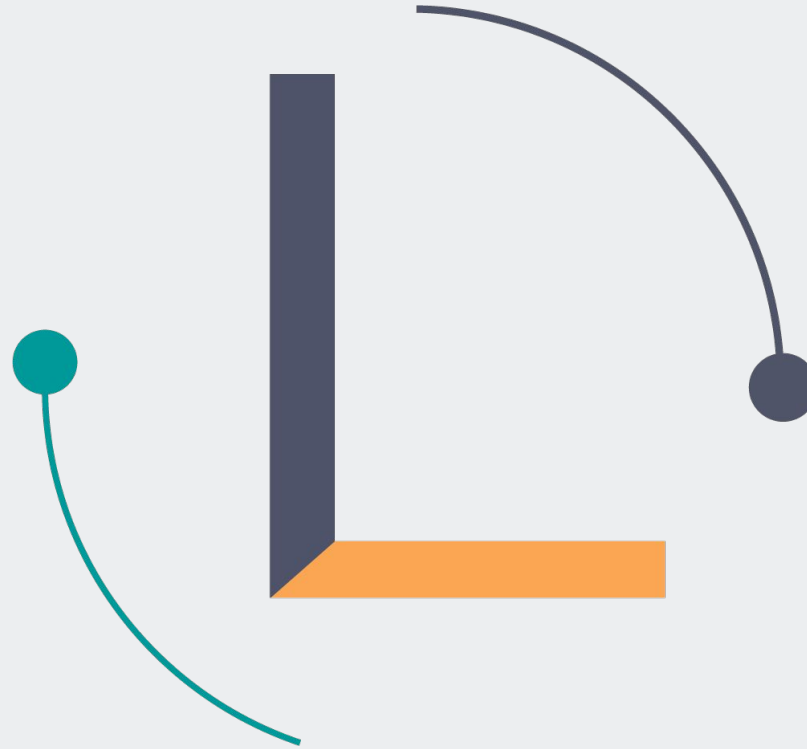




NCUST'S LEADERSHIP CERTIFICATE PROGRAM

COURSE ONE | SESSION THREE



National Center for Urban School Transformation
3910 University Avenue San Diego, CA 92105



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ncust.com



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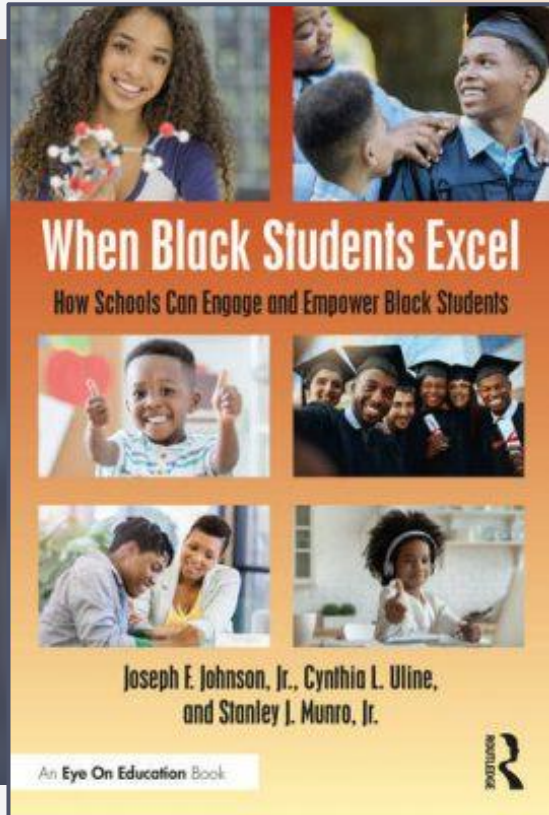
TODAY'S AGENDA



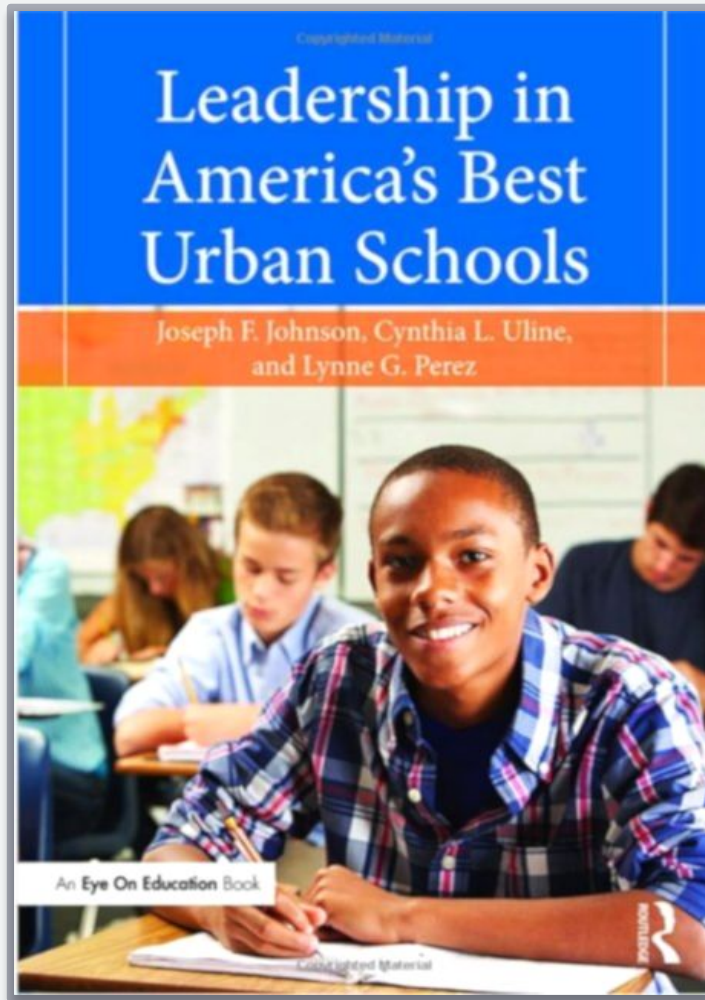


- Engage respectfully (professionally, culturally, socially, morally, emotionally, and intellectually)
- Expect to experience discomfort or cognitive dissonance
- Speak your truth
- Expect and accept “non closure,” diverse perspectives, experiences, and disagreements
- Provide space and time for every voice to be heard
- Offer a reason behind your thinking

GROUNDING



Social psychologist Leon Festinger (1957) suggests that when our beliefs conflict with our experiences, the discomfort is powerful, causing many to seek additional evidence that confirms beliefs or discount the importance of the contradictory evidence making it easier to cling to our beliefs.



Creating an Imperative to Change



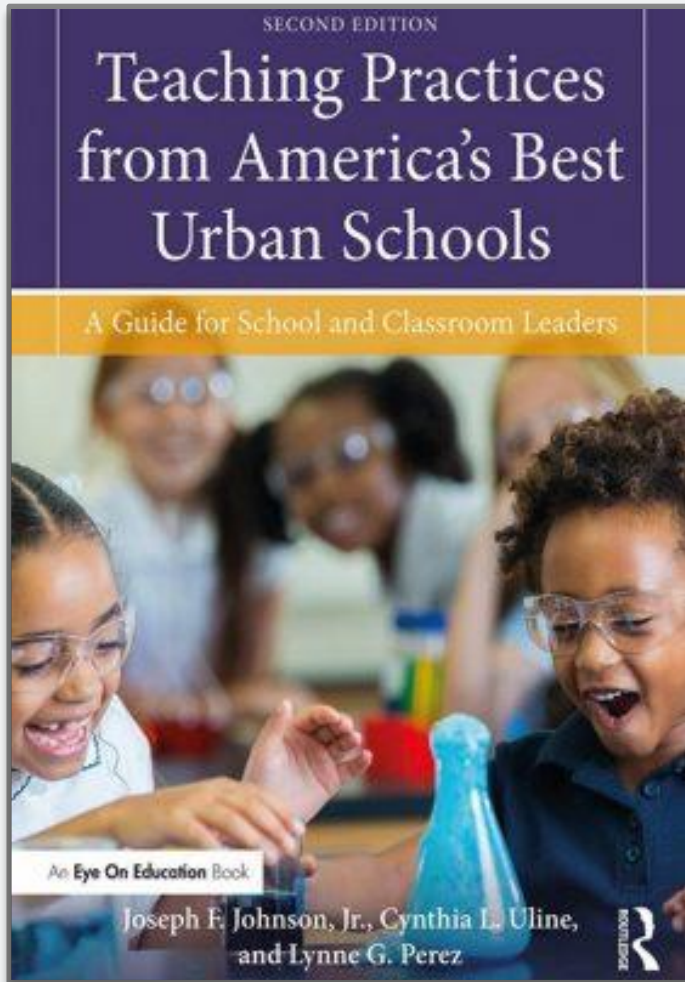
Instilling a Belief that Success can be Possible



Clarifying Procedures, Roles and Responsibilities



Building Sustainable Capacity



Checking for Understanding, Providing Feedback, and Adapting



QUALITY INDICATORS

CHECKING FOR UNDERSTANDING, PROVIDING FEEDBACK, AND ADAPTING

WHAT IT IS

Frequently, the teacher checks to determine what each student understands, provides feedback, and adjusts instruction to improve understanding.

WHY IS IT IMPORTANT

By checking understanding frequently, teachers ensure that all students are progressing toward understanding.

DRIVING QUESTION FOR TEACHERS

How can I be certain that all my students are constantly progressing toward deep understanding of the concepts and skills I want them to learn?

Teacher Behaviors	Student Behaviors	Room Environment
Formatively, the teacher assesses student understanding through student responses/performances. Meticulously, the teacher acquires learning feedback from all students. The teacher uses various strategies (e.g., drawing random names, think-pair-share) to check all students' understanding. In checking understanding, the teacher probes to ensure deep levels of understanding with questions such as, "Why do you think that?" When students respond, the teacher affirms correct answers and encourages continued engagement and thought. The teacher adapts instruction based on student responses.	All students anticipate being asked to respond or contribute, so they carefully attend to instruction/activity. Students use white boards to write responses that demonstrate their understanding of concepts/skills. When students are asked to engage in paired or group conversations, all students share and listen to their classmates. When students are asked to provide responses in unison, all students respond.	Student voices are heard more frequently than the teacher's voice.



A PERPETUAL QUESTION

Checking for Understanding, Providing
Feedback, and Adapting



How can I get each and every one of my students to think, “My teacher knows how I am understanding this concept right now and is continuously giving me feedback to guide me toward mastery”?



Checking for Understanding, Providing Feedback, and Adapting



In high-performing schools, educators check for understanding, provide feedback, and adapt by...

- **Responding to students with clear, useful, and motivating feedback.**



Checking for
Understanding,
Providing
Feedback,
and Adapting



ANNA BABAKHANIAN
Teacher

Horace Mann Elementary School
Glendale, California
2010, 2016, 2020, 2024
America's Best School Winner



Checking for Understanding, Providing Feedback, and Adapting



In high-performing schools, educators check for understanding, provide feedback, and adapt by...

- **Constantly adapting teaching based upon the answers students provide.**

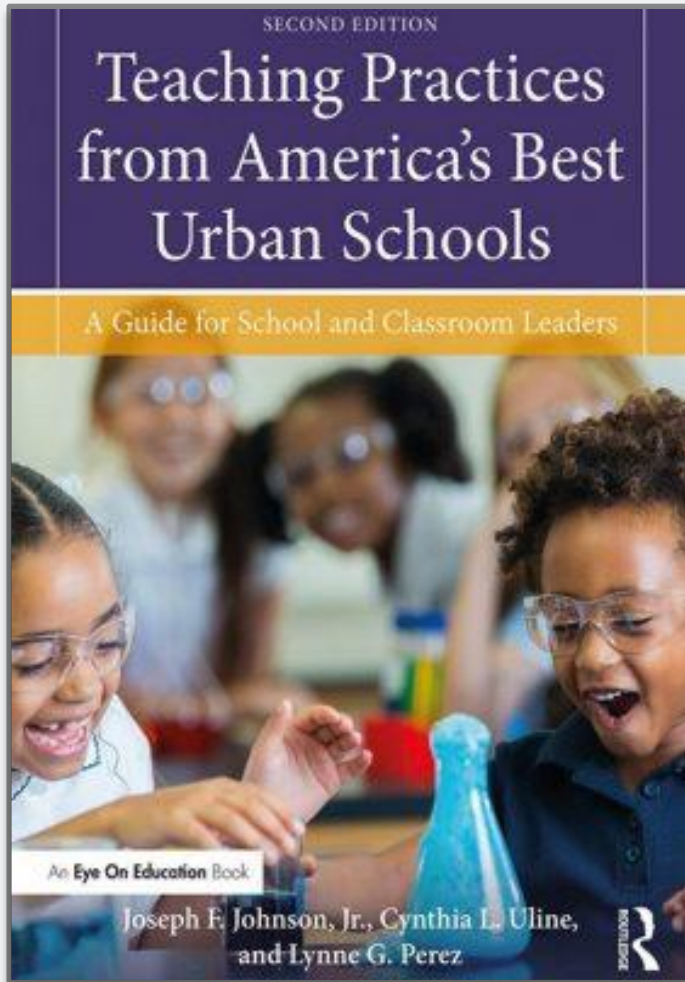


Checking for
Understanding,
Providing
Feedback,
and Adapting

CINDY GARCIA

Teacher

Concourse Village Elementary School
Bronx, New York
2020 America's Best School Winner



Building Fluency with Gatekeeper Vocabulary



QUALITY INDICATORS

BUILDING FLUENCY WITH GATEKEEPER VOCABULARY

WHAT IT IS

The lesson engages students in using the vocabulary that is central to the lesson objective.

WHY IS IT IMPORTANT

Students are more likely to develop strong understanding when they feel they “own” the key vocabulary.

DRIVING QUESTION FOR TEACHERS

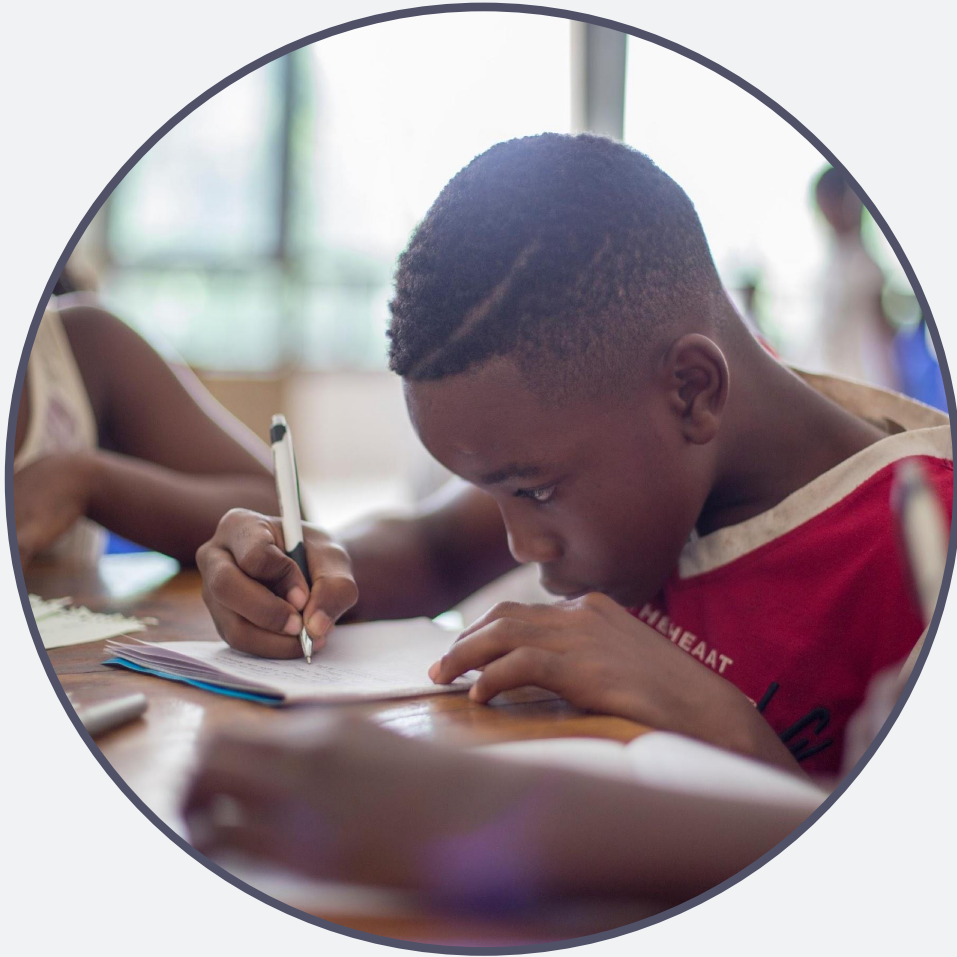
“How can I be certain that all my students have integrated the vocabulary that is central to this lesson into their spoken vocabulary?”

Teacher Behaviors	Student Behaviors	Room Environment
The teacher has pre-identified vocabulary that students should be able to use comfortably if they are to truly “master” the concepts associated with the lesson. The teacher ensures that students use, define, and explain these words. The teacher prompts students to utilize pre-identified “gatekeeper” vocabulary through sentence stems, conversation starters, dramatizations, and other strategies. The teacher acknowledges and celebrates students for attempting to utilize gatekeeper vocabulary. The teacher utilizes a variety of strategies to ensure that all students practice speaking the gatekeeper vocabulary.	Students from various backgrounds and varying ability levels use the pre-identified “gatekeeper” vocabulary as they discuss, explain, dramatize, describe, and debate. Students progressively show increased comfort levels pronouncing and utilizing gatekeeper vocabulary. Students are able to use the gatekeeper vocabulary in response to questions from the teacher, other students, or observers.	Essential vocabulary is posted with definition and pictures Sentence or paragraph frames are posted with essential vocabulary for students to use. Word walls are posted with learned gatekeeper vocabulary.



A PERPETUAL QUESTION

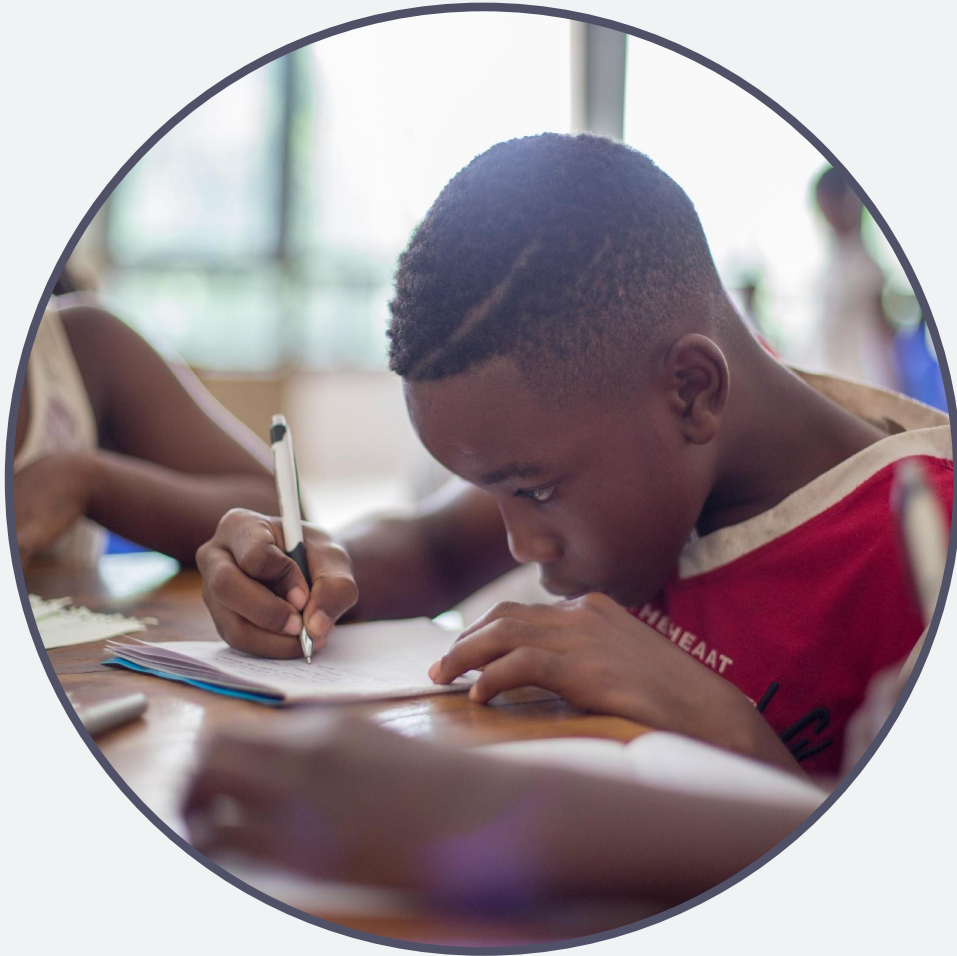
BUILDING FLUENCY WITH GATEKEEPER VOCABULARY



How can I get each and every one of my students to believe, “My teacher wants to help me be able to talk about and write about this topic as if I have been talking and writing about it all my life”?



BUILDING FLUENCY WITH GATEKEEPER VOCABULARY



In high-performing schools, educators build student fluency with gatekeeper vocabulary by...

- Utilizing a variety of strategies to ensure that all students practice speaking the gatekeeper vocabulary.



Building Fluency with Gatekeeper Vocabulary

SONIA ESCOBAR

Teacher

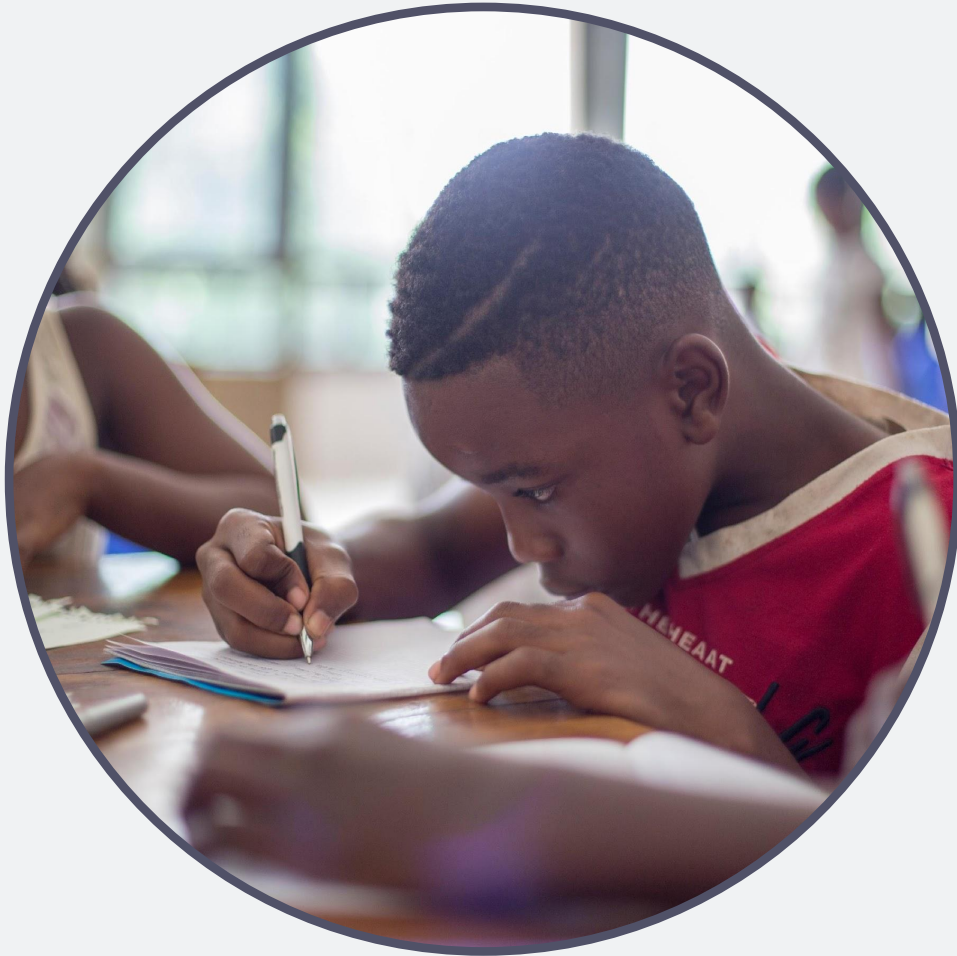
Silver Wing Elementary School

Chula Vista, California

2020 America's Best School Winner



BUILDING FLUENCY WITH GATEKEEPER VOCABULARY



In high-performing schools, educators build student fluency with gatekeeper vocabulary by...

- Prompting students to utilize pre-identified “gatekeeper” vocabulary through sentence stems, conversation starters, dramatizations, and other strategies.
- Acknowledging and celebrating students for attempting to utilize gatekeeper vocabulary.



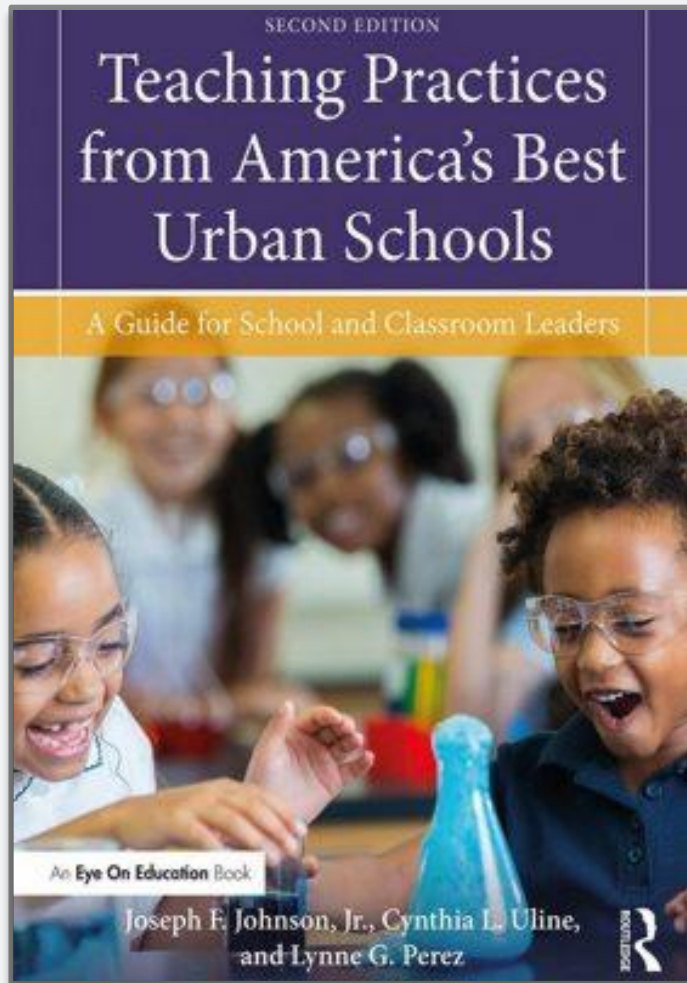
Building Fluency with Gatekeeper Vocabulary

CAREY PINEDA
TEACHER

R.F. Hazard Elementary School
Garden Grove, California
2020 America's Best Schools Winner

SHARE





Promoting Successful Practice



QUALITY INDICATORS

PROMOTING SUCCESSFUL PRACTICE

WHAT IT IS

Using a gradual release of responsibility, the teacher increases the likelihood that students will succeed when they are asked to complete tasks independently.

WHY IS IT IMPORTANT

Students are more likely to achieve academic success when teachers carefully ensure their readiness to complete tasks independently.

DRIVING QUESTION FOR TEACHERS

How can I be certain that all my students are likely to experience an appropriate level of struggle **and** a high level of success when they work independently?

Teacher Behaviors	Student Behaviors	Room Environment
The teacher monitors students' evidence of understanding to ensure that "struggle" is productive for students. The teacher advances the GRR only as students provide evidence that they are ready to engage successfully at the next level. To help students advance from "I do" to "we do" and "you do," the teacher explains rubrics, and other tools that help students monitor their learning. The teacher groups students to accommodate their varying needs related to the GRR. The teacher acquires evidence that students are likely to be successful BEFORE independent practice begins. Teacher monitors students while they are working independently and regroups when students are not experiencing high rates of success.	At each stage of the gradual release (I do, we do, you do), students from various backgrounds and varying ability levels demonstrate a productive balance of struggle and success. When the teacher models (I do), students demonstrate that they can explain what the teacher did that led to success. When students engage in group work, students utilize success criteria, rubrics, and other tools to monitor their progress. When students work independently, they use rubrics, scoring guides, and other tools to self- assess that they are on target.	Seating arrangements are designed to accommodate students who might be at various levels of readiness for GRR stages. Tools such as anchor charts, rubrics, and success criteria are posted so that students can maximize their success as they advance toward mastery of concepts and skills.



A PERPETUAL QUESTION

Promoting Successful Practice



How can I get each and every one of my students to believe, “I can accomplish whatever challenging tasks my teacher assigns (if I work hard) because my teacher carefully guides me so I am prepared to succeed”?



Promoting Successful Practice



In high-performing schools, educators promote successful practice by...

- Monitoring students' evidence of understanding to ensure that “struggle” is productive for students



Promoting Successful Practice

LAUREN MALHOIT

Principal

James Deanda Elementary School

Houston, Texas

2020 America's Best School Winner



Promoting Successful Practice



In high-performing schools,
educators promote successful
practice by...

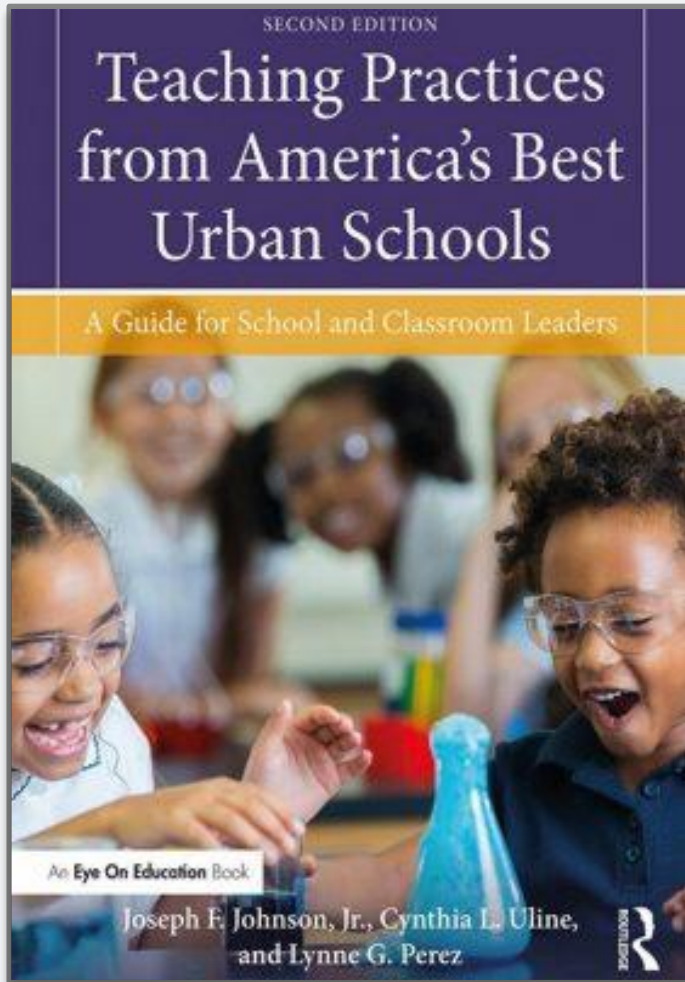
- **Grouping students to accommodate their varying needs related to the GRR.**



Promoting Successful Practice

MICHELLE LUNA
Teacher

Gallegos Elementary School
Brownsville, Texas
2020 America's Best School Winner



Leading Students to Love Learning



QUALITY INDICATORS

LEADING STUDENTS TO LOVE LEARNING



WHAT IT IS

Teacher enthusiasm and a variety of approaches (e.g., project-based learning, arts integration, student-to-student engagement) lead students to love learning.

WHY IS IT IMPORTANT

By teaching in ways that lead students to love learning, teachers can maximize student success and interest in life-long learning.

DRIVING QUESTION FOR TEACHERS

How can I be certain that all my students will love learning this content and want to learn more?

Teacher Behaviors	Student Behaviors	Room Environment
The teacher conveys urgency, excitement, and enthusiasm concerning the concepts and skills being taught. The teacher leads students to believe that the content being taught is important, interesting, and relevant to their lives. The teacher presents challenging academic content/standards in ways that engage students in generating products they are likely to find meaningful. The teacher presents challenging academic content/standards in ways that lead students to use the arts, media, technology, or other tools they find interesting and exciting. The teacher presents content in ways that lead students to perceive they are learning rigorous concepts/skills.	Students enjoy working with each other as they endeavor to learn challenging academic content. Students engage in project-based, problem-based, and/or experimental learning.	Anchor charts, rubrics, and other tools guide individual students and student groups as they advance toward completing challenging tasks successfully. Caring and nurturing messages are displayed in ways that encourage all students to perceive themselves as successful scholars.



A PERPETUAL QUESTION

Leading Students to Love Learning



How can I get each and every one of my students to believe, “I love learning about this! I can’t wait to learn even more”?

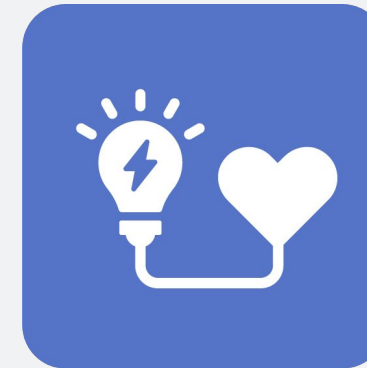


Leading Students to Love Learning



In high-performing schools, educators lead students to love learning by...

- **Presenting challenging academic content/standards in ways that engage students in generating products they are likely to find meaningful.**



Leading
Students to
Love Learning

JILL RICHARDS
Teacher

Ethel M. Evans Elementary School
Garden Grove, California
2020 America's Best School Winner

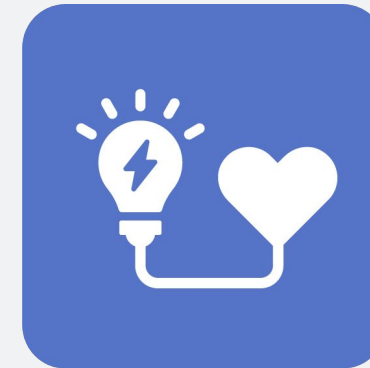


Leading Students to Love Learning



In high-performing schools, educators lead students to love learning by...

- Presenting content in ways that lead students to perceive they are learning rigorous concepts/skills.



Leading
Students to
Love Learning

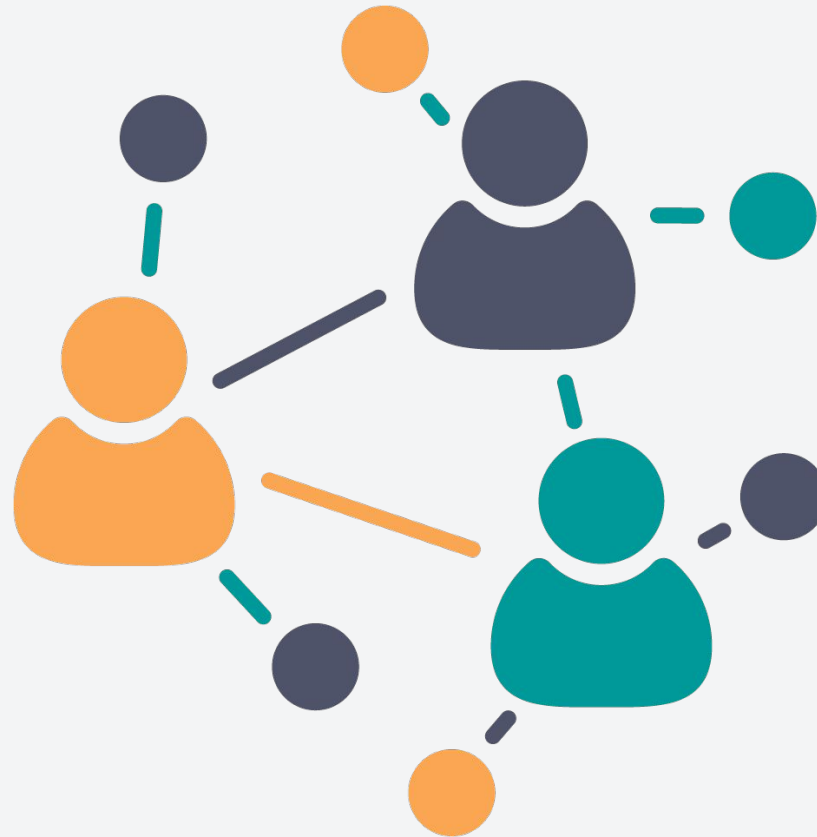
HILLARY SMITH

Teacher

James Deanda Elementary School
Houston, Texas

2020 America's Best School Winner

SHARE





NEXT STEPS

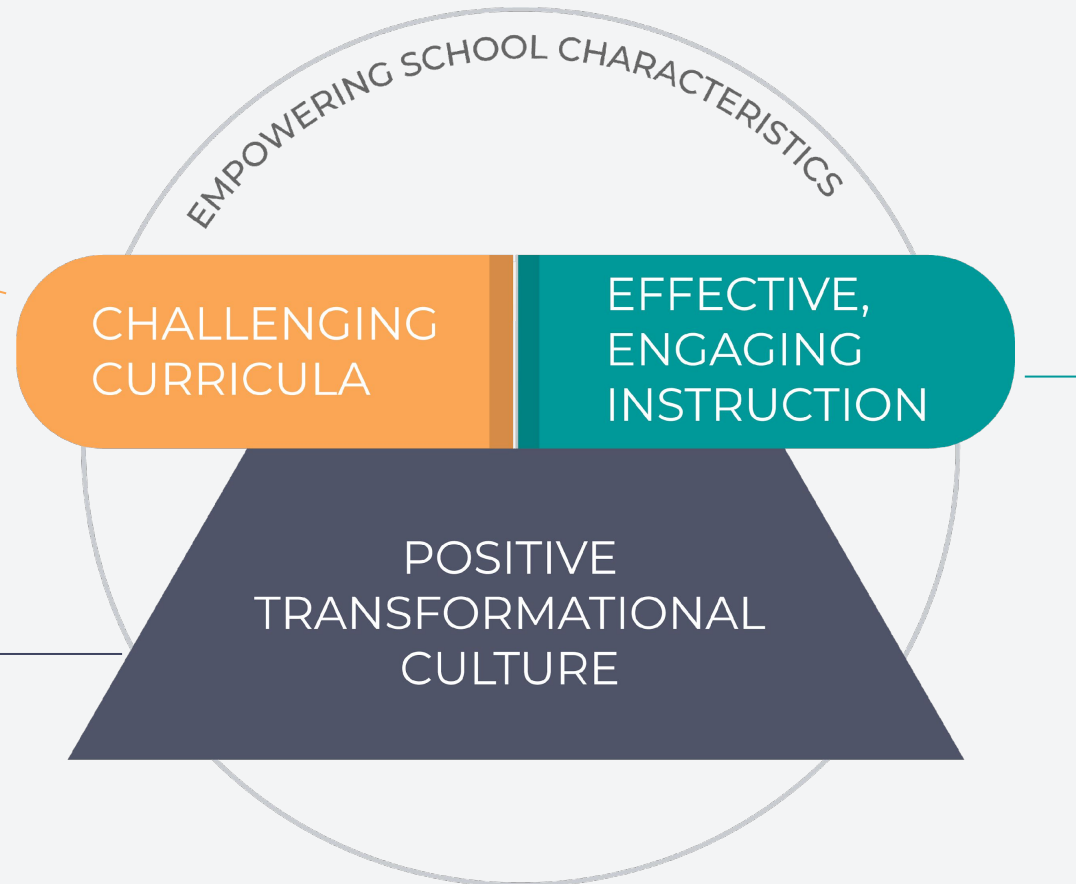
MEET WITH YOUR NCUST COACH TO:

- Explore strategies to help overcome challenges and to maximize the likelihood of meeting your EEP target
- Refine EEP template and submit to NCUST Coach and immediate supervisor for approval

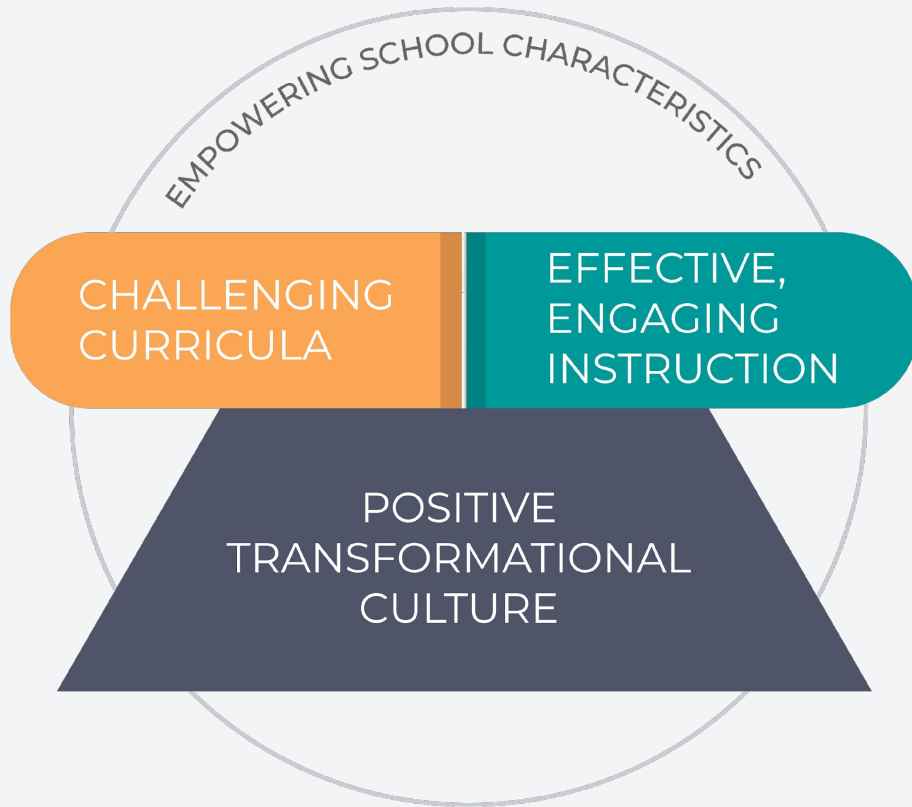
MEETING YOUR EEP TARGET

What needs to be taught well if my EEP target is to be achieved?

Which students/adults at your school will need to experience an abundantly safe and positive transformational culture to motivate them to engage at a level necessary to meet the EEP target?



How does instruction need to change and improve if my EEP target is to be achieved?



MEETING YOUR EEP TARGET

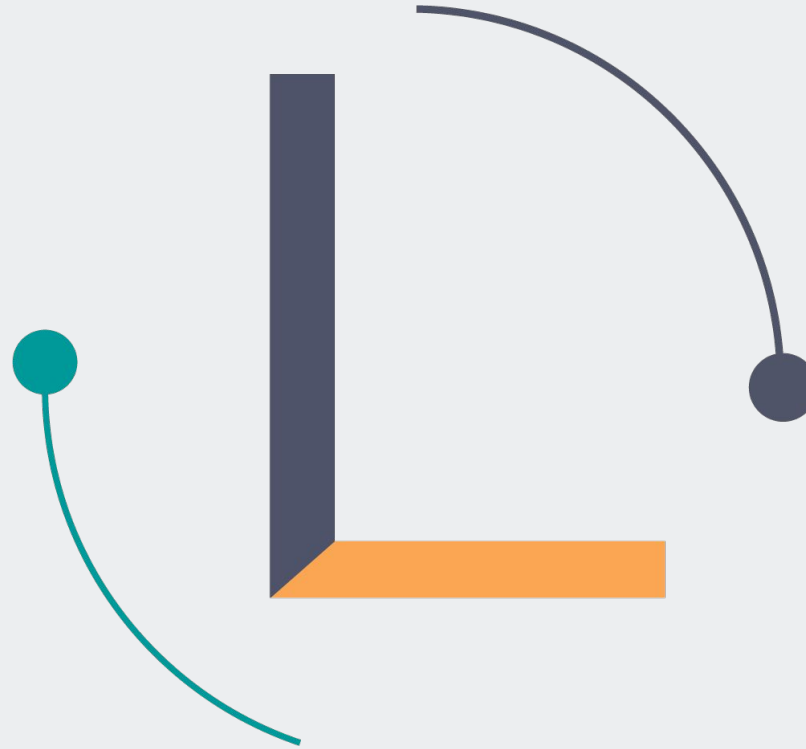
In groups, discuss your thoughts about significant issues and challenges related to meeting your EEP target.

- ✓ What issues and challenges to meeting your EEP do you anticipate?
- ✓ What are your thoughts about root causes?
- ✓ What are your thoughts about strategies to overcome anticipated challenges or issues?
- ✓ How might your grade level team help you address and overcome anticipated challenges or issues?



SDSU

San Diego State
University



THANK YOU



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