Leading Change Effectively: Conditions for Successful Implementation

Vision	Skills	Incentives	Resources	Action Plan	= Results/Change
~~Vision~~	Skills	Incentives	Resources	Action Plan	= **Confusion**
Vision	~~Skills~~	Incentives	Resources	Action Plan	= **Anxiety**
Vision	Skills	~~Incentives~~	Resources	Action Plan	= **Resistance**
Vision	Skills	Initiatives	~~Resources~~	Action Plan	= **Frustration**
Vision	Skills	Initiatives	Resources	~~Action Plan~~	= **False Start**

Anthony Ambrose (1987)

C/I GOAL #1-DATA REVIEW TEAMS

Condition for Successful Implementation	**C/I Goal:** Collaborate in **Data Review Teams** (DRT) to improve instructional practices and student learning. **DRT teams will move from X to a 3.0 average by May 2023 on Collaborative Team Rubric.**
Vision	PLC that analyzes relevant data and uses action research to promote student growth

Skills	• Utilizing the Collaborative Team Rubric, teams will self-rate as Mostly Effective Practice (3) with regards to Norms, Data Use, Goals, Instructional Strategies, Success Criteria and Next Steps • Action research ○ Identifying relevant data and ability to eliminate unnecessary data • Understanding and utilization of PLC model • Ability to communicate the how of effective instructional practice • Ability to analyze & interpret data (technical ability - mindset) • Team relationship development--appropriate vulnerability and support of teammates' successes and failures
Incentives	• Student growth and performance • Teacher confidence in instructional practice • PLC leading to teachers feeling connected and supported • Eventual - feeling of reduced workload and partial escape from whirlwind • Self-efficacy - feeling of success • School Improvement Plan celebrations
Resources	• Time ○ Job-embedded collaboration time on Wednesday Early Release • Book studies on *Learning by Doing* and *Taking Action: RTI* • Participation in conferences regarding implementation of professional learning communities model • Training on Collaborative Team Rubric from Guiding Coalition
Action Plan	• Provide building-level professional learning on the RQS Collaborative Team Rubric • Focus dedicated professional learning time on instructional practice and improving student learning.

	- Provide professional learning opportunities to assist staff with creating goals aligned to learning standards and instructional practices. - Provide opportunity for collaboration within buildings, across the district, to set goals and use data to improve instruction. - Create a template agenda form and process for saving and sharing the forms. - Provide training for skills necessary to achieve this goal - Data selection, analysis, interpreting - PLC model
Results/Change	- Students demonstrate an increase in learning measured by state assessment (MAP), benchmark assessments (NWEA), and curriculum-based formative and summative assessments. - Collaborative teams will meet unit-based, Wildly Important Goals that target high priority standards. - Improve DRT process as assessed on the RQS Collaborative Team Rubric. - Unified implementation of the DRT Agenda/Meeting Summary Form as reviewed monthly in the School Improvement Plan Scorecard. **DRT teams will move from X to a 3.0 average by May 2023 on Collaborative Team Rubric.**

C/I GOAL #2-STUDENT ENGAGEMENT

Condition for Successful Implementation	**C/I Goal:** Provide numerous high-level **questions** to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.
Vision	• All RQS students should be empowered to engage with peers to understand and solve real world problems through their writing, speaking, and listening through the application, analysis and evaluation of academic standards.
Skills	• Teachers should recognize and understand the different DOK levels as represented in the Hess Matrix • Teachers can generate questions that allow for students to engage in critical thinking and real-world problem solving that are consistent with Quadrant D of the Hess Matrix
Incentives	• Student discussions are more in-depth and a higher level of engagement of students that will allow students to produce work that demonstrates analysis, evaluation and application of academic standards and real-world problems. • Higher student engagement leads to fewer classroom management issues
Resources	• Teachers have access and training to the Hess Matrix that is applicable to their content area. • High DOK samples are embedded within curriculum resources in the Curriculum Hub. • Administrators provide release time for teachers to complete peer walkthroughs for feedback (DLT) • Administrator walkthrough form
Action Plan	• Provide professional learning to teachers on questioning, critical thinking, and engagement strategies.

	• Provide professional learning to administrators on questioning, critical thinking and engagement strategies so they can provide teachers feedback through a walkthrough process • During DRT, instructional planning, and collaboration, teachers will focus on high-level questioning and quadrant resources to formulate quality questions that increase critical thinking. • Provide teachers the opportunity to observe in classrooms where high-quality questioning and instructional strategies are used as a part of the everyday culture in a classroom. • Provide opportunities for students to engage in academic conversations, explain their reasoning and justify responses to high level questions.

Results/Change	• Students consistently engaged in academic conversations in response to high level questioning as demonstrated through walk-through and peer class visits.
	• DRT notes demonstrate implementation of instructional strategies and planning of questioning to reach higher levels
	• Improved student performance on high-level questions as demonstrated in classroom discussions, assignments, and assessments.
	Pick List - Questioning
	   • Framing questions
	      ○ Open-endedStretch
	      ○ Que the question
	      ○ Pose the question
	      ○ Instruct student how they will share the response
	   • Levels of question
	      ○ HESS
	      ○ DOK
	   • Responding to students
	      ○ Ask a 2nd question
	      ○ Give feedback
	   • TLAC
	      ○ Stretch it
	      ○ Format matters

- Right is Right
- No Opt Out
- Targeted questioning
- Culture of Error
- Marzano instructional strategies
  - Similarities and Differences
  - Questions, Cues & Advanced Organizers

Pick List - Engagement
- Kagan Structures
  - Think-pair-share
  - Numbered heads together
  - Rally robin
  - Roundrobin
  - Rally coach
  - Stand up- hand up- pair up
- TLAC techniques
  - Turn and talk
  - Cold Call
  - Wait Time
  - Build Stamina
  - Circulate
  - Show Me
  - Culture of Error
- Marzano instructional strategies
  - Questions, Cues & Advanced Organizers
  - Nonlinguistic Representations

C/I GOAL #3-MATHEMATICAL REASONING

Condition for Successful Implementation	**C/I Goal:** Use instructional practices in math that focus on conceptual understanding and fluency in order to improve student **mathematical reasoning.**
Vision	Students use mathematical reasoning while developing fluency and conceptual understanding to solve problems. Students are confident in mathematical abilities and application of skills..
Skills	Teachers possess the knowledge, skills, and disposition for collaboration, data interpretation, meaningful, research-based instructional strategies, and best practices with the use of math manipulatives/models.
Incentives	Student success with mathematics problem solving and greater confidence in their reasoning abilities. Collaboration multiplies efforts and knowledge base to meet all student needs. Data review allows teachers to strategically target the instructional needs of students in the area of mathematics.
Resources	Board adopted curriculum materials, curriculum maps, mathematics coordinators, elementary mathematics specialists, NWEA, common formative assessments, assessment platforms (Edulastic-ConnectEd), designated DRT time, IMW time at the elementary and Math Academy at the secondary schools.
Action Plan	- Continue professional learning with Greg Tang resources and dedicate professional learning time for teachers to share ways they have successfully incorporated effective instructional strategies into their math lessons and units of instruction. Elementary will integrate Greg Tang strategies with Reveal Math resources. Secondary will continue to vertically align strategies for student success. - All teachers responsible for teaching students mathematics will implement common structured models, language, tools, manipulatives, and applied

	mathematics into whole group Tier 1 instruction as well as in support classes and intervention services. ● Vertical team discussions and collaboration will occur consistently within buildings or departments and at district level to ensure vertical math model progression alignment. ● Incorporate opportunities for students to engage in "math talk"/academic conversations, explain their reasoning, and justify their answers.

Results/Change	● Students possess pre-requisite/requisite skills and deep conceptual understanding in mathematics as demonstrated by state assessment (MAP) performance, interim assessments (NWEA) growth and curriculum based assessment (common unit assessments, formative assessments, and RTI benchmarks) progress.
	● Students consistently engage in lessons focused on math reasoning and the use of models and manipulatives as demonstrated through walk-throug and peer class visits.
	● Teachers collaborate to develop meaningful lessons incorporating instructional strategies that promote fluency, conceptual understanding, and academic conversations for math reasoning.
	
	Pick List Mathematical Reasoning
	    ● Implement tasks that promote reasoning and problem solving
	        ○ High quality tasks
	            ■ Problem solving
	            ■ Performance tasks
	            ■ Ignite tasks
	            ■ Sense Making Routines
	            ■ IM tasks - Culminating Activities
	    ● Use and connect mathematical representations
	        ○ Math Models
	            ■ CPA - Concrete- Pictorial or Pictorial-Abstract
	        ○ Visual models
	            ■ Number bonds

- ■ Number paths/lines/double-number line/open number line
- ■ Bar model/ tape diagrams
- ■ Area models
- ■ Hanger diagrams
- ■ Coordinate grids
- ■ Ratio tables
- ■ Four faces of a function
- ○ Math Tools
  - ■ Physical Manipulatives
    - ● Snap cubes
    - ● Base 10 blocks
    - ● Cuisenaire rods
    - ● Counters
    - ● Measurement tools
  - ■ Digital Manipulatives
    - ● BrainingCamp
    - ● Math Learning Center (MLC)

- ● Build procedural fluency from conceptual understanding
  - ○ Focus strategy - foundation
    - ■ Partial sums
    - ■ Partial products
    - ■ Partial quotients
    - ■ Think addition for subtraction
    - ■ Make 10/ Use 10
    - ■ Make 1/ Use 1
    - ■ Think ahead/Predict the computation

- ● Facilitate meaningful mathematical discourse
  - ○ Math language -vocabulary
    - ■ Argue mathematical justifications

	- Number nicknames / Funny numbers - Part-part-total / Part-Whole relationships - Common units / like terms - Precise vocabulary - Examples/non-examples - Frayer mode - Pose purposeful questions - Support productive struggle in learning mathematics - Growth Mindset - Growth goals - Self-reported effort and understanding - Establish mathematics goals (learning targets and intentions) to focus learning - Clear learning targets

C/I GOAL #4- NON-FICTION READING AND ARGUMENTATIVE WRITING

Condition for Successful Implementation	C/I Goal: Include **non-fiction reading and argumentative writing** opportunities in all classes in order to improve students' reading and writing.
Vision	We believe that all students should have strong literacy skills-reading, writing, speaking and listening.
Skills	Students are provided with instruction to approach a text (pre-reading), comprehend (during reading), and make and support a claim (after reading).
Incentives	Raise achievement scores in reading and writing.
Resources	Professional Development (SPLC)- Reading Comprehension strategies in all content. Writing to make and support a claim, in all content areas. Scoring guide/Rubrics - created by teachers/coordinators Formative and Summative Assessments Teach Like A Champion Instructional Strategies that Work
Action Plan	Provide guidelines and professional learning opportunities for all teachers in the areas of non-fiction reading comprehension and argumentative writing. Provide students the opportunity to verbally and in written form to explain/defend their claim using text evidence. Establish and publish, by grade level, scoring guides that are developmentally appropriate for argumentative writing.

	Identify and supply quality non-fiction writing samples and high interest reading materials at all levels that connect to the curriculum and objectives.

Results/Change	Improve student argumentative writing; by sharing and providing samples of writing using district scoring guides to develop consistency in scoring and improve student writing.
	
	Use NWEA results and classroom evaluation tools to show improved non-fiction reading performance.
	
	Improved student performance on constructed response items as demonstrated on classroom assignments and assessments.
	
	    Pick List Reading
	      ● **Reading Process**
	        ○ Before
	        ○ During
	        ○ After
	      ● **Graphic Organizers**
	      ● **Socratic Seminars**
	      ● **Classroom Instruction that Works**
	        ○ NonLinguistic Representations
	        ○ Summarizing and Notetaking (Topic-Restriction-Illustration Frame)
	        ○ Cooperative Learning
	        ○ Setting Objectives and Providing Feedback
	    Pick List Writing
	      ● **Graphic Organizers**
	      ● **Argumentative Movements**
	      ● **Classroom Instruction that Works**
	        ○ Identifying Similarities and differences
	        ○ Summarizing and Notetaking (Argumentation Frame)

	● TLAC 　○ Show Me 　○ Build Stamina

C/I GOAL #5-TRAUMA SMART

Condition for Successful Implementation	C/I Goal: Trauma Smart Training
Vision	The training will provide staff with a trauma lens to enhance adult-student relationship and support students' social emotional health.
Skills	Staff will receive in-depth training from professional trainers in the areas of: Attachment: The bonding that occurs between the child and their caregiver. Self-Regulations: The ability to identify feelings and energy levels and adjust them in order to meet the demands of the day. Competency: Developmental skills, such as executive functioning and positive self-identity, that are important to successfully navigate the challenges of day to day life.
Incentives	The benefit of students' social-emotional well-being, developmental and life skills.

Resources	The Trauma Smart Training is from Crittenton Children's Center of the St. Luke's Health System. The training is an in-depth 20 hours training for all teachers, instructional support staff and non-teaching district staff. The training will occur at (12) school buildings, during the 2022-23 year, during Pre-Services days, Wednesday PD time, and Professional Development Days. Each building will also receive monthly consultation visits and access to resources, from Trauma Smart. Each building will select several staff to be sent to a week long training to become a Trainer or a Coach. This will provide a structure for each building to train new staff members, as well and provide coaching and support to current staff.
Action Plan	- The Trauma Smart Training began in 2020-21 with (2) schools, Westridge and Spring Valley. - In 2021-22, (3) additional schools were trained: Little Blue, Robinson and Three Trails - The 2022-23 school year, (12) schools will be trained. This will include all teaching staff, support instructional staff, non-teaching district employees. RMS, SMS, CMS, RSA, NT, NW, SW, FR, BR, NF, EWH and LH, - The 2023-24 school year will conclude with RH, SH, HCC and the remaining staff members of RSECC, ADM, and supporting departments. - Each school will develop a TIC Team (Trauma Informed Care Team) to be utilized to support staff. - Each school will have: Trainers, Coaches and a Smart Connections Coach for a foundation of sustained support for training new staff, supporting parents, and enhancing student support. - The District will create a District TIC Team to ensure an-overarching umbrella to the foundation and support for training and professional development for current and future staff members.

| Results/Change | Trauma Smart will use the ARTIC Pretest and Post-test survey questionnaire to measure individual's attitudes toward trauma-informed care. The subcategories are: Underlying Causes, Responses, On the Job Behavior, Self-Efficacy, Reactions, Personal Support and Systems Support. The ARTIC Survey will display subset comparisons that can evaluate areas of relative strength or weakness for each school and staff. The ARTIC Survey can also be used to detect changes in attitudes, in the context of the training, following the ten training sessions. The Pre-test will serve as a data baseline and the Post-test will demonstrate a change in attitude, as a result of the training. |