

# INSTRUCTIONAL LEADERSHIP: KEEPING IT ALL ABOUT TEACHING AND LEARNING WHEN YOU CONSIDER THE STRUCTURAL FRAME

BPS Aspiring Principals' Academy

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# Goals For Our Time Together

- Adhering to the *Aspiring Principals* focus on Bolman and Deal's Four-Frame Model and School Case Studies, we will:
  - ▣ Quickly develop common understandings of the Common Core State Standards (CCSS)/MA Curriculum Frameworks and PARCC, specifically in the instruction shifts in literacy across the content areas, in order to...
  - ▣ Consider the Bowman and Deal Structural Frame, in our..
  - ▣ Review of Case Studies to look for evidence of structures that support the instructional shifts, in order to...
  - ▣ Support you in your entry into school leadership

# The Instructional Core is Your True North



# CCSS Temperature Check

- How prepared is your school for transitioning to instruction tightly aligned to Common Core/MA Curriculum Frameworks and PARCC Assessments?  
(thumb rubric)
  - ▣ English Language Arts
  - ▣ Literacy in Content Areas
  - ▣ Math
  
- Of the following, which gaps worry you the most?  
(vote once)
  - ▣ Aligned curricular materials
  - ▣ Changes in instructional practices
  - ▣ Aligned assessments

# Instructional Shifts in Literacy- Across the Content Areas

- 1. Complexity:** Regular practice with complex text and its academic language.
- 2. Evidence:** Reading and writing grounded in evidence from text, literary and informational.
- 3. Knowledge:** Building knowledge through content rich nonfiction.

# The CCSS Shifts Build Toward College and Career Readiness for All Students

- How do we ensure this for ALL students?



# PARCC Example: Final Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

# PARCC Example: Aligns to the Standards and Reflects Good Practice

- Specific CCSS alignment to:
  - RI.7.1 (use of evidence); RI.7.8 (evaluate claims in a text); RI.7.9 (comparison of authors' presentation); RI.7.10 (complex texts).
  - W.7.2 (writing to inform and explain); W.7.4 (writing coherently); W.7.7 (conduct short research projects); W.7.8 (gather relevant information from multiple sources); W.7.9 (drawing evidence from texts).
  - L.7.1-3 (grammar and conventions).
- Measures the ability to *compare and synthesize ideas* across multiple texts and the ability to analyze the strength of various arguments.
- Asks students to *write to sources* rather than write to a de-contextualized prompt.
- Focuses on students rigorously *citing evidence* for their answer.
- Requires students to delve deeply into multiple texts to gather evidence to analyze a given claim, *simulating the research process*.
- Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.

# Diving Into the Case Studies Through the Lens of the Instructional Shifts

- Using your case study, cite evidence to answer the following questions:
  - ▣ What data are being reviewed? How are these data used? (e.g., CWAs, etc.)
  - ▣ Is the school *focusing coherently* on the shifts? How? (e.g., inter-disciplinary, across grades, through educator evaluation, Tier II/interventions, etc.)
  - ▣ What structures are in place to support teachers in these shifts? How will they know these structures are working → impacting student learning?
  - ▣ If you became the leader of this school in September, what other information might you consider in order to determine which structures you keep/abandon/change, and how might you make improvements?

# As You Observe Instruction, Do ALL students Have Access to:

- Engaging in complex texts?
- Reading, writing, and speaking using evidence from text?
- Building knowledge through content-rich texts?

# I-A-2 Lesson Development Support

- “Supports educators to develop **well-structured** lessons with challenging, measurable objectives and **appropriate** student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.”

# I-C-2 Adjustment to Practice

- “Provides planning time and **effective support** for teams to review assessment data and identify **appropriate** interventions and adjustments to practice. **Monitors** educators’ efforts and successes in this area.”

# Homework

- Gather school-wide evidence of the instructional shifts in literacy across all grades and content areas. What are areas of strength and opportunity?
  - ▣ Are data inquiry cycles, common planning, and PD centered on the shifts?
  - ▣ Do you see evidence of the instructional shifts when observing instruction or reviewing lesson plans?
  - ▣ What evidence of student learning do you see as a result of the shifts?