Get Better G.R.A.D.E.S.

Mr. Randy Hutchinson- Springdale School Board Secretary
Ms. Debbie Creek- Springdale School Board Member
Dr. Marcia Smith- Associate Superintendent Springdale Schools
PURPOSE:

The *Springdale School Board is one of many stakeholders’ voices that brings the **purposeful planning and implementation of instructional strategies and structures (G.R.A.D.E.S.)** to fruition. This session models how Springdale Schools “Teaches them ALL” (educational excellence, equity, culture, and diversity).

*Springdale School Board represents the community, parents, families, and business leaders.
What about Springdale?

Mr. Ownbey Elected 2011
Mrs. Cook Elected 2013
Mr. Hutchinson Elected 2007
Ms. Creek Appointed 2018
Mr. Emerson Elected 2018
Mr. Luttrell Elected 2015
Mr. Ramos Appointed 2019
What about Springdale?

Dr. Jim Rollins - Superintendent of Springdale Schools

Dr. Rollins has 47 years in education with 37 years as the Superintendent of Springdale Schools.
What about Springdale? 31 Schools

<table>
<thead>
<tr>
<th>HIGH SCHOOLS</th>
<th>ELEMENTARY SCHOOLS</th>
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<tbody>
<tr>
<td>Archer Learning Center</td>
<td>Bayyari Elementary</td>
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<td>Har-Ber High</td>
<td>Elmdale Elementary</td>
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<tr>
<td>Don Tyson School of Innovation</td>
<td>Harp Elementary</td>
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<td>Springdale High</td>
<td>John Tyson Elementary</td>
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<td>Lee Elementary</td>
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<td>Monitor Elementary</td>
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<td>Shaw Elementary</td>
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<td>Sonora Elementary</td>
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<td>Walter Turnbow Elementary</td>
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<td>Bernice Young Elementary</td>
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<td>George Elementary</td>
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<td>Hunt Elementary</td>
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<td>Jones Elementary</td>
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<td>Linda Childers Knapp</td>
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<td>Parson Hills Elementary</td>
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<td>Smith Elementary</td>
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<td>Walker Elementary</td>
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<td>Westwood Elementary</td>
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<td>Springdale Pre-K</td>
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<th>JR. HIGH SCHOOLS</th>
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<tr>
<td>Central Junior High</td>
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<td>George Jr. High</td>
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<tr>
<td>Lakeside Jr. High</td>
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<td>Southwest Jr. High</td>
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<th>MIDDLE SCHOOLS</th>
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<td>Helen Tyson Middle</td>
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<td>Hellstern Middle</td>
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<tr>
<td>J.O. Kelly Middle</td>
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<tr>
<td>Sonora Middle</td>
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Arkansas

Arkansas Public Schools

- Approximately 478,318 students PK - 12
- 264 Districts
- 1054 Schools
- English Learners ~8%
- Low Income ~63%
- Average Years Teaching Experience 10.6
- Students Eligible to Receive Special Education Services ~13%

Springdale

Springdale Public Schools

- Approximately 23,000 students PK - 12
- 1 District
- 31 Schools
- English Learners ~38%
- Low Income ~71%
- Average Years Teaching Experience 12
- Students Eligible to Receive Special Education Services ~11%
- 53 Spoken Languages

What about Springdale?
A large district requires effective communication systems.
**Research**

<table>
<thead>
<tr>
<th>Mike Schmoker</th>
<th>Larry Lezotte</th>
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<tbody>
<tr>
<td>7 Elements of Effective Learning</td>
<td>The Seven Correlates of Effective Schools</td>
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</table>

1. Clear Learning Objective  
2. Anticipatory Set  
3. Teaching and Modeling  
4. Guided Practice  
5. Checking for Understanding  
6. Adjusting Instruction  
7. Independent Practice  

1. Instructional leadership  
2. Clear and focused mission  
3. Safe and orderly environment  
4. Climate of high expectations  
5. Frequent monitoring of student progress  
6. Positive home-school relations  
7. Opportunity to learn and student time on task.

It boils down to WHAT we teach and HOW we teach.
8 Characteristics of the Innovator's Mindset

By Steven Couros @gcouros

The innovator's mindset: The belief that abilities, intelligence, and talents are developed, leading to the creation of better ideas.

1. Empathetic
   - Teacher
     - In student's shoes
     - Start with a question
     - Finish with an answer

2. Problem Finders
   - Innovative path
   - Beaten path

3. Risk-Takers
   - Beaten path

4. Networked
   - Connect

5. Observant
   - Idea + Action = Fruition
     - (with hard work)

6. Creators
   - Action

7. Resilient

8. Reflective
Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen’s d)

Source: J. Hattie (December 2017) visiblelearningplus.com

Collective teacher efficacy: 1.57
Self-reported grades: 1.33
Teacher estimates of achievement: 1.29
Cognitive task analysis: 1.29
Response to intervention: 1.29
Piagetian programs: 1.28
Jigsaw method: 1.20
Conceptual change programs: 0.99
Prior ability: 0.94
Strategy to integrate with prior knowledge: 0.93

Hinge point: 0.4
Again, WHAT we teach and HOW we teach.
Springdale Public Schools

Staircase to Educational Excellence

The Why – The Process – The Outcome
Each student realizing their potential and promise

What the world is interested in is what you can do with your learning.
In your role, how can you ensure quality lessons are happening every day in every classroom?

In Springdale we engaged all stakeholders in a shared vision, and used researched based application to create an instructional model (G.R.A.D.E.S.) to support ALL learners.
The WHY!

G.R.A.D.E.S. lesson planning is best practice for ALL students.
G.R.A.D.E.S. ties directly with the components of TESS.
G.R.A.D.E.S. aligns with the components of High Reliability Schools.
This presentation is modeling G.R.A.D.E.S.

Let’s Dive into G.R.A.D.E.S.
Take one minute to write all the components of a successful lesson.
Consider all stakeholders’ views.

Tell you shoulder partner which component is the most important?

Popcorn out some of your ideas.

**Timer** keeps individuals on task and match the time needed for the activity.
**Symbols or Images** reminds individuals of activity and allows for discussion and assessment.
**Discussion** allows students to be engaged, thinking, and verbally processing and the teacher assessing.
Goal/Objective- The learner will define, discuss, and reflect on the components of GRADES and how they connect to TESS while engaging in a purposefully planned lesson involving a close read, discussions, and a modified jigsaw.

G: Goal helps focus the lesson, establishes a purpose, and communicates expectation.

R: Reading aloud supports fluency, builds confidence, and introduces key vocabulary.

A: Goal helps focus the lesson, establishes a purpose, and communicates expectation.

D: What am I learning about today?

E: What evidence will I produce?

S: Fist to five is a formative Evaluation.
Identify the G.R.A.D.E.S. components connect to the Highly Effective TESS components.

3A- Communicating with students

*Expectations for learning*, directions and procedures, and *explanations of content are clear* to students. The teacher’s oral and written communication is clear and expressive, appropriate for students’ cultures and levels of development, and anticipates possible student misconceptions.

3B- Using questioning and discussion techniques

*Questions reflect high expectations* and are culturally and developmentally appropriate. *Students formulate many of the high-level questions* and ensure that all voices are heard.

3C- Engaging students in learning

Students, throughout the lesson, are *highly intellectually engaged* in significant learning, and *make material contributions* to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and *pacing allow for student reflection and closure*.

3D- Using assessment and instruction

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, *self-assessment by students*, *monitoring of progress by both students and teacher*, and *high-quality feedback to students from a variety of sources*.

3E- Demonstrating flexibility and responsiveness

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, *using an extensive repertoire of instructional strategies*. 
What evidence illustrates a rigorous, student-centered classroom?

Inserting a focus question allows for a deep discussion of the materials leading to a deeper understanding of the concept.

Icons/symbols:
1. alert teachers and students to engage in a strategy.
2. provides a pictorial support to demonstrates activity and/or order.
1. The person with the shortest hair will number the group 1 to 4.

1. Each participant will have 1 minute to close read the article.
2. Write important ideas in the margins.
3. Share with your group (see supports below).

Possible Sentence Frames
- “To create an ELL friendly learning environment, the article stated…”
- “I plan on….. to create an ELL-learning environment”
- “The article discussed….., so educators should ….”

Reading - Support language
Timers reduce lost instructional time.
Discussion of the materials leading to a deeper understanding of the concept.
Evaluation brings a need to build understanding.
Supports- This allows all students the opportunity to discuss, write and evaluate.
Supports

<table>
<thead>
<tr>
<th>1. Ways to support comprehension</th>
<th>2. Build on students’ Prior knowledge</th>
<th>3. Provide access to complex academic concepts and strategies</th>
<th>4. Give opportunity for structured oral language practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use visuals or gesture to convey key concepts</td>
<td>Refer to students’ background knowledge and interests</td>
<td>Build and refer to anchor charts</td>
<td>Provide starter phrases</td>
</tr>
<tr>
<td>Do a quick demonstration</td>
<td>Ask student to recall previous learning</td>
<td>Use concrete objects or pictures to convey an idea</td>
<td>Give extra wait time</td>
</tr>
<tr>
<td>Use consistent language repeatedly</td>
<td>Modify example to match students’ background knowledge</td>
<td>Channel students to use a strategy twice at increasing levels</td>
<td>Provide opportunities for students to turn and talk</td>
</tr>
<tr>
<td>Passage Passage Passage</td>
<td>FALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name your steps</td>
<td>Teach new content by relying on shared experiences</td>
<td>Use think alouds to demonstrate your thinking process</td>
<td>Encourage students to dramatize</td>
</tr>
</tbody>
</table>

Modified from RUoS.
Where did you see evidence of the G.R.A.D.E.S. Components?

Take 2 minutes to Stop and Jot your thoughts.

This Support structure allows all students the opportunity to Discuss, write, and Evaluate.
Goal/Objective- The learner will define, discuss, and reflect on the components of GRADES and how they connect to TESS while engaging in a purposefully planned lesson involving a close read, discussions, and a modified jigsaw.

**Goal(s)**

**Reading**

**Activity/Application of Learning**

**Discussion**

**Evaluation**

**Supports**

Referencing the Goal helps clarify expectations and summarizes the lesson.

Fist to five is a formative Evaluation.

Did I meet my learning goal today?
How can districts ensure quality lessons are happening every day in every classroom?

How are all stakeholders engaged to make this a reality?
In Springdale we include all stakeholders in this shared vision.
The Leadership Vision

10. Teacher Models for Professional Development
9. Joint Council (Curriculum & Instruction)
8. PTA City Council
7. Patron Shelf, Marshallese Patron Shelf
6. Specialty Areas - Band, Choir, Arts, CTE, Arts, etc
5. Administrators
   a. Meetings
   b. Roundtables
   c. Leadership Meeting
   d. Mentoring Program (NSPIRE)
4. Superintendent’s Leadership Meetings
3. School Board
   a. Work Sessions
   b. Luncheons
2. City Organizations/Meetings
1. Springdale Student Forum
Do you have any questions?