

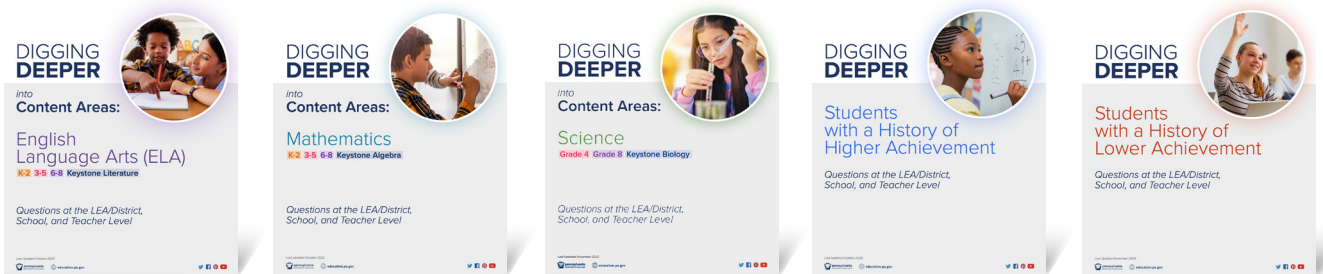
DIGGING DEEPER Resource Guide



In 2015, five *Digging Deeper Guides* were created to support LEAs/districts during root cause analysis. However, there are a variety of ways to use these guides to support an LEA/district’s goals and increased student performance!

This resource will spark ideas for effective professional learning opportunities using the *Digging Deeper Guides*, helping LEAs/districts to reinforce, enhance, and expand teachers’ practices in the broad areas of curriculum, instruction, assessment, and organization. In fact, professional learning activities that use the Digging Deeper Guides can enhance the root cause analysis process, by expanding teachers’ repertoire of effective practices!

There are a variety of ways to use the Digging Deeper Guides to support an LEA/district’s professional learning goals.



The *Digging Deeper Guides* series.

GETTING STARTED: Ideas for General Use

- 1. Introduce and provide directions to all teachers for accessing the guides**, explaining that this is a resource to be used in many ways in the LEA/district and school, e.g., in data meetings to determine root cause, in professional learning opportunities to enhance professional practice, and in the self-reflection process. Include a link to the Guides within the LEA/district’s intranet or local resources repository.
- 2. Create interview questions** based on specific and relevant questions from the Guides.

EXAMPLE ELA Guide, Grades 3-5, Item I-24. *Am I motivating students through goal setting, monitoring, and/or graphing their own progress? (CE, I)*

Interview question based on this variable: “Do you have any experience with student goal setting? If so, please describe. If not, how might you use student goal setting in your classroom?”

- 3. Emphasize that the variables listed in the guides are among those known to positively impact student outcomes, in both achievement and growth.** Especially emphasize that the CIAO variables (Curriculum, Instruction, Assessment, and Organization) are within the influence of educators, in contrast to factors that might be considered external, or over which the educator has little to no control or influence.

EXAMPLE Locus of Control / Influence Activity: Ask teachers, “What are the reasons that some students might not be achieving and growing at the rate we would like to see?”

- As teachers respond, sort their comments into two unmarked columns: 1) **Factors within the control or influence of educators**, and 2) **External factors**. For example, within educator control is differentiated instruction, whereas supports available at home may be an external factor). After the list is created, ask teachers what they see as the “headings” of each of the columns, based on the sorting. In other words, what is the difference between the left column and the right column?
- Then, discuss what “locus of control” means – i.e., internal locus of control (factors we can control and influence as educators) vs. external locus of control (factors that are outside our locus of control or influence).
- Use this opportunity to address teachers’ perceptions, attitudes, and misconceptions. The goal is to bring heightened awareness to the factors that educators can control, and the *Digging Deeper Guides* provide an array of these factors in CIAO categories.

INDUCTION & BEYOND: Supporting New Teachers

1. Include in the Induction program:

- Introduce the *Digging Deeper Guides* as a resource that will be used frequently and in a variety of ways; explain that it represents what are known to be effective practices.
- Review the organization, format, and opportunities for use at both the system level and teacher level, showing the different guides for subjects and student cohorts.
- Emphasize that the *Digging Deeper Guides* reflect variables that are within the control of the educator (the CIAO variables related to Curriculum, Instruction, Assessment, and Organization) and the importance of focusing on variables within the educator’s influence. Set the stage early with staff that there are many variables within the educator’s control!
- Show the connection (the coding system) to the Framework for Observation and Practice (Act 13), with the links to the four domains. Discuss the rationale for this cross referencing.

2. Use in supervision and support conversations throughout the school year, using the *Teacher* section of the *Guides*.

- Principal (or supervisor/evaluator) may refer to specific variables for individual teachers that warrant closer attention as a result of walk-through observations, formal observations, and supervisory and support conversations.
- A mentor can focus on specific variables for supportive and guided discussions.
- New teachers may use the *Guides* as a self-reflective tool at the beginning of the year, as a mid-year reflection, and as an end-of-year self-evaluation tool.
- As part of a differentiated supervision plan, pairs or triads of teachers can choose one or more variables to study in-depth.

PROFESSIONAL LEARNING:

Supporting New & Veteran Staff

1. Are you planning PLC meeting topics?

Work with teacher leaders to design a year-long PLC focus on each of the four system-level buckets/categories (CIAO), with structured protocols that facilitate a deeper discussion on specific variables and the evidence of practice.

EXAMPLE A Quarterly Focus on CIAO:

- i. In September and October, focus on **Curriculum**.
- ii. In November, December, and January, focus on **Instruction**.
- iii. In February, March, and April, focus on **Assessment**.
- iv. In May, focus on **Organization**.

2. Is your written curriculum being audited, created, and/or revised?

Your curriculum development/writing team can use the curriculum section of the *Guides*.

- a. Use each question to conduct an audit of the existing curriculum, discussing and identifying evidence.
- b. Use as a framework and/or checklist in the re-design or design of the written curriculum.

3. Are you planning your next in-service day?

Informed by data, a single variable can be pre-selected as the focus of professional learning.

EXAMPLE Webb's Depth of Knowledge, Vocabulary (both referenced in Guides)

Staff work in-depth with the targeted variable to:

- i. Confirm understanding of the question and related follow-up questions, if listed;
- ii. Explore and identify evidence of practice; and
- iii. Create goal(s) related to the variable; and develop action steps.

4. Has your elementary school just adopted a new core reading or math program? Has your MS or HS adopted a new textbook?

Select several relevant variables in CIAO to build into the roll-out and implementation of the new core program and/or textbook.

EXAMPLE 1 Elementary school adopts new ELA Core Program and examines these variables:

- i. **C-4, Grade 3-5: Is the new Core ELA program aligned to the PA Core Standards?** (look for evidence beyond what the publisher states)
 - Has an alignment been conducted to determine missing skills and concepts?
 - Do we need to create lessons to address any identified gaps?
- ii. **A-2, Grade 3-5: Have the assessments available in the new ELA core literacy program been analyzed to determine which are to be used as common assessments?**
 - Will all assessments in the core literacy program/package be used? Will they be used in their entirety or just some sections?
 - How are these assessments chosen?

- How do these assessments align with other local assessments (e.g., Acadience, AIMSweb, STAR, MAP)?

EXAMPLE 2 Secondary school (MS/HS) adopts a new textbook and examines these variables:

- iii. **C-8, Grade 6-8:** *Is the math series analyzed to determine alignment to the PA Core Standards?*
 - Has an alignment to the PA Core Standards – Grades 6-8, been completed to determine the need for using other materials and resources, along with the textbook?
 - Has it been checked for appropriate balance on specific skills and concepts and use of appropriate materials and resources to engage students at DOK levels 2 and 3?
- iv. **I-4 Keystone Algebra:** *Are students required to respond in writing to explain their reasoning or justify answers and solutions?*
 - Are students taught to approach Algebra problem solving with understanding, versus rote computation or procedures?

5. Are you designing the focus of your walk-through process?

Collaboratively identify a school-wide walk-through focus based on one or more of the variables:

EXAMPLE 1 ELA I-3, Grade 3-5: *Are unit and lesson objectives, essential questions, and/or learning intentions clear to students?*

- i. **Walkthrough Focus:** Lesson target/objective is posted
- ii. **Walkthrough Focus:** Lesson target/objective are clearly stated on lesson plan
- iii. **Walkthrough Focus:** Teacher/students are able to clearly state lesson objective

EXAMPLE 2 Math, A-2, Grade 6-8: *Are formative and summative assessments established and used by all teachers? (I)*

- i. **Walkthrough Focus:** Formative assessments are observed

6. Are you conferencing with your teachers and guiding goal setting to completion?

Collaboratively identify a school-wide walk-through focus based on one or more of the variables:

- a. Based on analysis of teacher and student data, use the teacher-level section of the *Digging Deeper Guides* to identify areas for professional growth.
- b. Connect evaluation ratings on the Framework for Teaching to the variables in the *Digging Deeper Guides*, to further develop that area.
- c. Identify Student Performance Measure (SPM) based on teacher and student data analysis.

7. Are you working on building teacher leader capacity?

Form a committee to study effective instructional practices.

- a. Use both the system- and teacher-level instruction sections of the *Digging Deeper Guides*.
- b. Choose specific variables and develop resources for supporting teachers:
 - i. Videotaped model lesson
 - ii. Peer coaching protocols
 - iii. Resource links for further information

Download the *Digging Deeper Guides* at
education.pa.gov >