

High Quality Teaching and Learning (HQTL) update

During the Summer 2017 Superintendents' Retreat, the Superintendents' group made a commitment to engage in a meaningful process to bring about better achievement results for the students of districts in Char-Em ISD. This task was assigned to the Superintendents' Student Achievement Sub Committee. Over a three month period, multiple meetings were held and several different options were explored. The research that was done centered around the work of John Hattie. He has found that Collective Efficacy when implemented in a school/district can nearly quadruple student growth.

Before Collective Efficacy can be achieved, Teacher Clarity has to be established. Teacher Clarity, according to Hattie, equates to increasing student achievement by nearly double. With this research base established, the Superintendents set out to find a process that would help prepare and equip our teachers to help our students achieve at levels consistent with each student's ability. In the end, after multiple interviews, Larry Ainsworth was selected to bring his Common Formative Assessment process (CFA 2.0) to our region.

The CFA 2.0 process is much more than just common formative assessments. It is a 10-step process resulting in a unit (6-8 units per grade level/course) that includes the identification of priority standards, "unpacking" of the state standards, truly aligned formative assessments, key vocabulary, recognition of Bloom's/DOK levels, learning progressions, and daily/weekly quick checks to ensure students are on track. It is a robust process that helps frame in the expectations for student learning, while leaving the craft and decision making of teaching to the teachers. It delivers the clarity that has been missing for so long with the state standards.

K-12 ELA and Science teachers were selected from across the districts and assembled into teams to begin the work. An introductory session was held on an evening in March 2018 that was followed by two full days in June and two in August of this past summer. The teams worked extremely well together and moved through all of the 10 steps of the process to develop one unit. A few teams still need to put the finishing touches on their unit, but overall the groups had a lot of deep conversations about teaching and learning that in the end will definitely benefit our students.

Four additional days are scheduled throughout the upcoming school year for the teams to get back together to replicate the process for the additional units for their grade level/course. It is the hope that all of the units for ELA and Science will be completed by the end of June. It is then the intention to "roll out" the units to all teachers of ELA and Science across the Char-Em ISD in the Fall of 2019, with a full implementation taking place throughout the 2019-20 school year.

"We are excited about the possibility that these units present to our teachers and students," said Scott Koziol, Director of Instructional Services. "Knowing the exact expectations and rigor of the standards should be the key to unlocking a great deal of success for our students."

"These two are powerful CE + FA – Collective Efficacy + Formative Assessment. To 'know thy impact' and thus form the basis of collective efficacy we need evidence of how students are progressing. We need to know the evidence teachers (and students) use to make "where to next" decisions in teaching and learning. Such FA evidence is the evidence needed to defend the CE." John Hattie