are the boundaries of my work?
- What is outside the boundaries of my work?
- How do you feel about me ... serving on a district committee, facilitating a school committee, etc.

#### Principal

- What do you expect of me?
- What do we think teachers expect of you?
- What does the district expect of you?
- What are the defined responsibilities of your role as a coach?
- How much flexibility do we have to adjust your work to meet the needs of our students and staff?

### CLIENTS

*Identify who the coach will work with: teams of teachers, individual teachers, novice teachers, departments/grade levels/teams, etc.*

#### Coach

- Which teachers will I work with?
- How will I determine which teachers to work with?

#### Principal

- Where are the greatest needs in our school?
- Which teachers have expressed interest in receiving your support?

### SUPPORT AND RESOURCES

*Specify the support and resources the coach can expect.*

#### Coach

- Here is how you can support me in my role as a coach ...
- What resources are available for me? Technology? Space? Money for professional publications or development?

#### Principal

- What support do you want from me?
- What resources do you need to feel comfortable?
- Here's how you will share in the school's resources for professional development ...

### EXPECTED RESULTS

*Identify the expected results of the coach's work. Define process goals which describe how the coach will work and results goals which describe the outcome of the work. For example:*

**Process:** *The coach will work one-on-one with 75% of the staff and every grade level.*

**Results:** *Student achievement on the state math assessment will increase by 20% over the next two years.*

#### Coach

- What percentage of the staff do you expect me to work with?
- What results do you expect over the next year, two years, and three years?
- What are the school improvement goals?

#### Principal

- What procedural goals are appropriate for your work in this school?
- Here are our improvement goals...

**By answering these questions, a principal and a school-based coach can develop a set of agreements that can guide their work in a school. Being clear about the parameters and expectations for the coach's work also helps a principal explain to staff this important new role in a school.**



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NSDC  
TOOL**TIMELINES**

*Setting timelines for achieving goals gives the coach and the principal the ability to measure progress toward their goals so that they can make mid-course adjustments.*

**Coach**

- When do you want this finished?
- What are the short- and long-term timelines for my work?

**Principal**

- When will you be able to meet with all departments?
- When will you complete one-on-one visits with every teacher?

**COMMUNICATION**

*Decide when to communicate, how often to communicate, and the purpose of your communication.*

**Coach**

- When shall we meet to discuss my work plan?  
How often shall we meet to discuss my work?

**Principal**

- When can we meet to discuss how you plan your work to serve teachers?

**PROCESSES**

*Identify the processes the coach will use for various tasks, such as providing services to teachers, deciding priorities, how often to work with individual teachers or teams of teachers, how teachers access coaching services, how to document their work, how to report their accomplishments, etc.*

**Coach**

- What process do we want to establish to help teachers access my assistance?
- What is the best way for me to spend the majority of my time?
- How will I log my work? What evidence do you want?

**Principal**

- What process do you think will help teachers access your services easily and conveniently?
- How will you demonstrate how you spend your time?

**CONFIDENTIALITY**

*Be explicit about what is confidential and how to alert each other about confidentiality concerns.*

**Coach**

- What information do you expect me to provide about my work with individual teachers or teams of teachers?
- What agreements will allow teachers to feel comfortable interacting with me, sharing their strengths and weaknesses, and being willing to take risks to change their instructional practices?
- What's the best way for me to tell you when I feel you are asking for information that is outside our agreement area?

**Principal**

- What agreements will allow teachers to feel comfortable interacting with me, sharing their strengths and weaknesses, and being willing to take risks to change their instructional practices?
- How will we monitor our agreements about confidentiality?

See the Winter 2007 issue of *JSD* to learn more about how principals can support school-based coaches.

**Source:** Adapted from *Taking the lead: New roles for teachers and school-based coaches*, by Joellen Killian and Cindy Harrison. NSDC, 2006.

Setting timelines for achieving goals gives the coach and the principal the ability to measure progress toward their goals so that they can make mid-course adjustments.





Heather's Schedule

Week of: October 21-25, 2017

Per Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Monday 10/21	Drop-in Planning 7:15-8:00	Perry's class Teaching unit plan and using lesson structure format 8:00-8:30		9:05-9:35	Banks – demo vocab 9:35-10:05	Jenkins – assist small groups 10:10-10:40	Lunch 10:40-11:10	Book club 11:15-11:45	Book club 11:45-12:15	Jenoff's Honors 7 <sup>th</sup> class Teaching class and using lesson structure format 12:20-12:50		1:25-1:50	English PLC meeting in Bank's room 108 1:50-2:15		2:50-3:10
Tuesday 10/22	Drop-in Planning	Perry's class Teaching unit plan and using the lesson structure format			Banks – observe vocab	Jenkins – assist small groups	Lunch	Book club	Book club	Jenoff's Honors 7 <sup>th</sup> class Teaching class and using lesson structure format			SS PLC Meeting in Jones' room 207		
Wednesday 10/23	Drop-in Planning	Perry Co-teaching using lesson structure format with unit plan			Coaches Meeting		Lunch	Book club	Book club	Jenoff's Honors 7 <sup>th</sup> class Co-teaching using lesson structure format with unit plan			Debrief Jenoff	Debrief Perry	Prep New Book club cycle
Thursday 10/24	Drop-in Planning	Perry Co-teaching using lesson structure format with unit plan			Co-teach unit intro with Burton		Lunch	Book club	Book club	Jenoff's Honors 7 <sup>th</sup> class Co-teaching using lesson structure format with unit plan			Debrief Perry	Debrief Jenoff	Prep New Book club cycle
Friday 10/25	Drop-in Planning	Perry Observe Teacher			Review plans with Principal Johnson	Jenkins – check on small groups	Lunch	Book club	Book club	Jenoff's Honors 7 <sup>th</sup> class Observe teacher			Prep with TBD teacher for w/o 10/28	Prep with TBD teacher for w/o 10/28	Share next week plans

## Professional Learning Plan for 2018-19

### Individualized Teacher Goal-Setting

- Input of supervisor on a “magic wand” focus for upcoming year
- Input of Teacher on “magic wand” focus for upcoming year
- Use of data to inform the decision for the focus

### Intensive PD Days Prior to School

- Outcomes:
  - Full staff is clear on the message and school goals for the 2018-19 year
  - 3 weeks of lessons planned and prepared for execution
  - All teachers receive PD within “magic wand” area and have initial action plan for addressing in first month
  - Teachers set goals for each class based on data and tools provided – and are capable of engaging in the student goal-setting process
  - Classrooms are inviting and organized for learning (with influence from model classroom set up)
- “Elective Style” options for half a day that cover mandates and magic wand issues, etc.
- Data training focusses on usage
- Successful classroom model and recommitment to helpful classroom visits

### Early Release Days

- Focus will be on differentiated instruction (magic wand list)
- Teachers will meet in small groups supported by a leader or a coach based on what's been identified
- This work digs deep and goes to changing major behaviors over time that have big impact on student learning

### Instructional Leadership Team

#### Daily Helpful Feedback

- Every teacher; every day. Supervisors give real-time feedback
- Teachers divided among supervisors by content area
- Feedback either incorporates both magic wand area and the focus for the week

#### Individualized Coaching Opportunities Based on Feedback

- Quick Coaching
- Deeper Coaching
- Coaching the Coaches

#### Professional Learning Communities

- Content-based and meet weekly
- Address focus for the week (determined by instructional leadership team)
- Planning and preparation for teaching and learning

## Professional Learning and Development Days – Summer 2018

### August XX – Setting the Stage for Success

- Principal's Opening Message (15min)
- Goal-Setting (2 hours)
  - Beliefs and Commitments: Shaping Our Goals for Ourselves and Students
  - Why Goals Are Important
  - How We Set Goals: Grade Level, Teacher Level, Student Level
  - Goal-Setting Break-Out Sessions by Grade Level
- Lunch (60 min)
- Break-outs: Successful Classrooms (3 hours - 20 min break midway)
  - Model Classroom Walk-Through (40 min)
  - Goals and Methods for Lessons (40 min)
  - Physical Space (40 min)
  - Student Connection to Learning (40 min)

### August XX – Planning and Preparing for Success

- How We Will Learn Professionally Together This Year (1 hour)
  - What it Means to Be Helpful – Administrators, Coaches, Teachers
  - Structure of PLCs – What They're For –and Not For!
  - Starting with Planning and Preparing (and what's the difference)
  - Common Elements of Successful Lessons
- Break-out Sessions: Planning and Preparation by Content Area (2 hours)
- Lunch (1 hour)
- Break-out Sessions: Planning and Preparation by Content Area (2 hours)
- Welcome Phone Calls to Students and Families (1 hour)

### August XX – Planning and Preparing for Success

- Electives: 1 mandatory; 1 from supervisor; 1 choice (1 hour each)
- Lunch (1 hour)
- Break-out Sessions: Planning and Preparation by Content Area (2 hours)
- Welcome Phone Calls to Students and Families (1 hour)

### August XX - Creating the Environment for Success

- Establish the key elements of physical space for a successful classroom
- Prepare materials for first week of lessons (charts, powerpoints, manipulatives, etc)