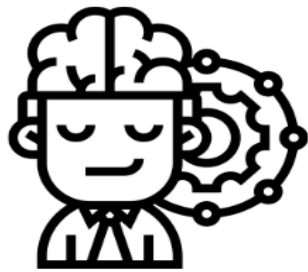
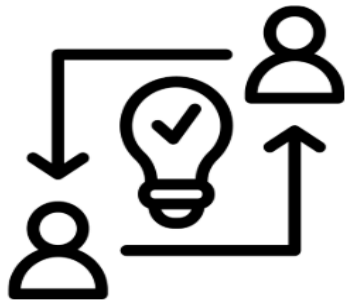


25-26 NMS Instructional Guidebook



Internalization



Collaboration



Achievement

Mission

Michael R. Null Middle School fulfills its mission by fostering a collaborative, inclusive, and high-performing environment where all students engage in rigorous, relevant, and personalized learning experiences that promote academic growth and achievement.

Vision

Michael R. Null Middle School empowers every stakeholder to grow and succeed in a safe, rigorous, and relevant learning environment.

We achieve this through:

- **Collaborative Professional Learning Communities** that ensure curriculum and instructional alignment and use data to improve student outcomes.
- **Culture Cultivation** by building strong relationships through common language, consistent expectations, and a shared commitment to an inclusive, respectful school climate.
- **Stakeholder Partnerships** that set shared goals, monitor progress together, and promote collective ownership of continuous improvement.

Academic Goals

All STAAR courses will have 75% of their students grow at least one performance band, and the course will meet the following performance goals:

Course	25-26 Course Goals: 44	Last Year	STAAR % from Goal
6th Math	38	26	+12%
7th Math	25	19	+6%
8th Math	44	39	+5%
Algebra	77	81	-4%
RELA 6	48	42	+6%
RELA 7	48	45	+3%
RELA 8	50	48	+2%
Science 8	43	38	+5%
Social Studies 8	23	20	+3%

How to Use This Guidebook: Students can learn and grow if given consistent, targeted support in classrooms that are conducive and supportive of student learning. This guidebook highlights instructional structures, systems, and standards that will support teachers in reaching the goals listed above.

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Absent Students

- Each teacher shall designate a space in the classroom for students to collect assignments and/or missing notebook pages upon their return.



- Folders/crates/shelves should be designated by class period so that students can readily access missing materials. Teachers should write students' names at the top of the page or pages of materials before adding them to the designated area.

- It is the student's responsibility to collect missing work from the folder upon their return.

- In the event of an extended absence, please provide students with any missing work and schedule tutorial dates to reteach the material covered during the missed instruction.




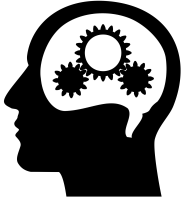

In the event of an extended absence, please collect work for the student and provide it upon his/her return.

- Any missed instructional time should be made up after school during the core subject's weekly tutorial session from 4:00 to 5:00 p.m.

AVID

Null Middle School is an AVID National Demonstration School. AVID National Demonstration Schools are exemplary models of the AVID College Readiness System, serving as centers of teaching and learning that also model the systems for those interested in learning about them. To ensure that AVID implementation is schoolwide, every teacher will adopt AVID instructional strategies that promote student engagement and academic achievement.

Our school-wide AVID instructional strategy is the Focused Note-Taking Process. AVID's focused note-taking process has five phases. It is essential to note that while applying learning is the final phase of the process, it must inform the first phase, as the purpose of note-taking should shape the process. When teaching the focused note-taking process, teachers need to determine how students will use their notes and set up the format appropriately. Teachers must model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool that students can utilize throughout their educational experience.

<p>Phase 1: Taking Notes</p> 	<p>Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.</p>
<p>Phase 2: Processing Notes</p> 	<p>Think about the notes. Revise notes– by underlining, highlighting, circling, chunking, questioning, adding, and deleting– to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.</p>
<p>Phase 3: Connecting Thinking</p> 	<p>Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your thoughts to create a greater understanding. Identify gaps or points of confusion and connect your new learning to what you already know.</p>
<p>Phase 4: Summarizing and Reflecting on Learning</p> 	<p>Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.</p>
<p>Phase 5: Applying Learning</p> 	<p>Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.</p>

Behavior Management

- CHAMPS is our school-wide behavior management system. All teachers are expected to display the CHAMPS expectations in the classroom.
 - C- Communication:** guides student communication while completing classwork,
 - H- Help:** guides students requesting help from the teacher or peers,
 - A- Activity:** guides how students are to complete the assignment,
 - M- Movement:** guides student movement in the classroom during instruction,
 - P- Participation:** guides class behavior during student work/collaboration, and
 - S- Success:** Following these behavior guidelines will lead to success in the classroom.
- Example of how CHAMPS can be used in the classroom:

ChAMPS	Warm-up	Teacher instruction	Group Activity	Independent work	Test or Quiz
C onversation	LOW VOICES	SILENCE	LOW VOICES WITH GROUP	SILENCE	ABSOLUTE SILENCE
H elp	ASK A FRIEND OR TEACHER	RAISE HAND	ASK YOUR PARTNER OR TEACHER	RAISE HAND	RAISE HAND
A ctivity	BELL RINGER OR ENGAGE	NOTE-TAKING CLASS DISCUSSION VIDEO	PAIR-SHARE JIGSAW GALLERY WALK	WORK ALONE AT YOUR SEAT	TESTING
M ovement	LIMITED movement	REMAIN SEATED	move when DIRECTED	only with PERMISSION	only with PERMISSION
P articipation	WORK INDEPENDENTLY	WORK AS DIRECTED	WORK AS A TEAM	WORK INDEPENDENTLY	WORK INDEPENDENTLY
S uccess!	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

Board Configuration

The Instructional Dashboard sets the instructional tone for the day in each classroom. We will collectively commit to begin each class with the following information posted on instructional wall spaces in each classroom daily:

Essential Question

- The essential question guides instruction for the day and should be addressed at the beginning of class, then revisited to close the instruction for the day.

Learning Target

- The board should have the content objective, language objective, academic vocabulary, daily agenda, and current TEKS.

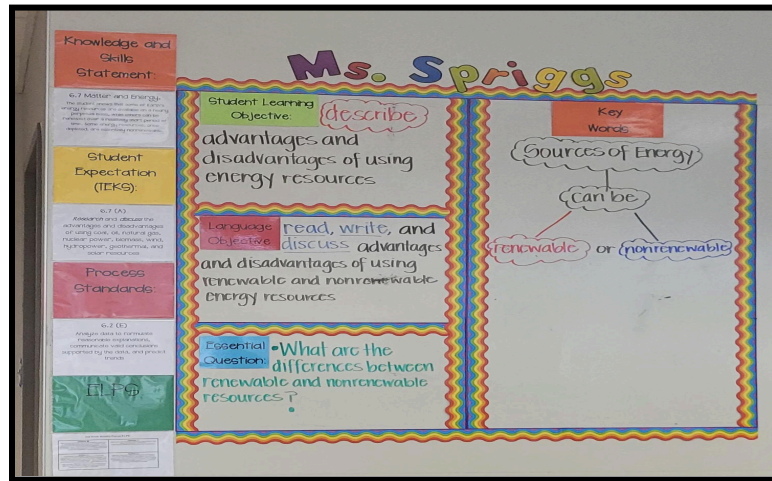
Success Criteria

- Learning objectives should be stated as “success statements”. An example is, “By the end of today’s lesson, I will be able to ____” or, “I can ____...”

Agenda

- Your daily agenda should include instructional activities for the day with suggested times for each activity.

Below is an example of the Board Configuration.



Clarification of Instructional Leadership Roles

Department Chairs

- Facilitate department meetings
- Assist instructional coaches
- Materials inventory
- Attend instructional leadership meetings
- Department budget
- Campus staff/professional development
- Department supplies/resources
- Support new teachers/Support subs when team members are absent
- Model instructional best practices/strategies

Campus Instructional Specialist

Content Team Leader

- Facilitate team PLCs and Planning meetings
- Set and maintain PLC norms and roles
- Plan with CIS to implement PLC activities
- Assist team members with lesson plan uploading

Curriculum

- Monitor the progress of the curriculum
- Maintain curriculum revisions as needed
- Ensure high rigor on teacher-made assessments

Aware

- Assist team members with data collection and analysis.

- Disseminate data from CFA/DCA prior to PLC to share instructional strategies

Other Duties

- Attend extra meetings and/or trainings
- Distribute information and materials
- Liaise between the department and the team

Content Knowledge Support

- Plan and assist staff in implementing practical, differentiated lessons and research-based practices that improve the performance and success of all students.
- Assist teachers with designing, analyzing, reflecting on, and refining instructional lessons that are rigorous and relevant.
- Ensure the implementation of the district-adopted curriculum.
- Provide ongoing instructional coaching and professional development.
- Model evidence-based instructional practices through lessons demonstrated with students and through professional development.
- Increase assessment literacy, including the development of formative and summative assessments that measure student mastery of the Texas Essential Knowledge and Skills.
- Facilitate the deconstruction of TEKS to align instruction and assessment.
- Stay current on best practices to strengthen knowledge and skills.
- Utilize monitoring tools and appropriate software to track student progress, to manipulate and disaggregate data, and to provide campus personnel with adequate analysis.
- Support teachers in planning appropriate interventions and work with students to provide acceleration/intervention, as needed.
- Provide direct instruction to identified students in individual, small-group, and whole-group settings.
- Participate in the evaluation, revision, and implementation of the district curriculum, instructional resources, professional learning, and benchmark assessments with continuous reflection on test design and alignment to TEKS and scope and sequence.

Coaching/ Professional Development

- Collaborate with the campus principal and district personnel to develop a detailed action plan that addresses the use of professional development, coaching opportunities, and classroom observations to increase student learning.
- Initiate and facilitate high-quality campus-wide or individualized professional learning.
- Prepare, develop, and conduct district-level professional development sessions in collaboration with curriculum coordinator(s) and other campus instructional specialists..

- Consistently analyze teacher practice through ongoing classroom observations, data analysis, and examination of student work and provide clear, descriptive feedback based on that analysis.
- Examine campus, district, and state assessment data, focusing on trends, individual student performance, programs or processes, and demographics, to inform decision-making and action planning.
- Analyze campus data to guide the development and delivery of appropriate intervention strategies for students.
- Support collaborative, high-functioning campus and district professional learning communities.
- Meet regularly with PLC teams and the campus principal to report on instructional practices and progress while planning “next steps” for student and school improvement.

Campus Administration

Appraisers

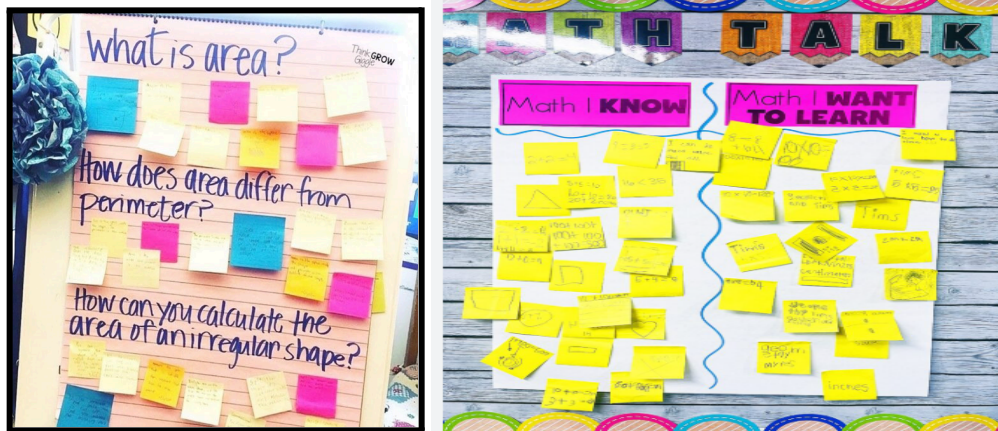
- Appraisers are responsible for providing two (2) T-TESS evaluations. The 45-minute **formative** observation/evaluation should occur in the first semester, and the 45-minute **summative** observation/evaluation should take place in the second semester.
- Appraisers will schedule calendar invites to meet with each teacher for both a pre-conference and a post-conference for each evaluation. The purpose of the pre-conference is to review what the appraiser should expect to see in the classroom during the observation; the post-conference should be used to review the observation, discuss scores, and identify next steps for progress.
- There should be no more than one week between the pre-conference, classroom observation, and post-conference.
- Appraisers will make every effort to ensure that scheduled conferences and observations are adhered to unless a campus emergency interferes with the scheduled conference.
- Throughout the week, appraisers will visit classrooms to conduct quick-walk observations and provide feedback on areas of strength and opportunity to the teacher and CIS.

Classroom Environment

Interactive Anchor charts

- Interactive anchor charts are dynamic visual tools to support learning and engagement. Unlike static charts, interactive anchor charts involve student participation, allowing them to add information, ask questions, and make connections to the materials being studied. This interactivity fosters a

A collaborative learning environment encourages critical thinking and helps students retain information more effectively by actively involving them in the learning process.

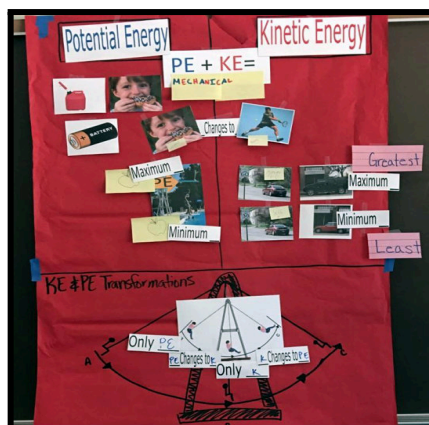


Word walls

- A word wall is a collection of words displayed in large, visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students, containing an array of words that can be used during writing and reading. Strategic use of word walls can help all students reach high levels of vocabulary knowledge through developing critical concept knowledge and word consciousness. Critical concepts are the most essential concepts for a unit or a key disciplinary question.

Why use word walls?

- Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher-level thinking skills
- build vocabulary, thereby improving reading comprehension and writing style
- reinforce understanding of subject-specific terminology
- provide visual cues for students
- encourage increased student independence when reading and writing.



Collaborative seating/grouping



Collaborative seating and grouping are crucial in the middle school learning environment, and they are a vital part of the AVID collaborative process. They promote active learning, communication, and social skills. By working in groups, students can share diverse perspectives, support one another's understanding, and engage in problem-solving together. This setup also helps to build a sense of community and cooperation, which are essential for personal and academic growth during these formative years. Moreover, it allows teachers to facilitate more personalized and practical instruction by observing and interacting with smaller groups.

Data Walls/ Data Tracking

Every core content teacher will track their District Common Assessment (DCA) and interim data on a visible data chart. Building a data wall is a practical and effective way to engage students in their growth and achievement.

For team accountability, we will collectively track data of every major assessment in a public area. It is the teacher's responsibility to update and maintain the accuracy of the data in the public space.

To increase academic investment in achievement and growth, each student will track their individual progress on CFAs, DCAs, and interim assessments. Teachers should provide students with opportunities to reflect on their data and set goals for improvement after each assessment.



District Instructional Expectations

All teachers are expected to follow and implement the Sheldon ISD Best Practices Model, as provided by the district, regarding instruction.




Collective Commitments- 2025-2026

- TEKs Posted
- Interactive Notebooks

- Nominal Data
- Collaborative Planning/Professional Learning Communities (PLC)
- Small Group/ Personalized Learning Instruction
- Analyzing Student Work Products

Essential Digital Tools

Skyward 	<p>Skyward is the database where teachers will take student attendance, record grades, and report disciplinary incidents. Teachers can also assess student profiles, which will include all indicators, parent contact information, student enrollment date, and current schedules.</p>
Google Classroom 	<p>Google Classroom is a learning management system. Teachers should build classrooms to post students' assignments, create discussion post opportunities, and share announcements with students.</p>
Ellevation 	<p>Ellevation is a system designed to support English Language Learners, now commonly referred to as Emergent Bilinguals. In Ellevation, teachers will be able to access their EB students' historical data and update their students' progress based on EB strategies that have been implemented. The site also shares high-quality instructional strategies that will support all students.</p>
Eduphoria- Aware 	<p>Aware is a system that allows teachers to create and administer assessments. Teachers can access all student data for every assessment taken or uploaded into the Aware platform.</p>

Eduphoria- Strive 	<p>Strive houses all staff evaluations and professional development credits. Teachers can access all documented walkthroughs, observations scores, feedback, and ratings through the Strive platform.</p>
Eduphoria- Forethought 	<p>Forethought is the platform where teachers will upload lesson plans. Content teams can collaborate through the system, while also allowing each teacher to upload individual lesson plans.</p>
Parent Square  ParentSquare	<p>Parent Square is the platform used by both the campus and district for all communication among staff, students, and families.</p>

Grading Policy

Grading Belief and Mindset:

At Null Middle School, grades serve as an indication of students' content mastery. Grades are achievement-based with the understanding that students might require varying approaches to demonstrate mastery of the content. We also know that at Null Middle School, we serve special populations that might require individualized support to ensure students' success; our grades should reflect that understanding.

Grades serve as a means of communication between the student, parent, and teacher. Grades must be timely, consistent, and an accurate reflection of students' knowledge of course standards. Teachers should not use grades to reward or punish students. Teachers should utilize conduct grades to communicate the students' behavior and/or engagement. Overall, grades are a tool that both teachers and instructional leaders use to reflect, intervene, and determine support to increase student achievement.

Grading Requirements

- Each teacher should record at least **two daily grades** per week and **three major grades** per 9-week grading period.
 - Daily grades (formative) and test grades (summatives) are equally weighted at 50%
- The student's mastery of these TEKS will be a major factor in determining the grade for subject or course.

Grading Scale

Academic Grades

A – 90 - 100

B – 80 - 89

C – 70 - 79

F – 69 - and below

Conduct Grades

E – Excellent

S – Satisfactory

N – Needs Improvement

U - Unsatisfactory

Examples of mastery-based assignments

Examples of Daily Grades	Examples of Major Grades
<ul style="list-style-type: none">• Aligned exit tickets• Class discussions with a rubric• In-class writing assignments• Lab write-ups• Rubric score for class participation and/or academic habits• Common Formative Assessments	<ul style="list-style-type: none">• DCA• Process Writing (essays)• Research Papers• PBLs (Project-Based Learning)• Major projects/performance task• Portfolios

Mastery-based grading non-examples

Non-examples of Daily Grades	Non-examples of Major Grades
<ul style="list-style-type: none">• Participation- not based off a rubric• Responding to checks for understanding verbally• Attendance• Taking Notes (compliance)• Assignments graded for completion• Any assignment that does not require the teacher to provide feedback to increase student performance.	<ul style="list-style-type: none">• Large assignment packets graded for completion• Any tasks, essays, performances, or Projects that are not based on a rubric and/or do not require the teacher to provide feedback to increase student performance.

Late Work

Late work is defined as assignments that are not submitted on the specified due date. Teachers will accept late work with the following penalty guidelines:

- A 10-point penalty per day for the first three days

- After the third day, a maximum grade of 70 can be assigned

Make Up Work (due to absences)

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, regardless of whether it is excused or unexcused.

A student will be given as many days as he/she was absent to make up tests and other missed assignments.

1. If a student does not complete the assigned work within the allotted number of days, the teacher will implement the late work policy.
2. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.
3. Teachers are required to provide assignments before an absence if the building principal has approved the absence. This request must be made by the student at least two days in advance of the absence. In the event assignments are not ready before an absence, completion of the make-up work will follow the rules previously stated in points 1 and 2.
4. Students who miss semester exams must obtain a note from a medical doctor or written approval from an administrator before they can make up the test.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Sheldon Independent School District provides a well-balanced curriculum based on the state-prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and the state standards.

Teachers will utilize ongoing mastery assessment to determine which students require remediation (reteaching and acceleration). The use of District Common Assessments (DCAs), teacher-made tests, performance assessments, and teacher observations will help determine which students are not meeting instructional objectives. Steps toward remediation will include:

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. This may include, but is not limited to, oral examination, special assignments, or a formal test.
4. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

Grading Best Practices

- Be transparent to students regarding the assignments and assessments that you will grade.
- Proactively inform students about which assignments or assessments will be graded weekly.
- Consider posting a visual calendar or list of grades recorded throughout the grading cycle.
- Create rubrics for graded assignments to share with students and families.
- Grade based on students' mastery of standards, not effort or participation.
- Provide students with feedback when they are unsuccessful on an assignment and allow them to use the feedback to improve their grade on a reassessment.
- Retakes should not be the same as the original assignment. Provide students with an alternative method to demonstrate mastery of the standard.
- Develop clear, concise criteria for success in a step-by-step manner, so students have a constant reminder of the assignment expectations.

Communication and Failing Grades

Before failing a student, teachers should reflect on the following questions:

1. Does this student have a 68-69 in my course?
2. Are my grades an indication of what the student knows?
3. Am I factoring in the effort or lack thereof when grading this student?
4. Did I personally contact parents/guardians to inform them about their student's progress in my class?
5. Did I provide and document opportunities for reteach and reassessment?
6. Have I reached out to the special populations team if an EB or SPED student is failing?
7. Where applicable, did I provide modifications and accommodations?

Guardians of failing students shall be contacted by phone and made aware. Each teacher must submit a failure call log to the Dean of Instruction via Google Classroom at the end of every grading period.

At the end of each grading period, teachers will submit documentation to the Dean of Instruction for any student receiving a grade of 60 or below. Students with a grade below 60% are at risk of failing the course. Documentation should include a summary of the student's grades during the grading period, a record of student attendance at tutorial sessions during that grading period, and records of parent/guardian contacts during the grading period.

Interactive Notebook

- Set-up: All notebooks must include the following:
 - Cover/Personalize the notebook
 - Table of Contents
 - Number Pages
 - Resource Pages

- Student Data Tracker
- Expectation for use in the classroom
 - Record information
 - Reflect on their thinking
 - Study Tool
- Expectations for maintenance
 - Communicate with parents about students' progress
 - Keep them within the classroom or have students take them home to study
 - Grade them - use a rubric.
 - Encourage students to take good notes by allowing them to use them on assignments.

Lesson Internalization Expectation

Lesson Internalization Protocol

- The lesson internalization protocol templates are due one week in advance(LIP for August 18-22 would be due Monday, August 11th by 8:30 am.
- Teachers are required to use the Sheldon ISD Lesson Internalization Protocol template provided by their Content Coordinator.
- Teachers will upload the lesson internalization protocol to Eduphoria-Forethought.
- Teachers will have the opportunity to independently complete the lesson internalization protocol, as they will only have two PLCs per week. The other PLC will be designated for independent internalization.

Emergency Sub Planning

- Emergency Sub Plans will be stored with the department chair.
- The department chair will check bi-weekly to ensure binders are updated with at least a week's worth of assignments.
- The bell schedule, building map, emergency plans, and emergency numbers will be provided in the subfolder obtained at the front desk.
- Teacher sub binder should include rosters, seating charts, lunch periods, students to watch/students to assist, and contact info of additional support team (DC, CIS, partner teacher)

Professional Learning Community

A Professional Learning Community (PLC) is “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” Dufour et al (2010). PLCs are a district requirement, and the expectation is that teachers are present and actively participate in them.

Three Big Ideas that Drive the Work of a PLC

A Focus on Learning

The fundamental purpose of the school is to ensure that all students learn at high levels. (Dufour, 2010). To ensure that student learning and achievement is at the center of our decisions, we focus on 4 critical questions during each PLC meeting

1. What do we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

A Collaborative Culture

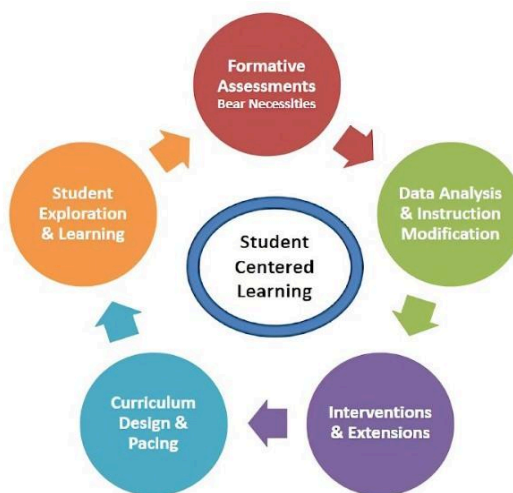
To ensure that students are able to achieve at a high level, educators must work collaboratively and take collective responsibility for the success of each student. Educators must work together interdependently in order to impact their classroom practice in ways that lead to better results for students. Together, educators clarify essential student outcomes, develop common formative assessments, analyze evidence of learning, and use the evidence for continuous improvement of their own craft and that of their peers.

Focus on Results

PLCs measure their effectiveness on the basis of results rather than intentions. PLC teams seek out and use data to continuously inform and improve their practice. Increased student achievement of all students is the indicator of a successful PLC.

The Teaching and Learning Progression

The PLC process is a continuous cycle of inquiry-driven action to support student achievement. Each time a PLC meets, they will determine their focus based on where they are in the teaching and learning progression. There are four types of PLCs.



Using the district resources, in this PLC we will have the opportunity to :

- Identify the standards
- Analyze the content clarifiers (unpack the standard)
- Identify the success criteria and learning progression
- Identify key scaffolds in learning progression for special populations
- Backwards plan from the formative/summative assessments to determine areas of rigor

- Frame the lesson to set academic standards for students (success criteria)
- Set expectations for collaboration to create common formative assessments
- Internalize the key components of the lesson
- Determine pacing
- Determine instructional best practices, including AVID strategies
- Determine differentiation and personalized learning opportunities

Content Internalization

Question 1: What is it we want our students to know and be able to do?

Question 2: How will we know if each student has learned it?

Question 4: How will we extend the learning for students who have demonstrated proficiency?

- Develop check for understanding and text-dependent questions
- Develop exemplar responses
- Develop formative assessments aligned with the daily learning target
- Identify Wall Work to determine alignment

Learning:

Question 2: How will we know if each student has learned it?

Question 3: How will we respond if some students do not learn it?

Using the district resources, in this PLC we will have the opportunity to:

- Model instructional best practices
- Modify instructional practice
- Provide an opportunity for public practice
- Provide feedback to peers to make adjustments before lesson execution

Data Analysis

Question 2: How will we know if each student has learned it?

Question 3: How will we respond if some students do not learn it?

Using the district resources, in this PLC we will have the opportunity to:

- Analyze student work samples
- Disaggregate performance data to determine student growth and grouping
- Develop reteach/spiral plans
- Set SMART goals based on performance data

The PLC Process

Expectations

- ☐ STAAR content PLC teams will meet twice a week, unless otherwise stated by CIS or a campus administrator.
- ☐ Core content PLCs will meet once a week for at least 45 minutes

- ☐ All core content teachers will participate in PLCs weekly. This is a non-negotiable. Other teachers may join PLCs as it makes sense.
- ☐ Report progress by submitting meeting agendas and minutes to their campus administrator(s)

Establishing Norms & Roles

Effective groups generally establish a set of norms that shape the interactions between the group members and help facilitate the work of the group in order to accomplish tasks. Teams should create norms that ensure that all PLC team members can actively participate and contribute to the PLC meetings.

All team members are responsible for the success of the PLC team. Team members must work collaboratively to achieve their goals, but each individual's role describes the way they will contribute to the team's productivity. Roles may be assigned and rotated to allow for fair and equitable responsibility.

Establish team SMART goals.

It is essential to set SMART team goals and reflect on the goals as the year progresses. SMART goals set the direction for educators to improve student outcomes. Goals should focus on the results rather than the process or task.

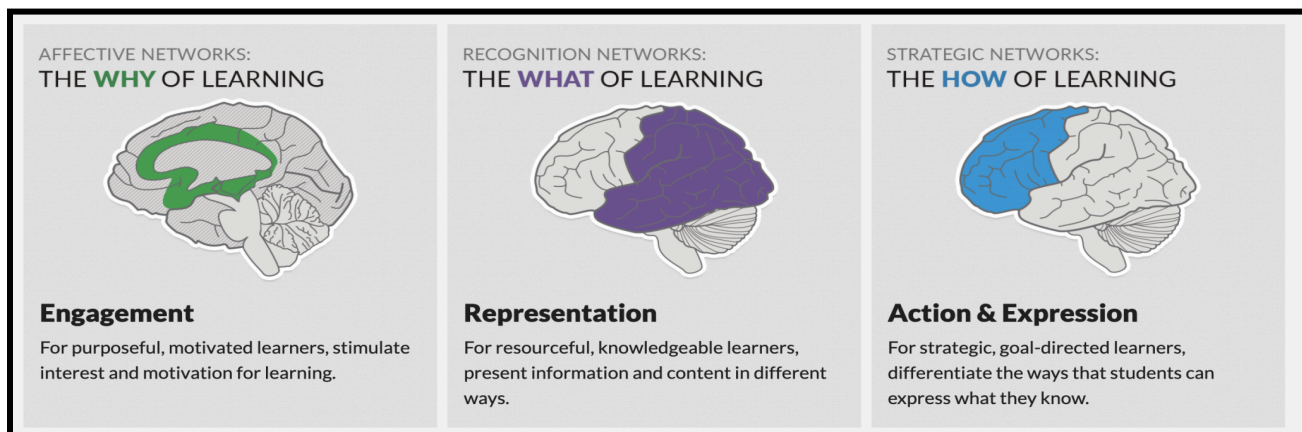
A SMART goal is:

- ☐ Strategic and specific, focusing on individual student learning. It answers the questions– Who will learn? What will they improve on?
- ☐ Measurable: The success toward meeting the goal can be measured in student achievement. It answers the questions - How will you know you have achieved the goal?
- ☐ Attainable: The goal is set to be achieved in a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data. It answers the question- Is this realistic, yet a stretch?
- ☐ Results Oriented: The goal is measured on the basis of specific evidence.
- ☐ Timebound: The goal has a clearly defined time frame including a target date. It answers the question– When will the final assessment of the goal occur?



Supporting Special Populations

Universal Design for Learning



Special Education Students

Every student who is identified as special education as a case manager that is accessible to the general education teacher for insight to the student. Each special education student also has an individualized education plan that outlines the specific needs of the student and how the students' assignments should be accommodated to bridge their understanding. Please ensure that you approach students with an asset-based mindset and that you are highlighting the students' strengths as you are navigating their learning gaps.

Emerging Bilingual

Every student who is identified as an emerging bilingual has a profile on Ellevation that identifies their language proficiency. Ellevation also provides modules that show teachers how they can support their EB students. As a campus, our EB students need more practice with speaking. Please include frequent opportunities for them to discuss concepts and topics with their peers.

Gifted and Talented /Advanced

Gifted and Talented or Advanced students should be challenged in class. Consider how to extend their learning through writing and/or extension projects/activities. Students who are identified GT or Advanced should have frequent opportunities for higher-order thinking throughout the curriculum.

SISD Instructional Framework



COMMON INSTRUCTIONAL FRAMEWORK

The Sheldon ISD instructional framework provides a structure that helps teachers deliver effective instruction. It provides a common language so that educators can identify and discuss good teaching practices. The framework is comprised of a three-part cycle and core strategies delivered in a positive learning environment.



Core Instructional Strategies

Positive Learning Environment

Establish and maintain effective classroom norms, rules and procedures. Build a culture that establishes positive relationships and collaboration in a safe learning environment. Set achievement goals that maintain high rigorous academic expectations and support students in taking ownership of their learning.

Plan

1

Harness the power of collective teacher efficacy and collaborate in professional learning communities. Use backward design, the curriculum, and data to plan bell-to-bell lessons and common assessments that ensure students succeed at the level of the learning standards. Plan questioning, research-based strategies and exemplars. Internalize the plan and prepare materials.

Instruct

2

Teach the lesson in the Power Zone. Integrate the **core instructional strategies**. Connect students' knowledge and real-world experiences to the learning goals. Allow for direct teaching, modeling, practice, assessment, and reflection.

Assess, Reflect and Adjust

3

Align assessments to learning goals. Help students understand the criteria to monitor and self-assess their progress. Model how to use rubrics and exemplars. Collaborate in professional learning communities to discuss student work products, progress, needs, and strategies. Reflect and adjust.



Teacher Development

Walkthroughs

There are two types of walkthroughs. A walkthrough from the campus instructional specialist or a campus administrator, where the instructional leader provides feedback either written or through email, is an informal walkthrough. The purpose of this walkthrough is to get a snapshot of the instructional climate of the campus and to identify what support is needed in PLCs or professional development. A walkthrough by an administrator logged into Strive is an official, formative walkthrough. All teachers will receive two formative walkthroughs before their summative observation and evaluation. The purpose of this walkthrough is to provide the educator with specific feedback, highlighting their strengths and areas for improvement, before their official observation and summative evaluation.

Observations

Every teacher will get at least 1 45-minute observation. Teachers will be scored on the T-TESS rubric. Before the observation, the teacher and the appraiser will hold a pre-conference to review the lesson's expectations. After the observation, teachers will have a post-conference to discuss evidence, areas of strength and opportunities, and the observation rating.

Impact Cycle

The impact cycle is a coaching method that provides individualized coaching to educators as an additional layer of support. Campus Instructional Specialists will enroll teachers in Impact Cycles. Impact cycles should be viewed as a means to support and enhance the teacher's practice. In this cycle, the teacher and the CIS will partner to develop goals and an action plan, including modeling and coaching to achieve the goals established at the beginning of the impact cycle.

Intervention Plan

The Intervention Plan is a formal coaching method that provides individualized support for educators who have not shown significant improvement, despite receiving universal support. Appraisers will enroll teachers in intervention plans. The progress of the intervention plan will be documented and used as an assessment to determine whether contractual renewal is warranted.

Onboarding Mid-year-Hires

As we hire new staff members, it is essential that they become acclimated as quickly as possible. To support, teachers will serve as models of instructional and classroom environment expectations during the onboarding process. New hires will have the opportunity to observe best practices in action, enabling them to translate these practices into their classrooms.

Secondary Content-Specific Content Observation Look-fors

Reading Language Arts

Reading-Specific:

- Before, during, or after the activity for reading
- Skimming the text before reading
- Setting a purpose for reading
- Making predictions about the reading
- Student academic discourse before, during, or after reading
- Asking questions or responding to questions
- Independent reading (self-selected texts)

Writing- Specific

- Students writing notes or annotations before, during, and/or after reading.
- Students summarize what they have read.
- Students reflecting on their reading through academic conversations.
- Quick writes about the reading topic as a warm-up, hook, or brainstorming
- Students document their learning on organization charts.
- Authentic student writing responses
- Students respond to their reading through short answer responses, constructed responses, or open-ended questions.

Social Studies

- Content and Language Objectives
- Essential Questions
- 5E lesson model/ gradual release model
- Academic vocabulary
- Word walls
- QSSSA
- Data walls/reflection
- Formative assessment/checks for understanding
- Writing integration
- Exit tickets/closing activities

I-Ready Mathematics Look-fors

- Understands and anticipates various solution strategies that students may employ and considers how to sequence those strategies for effective classroom discussions.
- Allows students to wait time before sharing their solutions.
- Probe students through problem steps if they get “stuck” rather than telling them what to do.
- Pose purposeful questions that engage all students to do the majority of thinking and talking.
- Small group discussion

- Encourages students to solve problems in multiple ways and become flexible with various models and strategies.
- Circulates during independent think time and partner discussions to select and sequence multiple solutions to share during whole class discussion that advance the lesson's goals.
- Compares and connects students' solution strategies to one another and those shown in i-Ready instruction.

Science Look-Fors

- Chapter/Essential Questions
- 5E lesson model
- Word walls/anchor charts with academic vocabulary
- Data walls
- Formative assessment/checks for understanding
- Writing integration (Keeley probes, Lab/simulation reports, CER)
- Exit tickets/closing activities
- Lab Safety rules/procedures/expectations posted and followed
- Hands-on student-focused labs/investigations
- Anchoring/investigative/everyday phenomena references
- Use of CER (Claim-Evidence-Reasoning)
- Quick Launch activities
- Frequent use of data
- Evidence of scientific thinking
- Differentiation using Learn Smart/Actively Learn platforms

Tutorials

Tutorials are held on a weekly basis unless otherwise stated. According to Sheldon ISD, teachers are required to host a one-hour tutorial per week. Each department will host tutorials on the following days:

- Monday- Social Studies
- Tuesday- Math
- Wednesday- Science
- Thursday- RLA.

Students are expected to sign in with their name and ID number at each tutorial session. Teachers will have pre-planned lessons tailored to meet the needs of each student.

Buses are provided at the end of tutorials (5:00 p.m.); students may also be picked up in the car rider area. Teachers will need to provide students with a pass indicating that the student attended their tutorial.

If you are unable to host tutorials on your designated day, please arrange for students to attend tutorials with another teacher in your department OR plan a date later in the week to host

makeup tutorials. Students are not required to attend your tutorial session if there is a conflict with another subject area in which they also need tutorials.

If tutorials are canceled, please communicate with students and parents in advance.

Vertical Alignment/ Department Meetings

Vertical Alignment refers to what students should learn at each grade level and how the content is connected from one grade level to the next. In addition to having a strong understanding of standards progression, it is also imperative to be aware of the key skills and strategies students learned in the previous grade level. We improve vertical alignment through the following:

Alignment Walks

As a department, each content area will participate in quarterly alignment walks. The purpose of an alignment walk is to ensure that students' work products meet the grade-level, rigor-appropriate standard. During this walk, educators will observe common planning, strategies, and instructional practices that can be implemented as a department. Alignment walks also provide an opportunity for the department to reflect on alignment and ways to better align content teams on strategies and instructional practices.

Student Work Analysis

Analyzing student work provides educators with information about students' understanding of concepts and skills, which can help them make informed instructional decisions to improve student learning. Analyzing student work allows teachers to reflect on the following questions:

- What are my students' strengths in terms of the required knowledge and skills?
- What are my students' learning needs in terms of the required knowledge and skills?
- Do students have sufficient foundational content and process skills to approach new learning?
- How can I support student learning through scaffolding and differentiation?

Content Strategies

Every core content area will have a set of instructional and test-taking strategies. Providing students with consistent strategies across grade levels enables them to retain knowledge and skills. As a department, each content area will identify a set of instructional and test-taking strategies to support student learning. It is an expectation that every teacher is familiar with and uses the departmental strategy.