

Instructional Excellence

Improving Student Learning through Rigor, Relevance, and Relationships for Mathematics

Proposed Comprehensive Scope of Work for

Middle & High School – St. Joseph School District

What We Heard

As communicated during August 2019, you expressed a desire to create an instructional coaching model to help boost student achievement scores and collective teacher efficacy in the area of mathematics for middle and high schools. In addition to the leadership work currently being conducted at St. Joseph, this additional work focuses on a systemic coaching process to identify specific, targeted instructional strategies to improve teacher practices.

How We Can Help

The International Center for Leadership in Education (ICLE), a division of Houghton Mifflin Harcourt, is uniquely qualified to assist St. Joseph School District with the development and implementation of a district-wide initiative to foster rigorous and relevant learning environments. Since 1991, ICLE has been at the forefront of promoting rigorous and relevant instruction and developing effective instructional leaders. ICLE has produced proven strategies, techniques, and research-based programs that have helped states, districts, and schools drive student achievement through data driven instruction.

Over the past two decades, the International Center for Leadership in Education (ICLE) has been devoted to observing, studying, and supporting the transformation of the nation's most rapidly improving schools. Through years of extensive research, Founder and Chairman [Bill Daggett](#) concluded that the key to improving student performance is a tireless focus on providing rigorous and relevant instruction, and that every level of the education organization must be tightly aligned and carefully coordinated around that singular goal. These conclusions are the basis for the frameworks and tools that will guide our collaboration and partnership with St. Joseph School District.

Our Recommended Strategy

Based on the conversations with St. Joseph School District leadership; ICLE recommends a partnership model that will enable our highly-qualified consultants to work closely with St. Joseph School District leaders, instructional coaches, teacher teams to build internal capacity to support a scaled implementation. Through this approach, St. Joseph School District will establish a manageable model to increase fidelity and ensure long term success for mathematics instruction for middle and high school instruction.

In alignment, ICLE recommends the following components:

Component 1: Job-Embedded Coaching

Component 1: Foundations of Instructional Excellence

At ICLE Instructional Coaching is a partnership process. Working shoulder-to-shoulder with individual or small groups of teachers, our ICLE coaches personalize the professional learning experience to create instructional excellence through rigor, relevance, and engagement. Whether during planning periods, before or after school, during early release time, or right in the classroom, this job-embedded process provides teachers the support needed to learn new strategies or refresh existing ones, all while engaging in meaningful dialogue to meet the needs of all learners.

ICLE instructional coaches will use their relevant experience and a selection of high-quality resources to best meet the instructional needs of each teacher aligned to their individual goals. During the process, best practices will be introduced and modeled with personalized consultation to ensure teachers can design and implement these strategies in their own instruction.

The following nine modules are organized by rigor, relevance, and learner engagement to guide teachers through planning effective learning experiences. During the coaching process, the teacher and instructional coach will determine which module content best aligns with student learning needs.

Topics	Modules	Learning Outcomes
Rigor	Thoughtful Work	• Reflect on existing levels of rigor, relevance and learner engagement • Establish a common definition of the indicator and related concepts • Distinguish among levels of student work for each indicator • Increase the level of effectiveness for each indicator in lesson design and instruction • Plan for and apply strategies to shift instruction to increase student learning
	High-Level Questioning	
	Academic Discussion	
Relevance	Meaningful Work	
	Authentic Resources	
	Learning Connections	
Learner Engagement	Active Participation	
	Learning Environment	
	Formative Tools and Processes	

Our Blended Approach

To maximize the experience for instructional teams, ICLE delivers the professional learning experience using a blended approach. Through the *Professional Learning Portal (PLP)* ICLE provides high-quality classroom videos, lesson ideas, and associated resources to support online, face-to-face, and job-embedded instructional coaching.

Professional Learning Portal

Dashboard **Full Cycle Visit**

Visits **TEACHER**
Teacher Demo
Demo Middle School
Math
Grade 6

VISIT
Visit: 8/27/2016 11:00 am
Instructional Coach: Demo Coach

Reports

Pre-Visit Visit Debrief Apply

1 Observation Form 2 Lesson Reflection

DO YOU KNOW WHAT RIGOROUS LEARNING LOOKS LIKE?



CREATING QUESTIONS
Grade 2

	Rigor		Relevance		Engagement	
	Thoughtful Work		High-Level Questioning		Academic Discussion	
Learning Progression	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed	Not Observed	
Student Learning	Students demonstrate their learning by comparing real and real tasks. Most tasks draw on memorization and focus on answering multiple-choice questions.	Students demonstrate their learning by comparing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning. Tasks that require knowledge and comprehension.	Students demonstrate their learning by comparing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning. Tasks that require knowledge and comprehension.	Students demonstrate their learning by comparing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning. Tasks that require knowledge and comprehension.	Students develop their own learning task and explains their clarity, integrity, and quality of a discussion.	Not Observed
Instructional Design	Learning tasks include one assigned way for students to demonstrate their thinking.	Learning tasks include one or more assigned ways for students to demonstrate their thinking.	Learning tasks allow students to select options to best represent their thinking.	Learning tasks extend students' learning, inspiring them to pursue self-reflection.	Not Observed	
Clear Selection						

Implementation Timeline

The Implementation Timeline below is designed to provide a road map to help accomplish your urgent goal of significantly improving student achievement. The Implementation Timeline reflects the vision of district leadership to provide professional learning to support St. Joseph School District leaders, instructional coaches, and teachers.

Implementation Timeline		
Time Frame	Event	Audience
2019-2020		
2019-2020 Academic Year	<i>Instructional Coaching for middle and high school teachers</i> (8 days to be scheduled throughout the year)	Teachers, Instructional Coaches

Investment Summary

Components	Investment
YEAR 1	
Job-Embedded Instructional Coaching <i>(\$4,050/day)</i> <i>I Includes 8 days of professional learning</i>	\$32,400
Partnership Discount Discounted # Days reduced to \$3,726 per day	(-\$2,592)
Total Investment	\$29,808

* Prices are listed at the base price. Discounting would be included based on the purchase size.

** This price not included in the final pricing total until number of sites is determined.

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