The What, Why & How of Teaching – The Instructional Core
Jeffco University – Session II

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STANDARDS, CURRICULUM & TASKS, OH MY!

STANDARDS
Broad goals articulating what students should know, understand and be able to do

CURRICULUM
An organized plan of instruction: a sequence of instructional units. What students should learn

INSTRUCTION
Learning experiences designed to meet the needs of students. How to support learning.

RESOURCE
Learning resources are tools that support teaching and students learning.
COLORADO ACADEMIC STANDARDS

A Roadmap to Student Success
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ACADEMIC STANDARDS

YEAR AT A GLANCE

UNITS OF STUDY

RESOURCE LIBRARY
DEPTH OF KNOWLEDGE

Depth of Knowledge (DOK) Levels

Level One Activities:
- Recall elements and details of story structure, such as sequence of events, characters, plot, and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

Level Two Activities:
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Develop a logical argument.
- Test a scientific model for a complex situation.
- Construct a scientific model for a complex situation.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author's purpose.
- Describe and illustrate how common themes are found across texts from different cultures.
- Apply a mathematical model to inform and solve a practical or abstract situation.

Level Three Activities:
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author's purpose.
- Describe and explain how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

Level Four Activities:
- Conduct a project that requires identifying a problem, designing and conducting an experiment, analyzing the data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Content Mastery</td>
<td>Students understand academic concepts and are able to apply and transfer that knowledge into multiple settings. Students must also understand how to access and process changing information, updating their own thinking and processes.</td>
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<tr>
<td>Civic &amp; Global Engagement</td>
<td>Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.</td>
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<tr>
<td>Self-Direction &amp; Personal Responsibility</td>
<td>Students take initiative, are inquisitive, entrepreneurial and curious. They persevere through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.</td>
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<td>Communication</td>
<td>Students learn to effectively communicate in written, digital, artistic and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the perspectives of others.</td>
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<td>Critical &amp; Creative Thinking</td>
<td>Students learn to evaluate, weigh evidence and apply reasoned decision-making to problems. Students learn to use imagination, innovation and ingenuity to solve problems.</td>
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<td>Collaboration &amp; Leading by Influence</td>
<td>Students learn to work together, harnessing the power of teamwork and learn the importance of influence to motivate others to get things accomplished.</td>
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<td>Agility &amp; Adaptability</td>
<td>Students learn to change in response to dynamic situations, environments and complex problems. Students adjust to disruptions, ambiguity and uncertainty in themselves, their organizations and their communities – and thrive in spite of the obstacles.</td>
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WHO IS THIS?
WE NEED TO BE…

Aggressively authentic about changing the student learning experience”
- Dr. Jason Glass, July 20, 2017
HOW DO WE MOVE FROM THIS...
TO THIS...
CHANGE THE TASK!

Elementary (PK-5)

27
x16

Middle School (6-8)

If you roll a dice 72 times, how many times do you expect to roll a six?

a) 9  b) 12  c) 11  d) 10

High School (9-12)

Given this right triangle, solve for the missing variable.
WHAT DOES THAT MEAN FOR STUDENTS, COMMUNITY, AND SCHOOLS?
EDUCATOR QUALITY

- Attraction/Selection
- Induction
- Professional Learning
- Evaluation
Jeffco Public Schools is an **employer of choice** in our area and field. Many education prep students are monitoring Jeffco Public Schools for employment before graduation, and many currently employed educators, in other local districts, are active in our candidate pools.

**Human Resources** and key departments are **active in partnerships** with **local colleges** and **universities** to engage and assist potential future educators, and connect them to our **application processes** early in their planning. This includes participating in **local preparation activities** and **hiring events**.

Most applicants are locating our job postings through our **online posting system**.
Selection Committees in schools consist of administrators and staff members: best practice is half licensed educators and one-quarter as direct teammates

- Administrator(s)
- Instructional Coach
- Grade Level teammate
- Closet grade level teammate
- Special education teammate
- Central support for specialty positions
Applicant materials can include:

- Resume, Educators Professional Inventory (EPI), References, Delivered Lesson, Evaluations, Student Ach/Growth reports, Interview

- Consider interviewing 6 candidates
Educators Professional Inventory (EPI)

- Success Indicators
  - Teaching Skills, Cognitive Ability, Attitudinal Factors

- Norm-referenced inventory

- National norm equates to 12 months of student growth in a 12 month period

- Administrators are aware of EPI display, and the related professional development summary report
Candidate 1

- **BS**, Journalism; **MA**, Linguistically Diverse Education

Candidate 2

- **BA**, Education; **MA**, Curriculum & Instruction

Candidate 3

- **BA**, Communication, Alternative Lic Prep Program

Candidate 4

- **BA**, Elementary Education
CANDIDATE - EXPERIENCE

- **Candidate 1**
  - 1 year, Resident Teacher Experience, Boettcher Program, public schools; 2.5 years educator experience, overseas

- **Candidate 2**
  - 2.5 years, public schools

- **Candidate 3**
  - 1 year, student teacher, public schools; 1 year, paraprofessional, public schools

- **Candidate 4**
  - 1 year, student teacher/field experience, public schools
CANDIDATE – OTHER INFORMATION

- Candidate 1
  - EPI score **10% above** national norm
- Candidate 2
  - EPI score at national norm
- Candidate 3
  - EPI score at national norm
- Candidate 4
  - EPI score **16% above** national norm
AFTER HIRE

Our **Goals:**

- Provide opportunities for **life-long learners** to grow and improve
- Have an **effective leader** in every school and **effective teacher** in every classroom
TEACHER INDUCTION – JODY BARKER

Accelerate **educator effectiveness**, increase **satisfaction**, and improve **retention** through intentional, systematic **professional learning** and **support**

- “Induction” – required to move an initial educator license to professional license
- In-person/virtual courses offered throughout the year
- Mentor teachers
- CoP’s
- Wellness Retreat
As a learning system, Jeffco strives to engage in high-quality, sustainable professional learning and training that promotes continuous improvement.

- Learning Forward – professional learning standards
- Leader’s Conference
  - June (34/630)
- L3 – Launch, Learn, Lead
  - August (69/1,357)
- LSA (leading Student Achievement), other opportunities
- Department Calendars
- Developing Leaders
~115 Jeffco schools

4 Questions

• What do we expect our students to learn?
• How will we know if students have learned it?
• How will we respond if students don’t learn it?
• How will we respond if students already know it?
1338 Evaluation Committee

SB-191

- 50% educator evaluation based on professional practices rubric
- 50% educator evaluation based on student growth data
QUESTIONS?