



## Office of Student and School Success *OSPI Peer Review 2013*

### **Essential Question:**

*What defines a distinguished Student and School Success Action Plan?*

### **Learning Outcomes:**

Participants will use peer collaboration as a tool for new learning

Participants will assess the quality of an Action Plans

### **Step 1: Collaborative Norms and Expectations**

#### **Step 2: Framing the OSPI Team Review process**

Establish “look-fors”

1. Are all seven Turnaround Principles addressed?
2. Are the goal narratives written as S.M.A.R.T. goals?
3. Are the ‘Tasks’ specific, sufficient, and effective in fully implementing the objectives?
4. Are the ‘target completion dates’ sufficient and realistic?
5. Are the tasks distributed to a variety of leadership team members?

#### **Step 3: Reviewing quality of Assessed Indicators marked by ‘Full Implementation’**

Full Implementation: When schools choose ‘Full Implementation’ for an indicator, they must address the following prompt:

1. “Provide evidence that this indicator has been (1) fully and (2) effectively implemented. ALSO, “describe the continued work that will be necessary to (3) sustain the effort.

#### **Step 4: Reviewing quality of Indicators marked ‘limited’ or ‘no development’**

For indicators marked ‘limited’ or ‘no development’, teams describe “current level of development” and then write a S.M.A.R.T. goal under “how it will look when fully met” with tasks.

1. When reviewing the quality of the S.M.A.R.T. goal, be sure to return to the indicator-prompt and ask the following questions:
  - a. Does the goal align to the indicator?
  - b. Is the goal written as a S.M.A.R.T. goal? Refer to the S.M.A.R.T. rubric.
  - c. Are there tasks sufficient to fully implementing the goal?

<b>Essential Questions</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. <i>What are the expected outcomes of implementing this objective for students/identified sub-groups?</i>	No identified outcomes for students/identified sub-groups are described	Few identified outcomes are described for students/identified sub-groups; they are not expressed in terms of measurable changes in student learning	Many measurable outcomes for students/identified sub-groups are described	All measurable outcomes for all students and each identified sub-groups are described

2. Providing feedback—connection to the Writing Process (affirmations and questions)
  - a. Feedback should be specific and address the questions above.
  - b. Use language from the S.M.A.R.T. rubric or the “Useful handouts” document.
  - c. Feedback should be positive and constructive, using questions and prompts to “push” and “stretch” the thinking of the plan’s author(s); avoid providing editorial commentary or re-writing parts of the plan...that’s the author(s) task.

### **Step 5: State-level feedback input tutorial / calibration**

- A. State-level feedback input tutorial OSPI Peer Review calibration:
  - a. In whole group, review one Indicator marked “fully implemented” and one Indicator marked “limited or no development” to calibrate feedback/gain clarity.
  - b. In pairs (or individually) continue the review of Indicators; assign an equal number of indicators per pair/individual; generally, it takes 10-minutes to review one indicator and provide thoughtful feedback; repeat this until all Indicators are reviewed.
  - c. Starting with the Action Plan’s first Indicator, share out in whole group the feedback (affirmations/questions), input into the tool.

### **Step 6: Reflection on learning**

- A. “Thinking Routine”: *I used to think...now I think*
- B. Participants provide feedback on their experience and ways to evolve the peer review process. Use the template for the thinking routine to capture feedback.

## Action Plan Feedback 2013-14

### *Affirmations*

We appreciate...  
It's great to see...

### *Questions/Wonderings that will push the plan authors' thinking*

We're wondering...  
Please provide clarity on...



## General Issues and Useful Comments for Plan Reviews

<u>Issue</u>	<u>Comment</u>
1. Leadership distribution:	It was observed that all/most Indicators are assigned to (Principal?). Consider a shared leadership model to engage other members of the Leadership Team and have them assigned to specific Indicators. Remember, the assigned person does not have to do the work, just monitor and communicate progress.
2. Incomplete Plan:	<p>Many Indicators are incomplete needing Tasks. Please complete narratives in the “...fully met” section addressing expected outcomes for students/student sub-groups and teacher practice, as well as evidence to show success.</p> <p>You must address all 7 Principles with at least 1 active indicator (which means an indicator with little to no development) for each. Please address Principle(s) #___ in your plan.</p>
3. Too many Indicators:	Your team is ambitious by selecting ____ (# of Indicators) Indicators. This is not a requirement. You may want to consider focusing on those Indicators that will have the most leverage to significantly improve student learning for this school year.
4. Encourage continued plan review:	Please continue to review and monitor your plan with your Leadership Team and make adjustments in Indistar as your staff and students achieve success during the school year. We are happy to support you as questions arise.
5. Addressing student sub-groups:	Wondering how this plan explicitly addresses the needs of the identified student sub-groups (ELL, Sp. Ed., grad rate)?

6. Need to specify outcomes: What are the expected outcomes for students/identified sub-groups and/or teacher practice when this Indicator is fully implemented? (Specific and measurable?)
7. Need to specify evidence: What evidence will you use to know if this Indicator is effective in achieving the desired outcomes.
8. For “fully implemented” Indicators: Please review and possibly revise your “Evidence” narrative by answering the following three questions: 1. How do you know this is happening? (Evidence- “fully” implemented). 2. How do you know this is effective? (Evidence- student outcomes/teacher practice). 3. What needs to be done to sustain this?
9. Insufficient/incomplete tasks Are the tasks specific, sufficient, and effective in fully implementing the Indicator (objective)? If not, please consider additional specific tasks to effectively accomplish your goals.
10. Insufficient Breadth and Focus of the Plan: Do the Indicators chosen and the goals (narratives) describe what is needed to do to improve the school’s ability to help students and teachers achieve success? If not, please consider assessing and including additional Indicators that will have a high impact on improvement. You may consider the KEY indicators as a starting point, which research suggests to be the highest impact indicators of change.
11. Progress monitoring What systems does the school have in place to monitor the progress of successful implementation of the objective, especially in terms of student growth and changes/shifts in educator practice?

## Example of a SMART Goal and fully-planned Indicator

<b>Student and School Success Principle 4: Rigorous, aligned instruction</b>			
Expecting and monitoring sound instruction in a variety of modes			
<b>Indicator</b>	<b>P4-III A13 - All teachers explain directly and thoroughly. (122)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/14/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are at varying stages of explicit instruction capabilities. We have been working on how to offer clear instruction with careful modeling, practice and feedback. Our initial focus was to work on clear learning targets in student-friendly language. We are also looking at both the planning and presentation aspects to how successful teachers explain directly and thoroughly. These areas are supported in the Danielson rubric primarily in Domain 1 Planning and Preparation and 3 Instruction.	
<b>Plan</b>	Assigned to:		
	How it will look when fully met:	When this objective is fully met, teachers will demonstrate effective teaching practices as defined by the Danielson Rubric, STAR protocol and/or 5 Dimensions of Teaching and Learning as evidenced by a minimum of a 10% increase in the number of students meeting standard (50th percentile) in the Spring MAP in Reading and Math. Lessons will be intentionally linked to other lessons (previous and future) in support of students meeting	

		<p>standard.</p> <p>Learning targets will be clearly articulated, linked to standards, embedded in instruction and understood by students.</p> <p>Learning targets will be measurable. Students will understand the criteria for success.</p> <p>Instructional materials and tasks are appropriately challenging and supportive for all students, aligned with learning target and standards, and academically relevant.</p> <p>Materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</p> <p>The teacher provides scaffolds for the learning task that support the learning target leading to gradual release of responsibility to students.</p> <p>To monitor evidence toward this objective, the Principal will review teacher lesson plans, monitor classroom instruction during classroom walkthroughs and formal observations, analyze student achievement data during monthly data meetings. Building Leadership Team (BLT) will review data at monthly meetings as provided by Principal, and individual teachers will review the selected elements from the 5Dimensions of Teaching and Learning at their pre and post evaluation conferences.</p>
	Target Date:	05/15/2013
	<b>Tasks:</b>	
	<p>1. Revise observation lesson plan document to include text field where staff will comment on:  Learning targets in student friendly language, including how students will demonstrate successful learning  Connection to past and future learning  Rationale for the selection of learning activities and resources</p>	
	Assigned to:	
	Added date:	11/23/2012
	Target Completion Date:	01/09/2013
	Comments:	

	<p>2. Review the 5 Dimensions of Teaching and Learning at the staff PD meetings on January 16, 2013 and February 13, 2013. Include the revised lesson planning document that will highlight key areas that will assist with this objective. State the expectation that, beginning January 2013, these elements will be look-fors in walkthroughs and observations.</p>		
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	<p>3. Work with ELL Consulting Teacher to complete a data review of ELL students and then outline a professional development plan that focuses on the needs of ELL Learners, particularly in the AMO area of Math. Professional Development will be offered after school approximately every other month and address topics such as academic language and a language forms matrix tool. The consulting teacher will then offer ongoing in-class support to teachers on March 15th, March 27th and May 29th, 2013.</p>		
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	<p>4. Create a walk-through data collection sheet that incorporates key focus areas from the 5 Dimensions of Teaching and Learning and the STAR protocol. The Principal and the WIIN grant trained Classroom Walkthrough Protocol team will use the checklist on weekly walk-throughs to review teacher proficiencies in these areas, revise professional development support and share the aggregated data with Building Leadership Team and teaching staff to build teacher capacity and support.</p> <p>Checklist items will include teacher actions directly related to direct, thorough communication:</p> <p>5 Dimensions of Teaching and Learning - Purpose, Curriculum, Scaffolds for Learning, Adjustment</p> <p>STAR protocol - Knowledge area #4; Application area #10 and #11.</p>		

		Assigned to:	Building Leadership Team
		Added date:	12/05/2012
		Target Completion Date:	01/16/2013
		Comments:	
	<p>5. Work with Special Education Consulting Teacher to complete a priority list of Special Education students' needs, and then outline a professional development plan that focuses on the needs of Special Education Learners. Professional Development will be offered before, during and after school for an intensive 7 week period January 7 through February 28, 2013. Results will be examined during weekly check-ins between the Principal and Special Education Consulting Teacher. Topics to address will include individual student schedules, behavior management plans, strategies for working in behavior disability classrooms, and inclusion strategies.</p>		
		Assigned to:	
		Added date:	12/05/2012
		Target Completion Date:	02/28/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 5 (0%)