

**2020-2021
TEACHER
LEADERSHIP
INSTITUTE**



STRONGER TOGETHER

WELCOME

Disclaimer: We are all in a learning stage, be kind.



WE BELIEVE

....if we create a culture of learning and collective efficacy, outcomes will improve for teachers and students.

An illustration of a diverse crowd of people, all wearing face masks. The people are depicted in various colors and styles, representing different ethnicities and ages. The background is a mix of blue, pink, and orange tones. A semi-transparent white banner is overlaid across the middle of the image, containing the text.

**SPRING 2020- A
“BOLD ADVENTURE”**

“It is said that stress equals the distance between what you have control over and what you are responsible for... Using that definition, teaching is a stressful job.”

Amy Benjamin- Education Week Teacher



OUR GOALS FOR THIS INSTITUTE

- Eliminate as many unknowns as possible.
- Begin to give you the tools you need to adapt to changing circumstances.
- Help you grow as a leader so that you can support your school.
- Be a support and thought partner with you as we figure this year out.

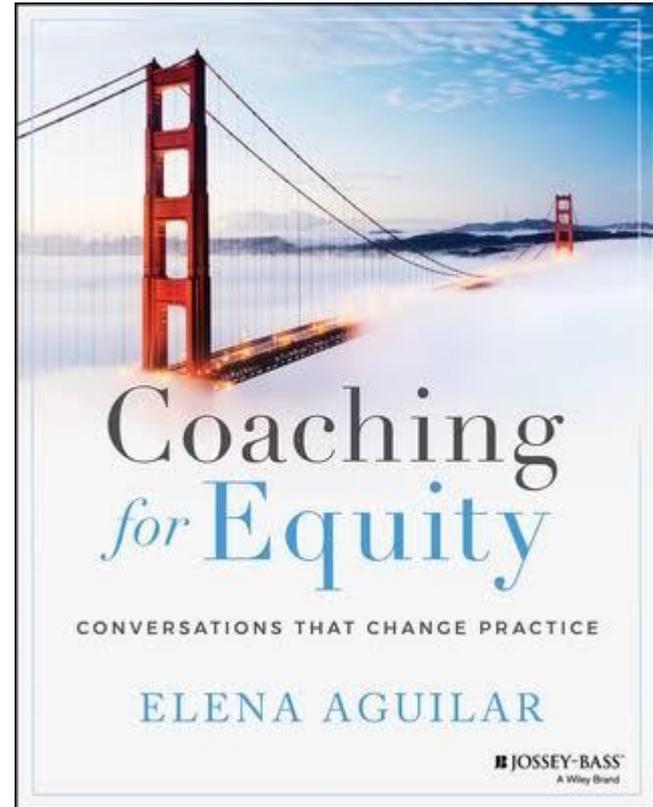
WHAT'S NEW IN THE MOU

- TLFs must be a classroom teacher with at least a .6 teaching load assigned in Synergy (anyone who is a continuing TLF and does not meet this requirement will be allowed to finish their term)
- It is a two year term. Instructional Councils can decide if they want to stagger terms moving forward.
- “TLFs should expect to dedicate an average of two to three hours a week to work on being a TLF. This work may include tasks such as meetings, planning, research, facilitation of professional learning opportunities and support for new teachers and long-term substitutes. Up to three days of training in the Summer may also be required in order to support district initiatives”
- Job descriptions and guidelines for elections also included.

PROFESSIONAL GROWTH SUPPORT FOR YOU

All Teacher Leader Facilitators will receive a copy of the book *Coaching for Equity in Schools : Conversations That Change Practice* by Elena Aguilar

You will also be enrolled in her online course “The Art of Coaching Across Racial Difference”. We hope that this will support you as you work to create a culture of equity in your school.



WHAT WE CAN'T
DO...



DISTRICT RE-ENTRY PLAN

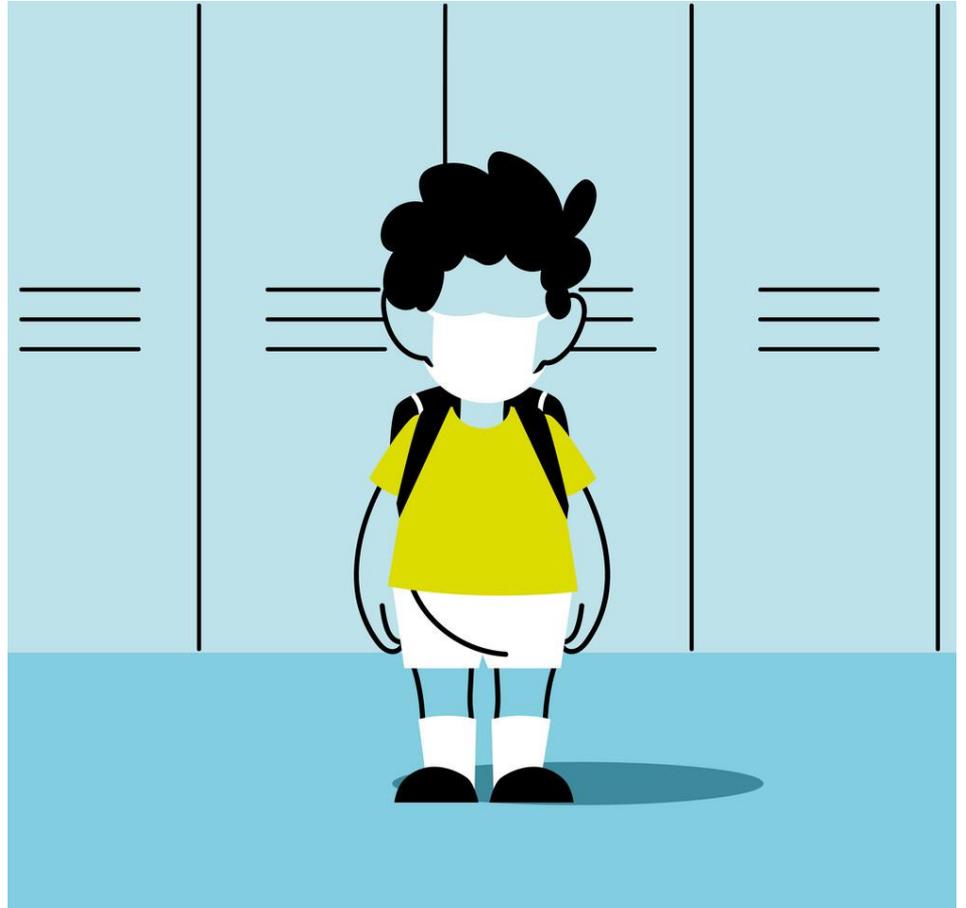
A comprehensive plan for re-entry will be presented to the Board of Education on the 15th at 5pm. All meetings are streamed live and I encourage you to watch. The completed plan should be posted on the district web site shortly after.

Wednesday,
Jul 15, 2020

5:00 PM

[Board of Education Meeting](#)

Live Virtual Meeting





TAKE 5

Take 5 Minutes to list 3 skills or resources that you would like to leave this 3-day training with.

Be honest.

PLANNING FOR FALL

: 7 Recommendations for Re-Entry

-
1. Attend to the New 3 R's First
 2. Focus on Mastery of Essential Learning
 3. Be Thoughtful and Intentional in Use of Time
 4. Rely on High-Leverage Strategies
 5. Plan for Learner Variability
 6. Monitor Student Learning
 7. Engage the Team
-

1. START WITH THE NEW 3 R's

The start of school is a time to establish a classroom culture that focuses on students' physical, emotional and identity safety. [Here](#) is a video by Dr. Pamela Cantor that addresses trauma informed instruction and its impact on student learning. She advises looking at the “New 3 R's” Relationship, Routine and Resilience as a way to mitigate the effect of trauma.

- **Relationship:** The deciding factor for whether a stress experience is tolerable or toxic is the presence of caring and supportive relationships. [Here](#) are some resources.
- **Routine:** Create norms and routines that introduce predictability and safety at a time of great uncertainty. [Here](#) and [here](#) are some resources.
- **Resilience:** Help children solve problems, regulate emotions and control reactions to stress. [Here](#) are some resources.

FOCUS ON MASTERY OF ESSENTIAL LEARNING

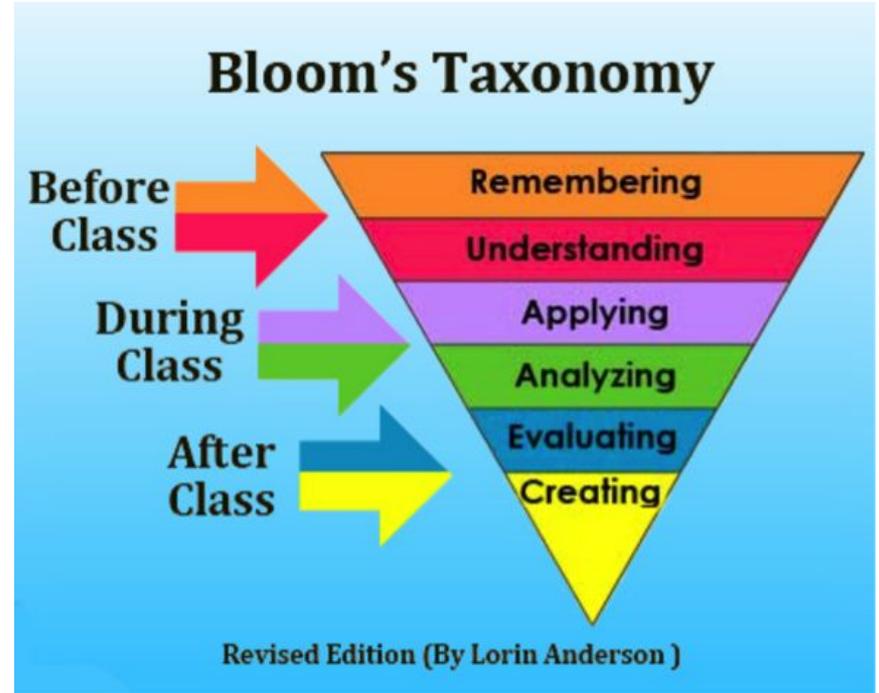
The initial impulse may be to “catch up” and to teach more faster. This will result in fragile learning that does not provide a foundation for future learning. Instead mastery learning techniques allow students to progress at varying rates with frequent check-ins and feedback until they have a thorough understanding of the content. Read a brief explanation [here](#).

If we are to spend more time teaching something and potentially have less time to do it, it is important to prioritize learning goals. “Mastery” is different than “coverage”, but it produces longer-lasting results. The Curriculum & Instruction department has identified essential standards in ELA, math and science. They are posted [here](#).

BE THOUGHTFUL AND INTENTIONAL IN YOUR USE OF TIME

In a hybrid situation, the limited time available in a face-to-face setting is valuable and should be used for activities requiring higher-order thinking, communication and collaboration. Activities that involve independent practice, watching a lecture, or reading can be done at home. Some very challenging activities may require time at home to be worked on, with time in class to present, discuss and get feedback.

[More info here](#)



RELY ON HIGH-LEVERAGE STRATEGIES

Eight strategies or pedagogical approaches are areas of agreement from both [John Hattie](#) and [Robert Marzano](#) as having a significant and measurable impact on student learning. Most of these practices are familiar to us but may have lost focus in our instructional design. The eight high-leverage /high yield strategies are:

1. Be clear about what you want your students to learn. [More](#)
2. Use explicit instruction- I do, we do, you do. [More](#)
3. Build on prior knowledge. [More](#)
4. Give frequent, goal-oriented, actionable feedback. [More](#)
5. Give multiple exposures & chances to practice. [More](#)
6. Apply knowledge and skills to real-world dilemmas. [More](#)
7. Create opportunities for cooperative learning. [More](#)
8. Build self-efficacy. Success creates confidence creates success. [More](#)

PLAN FOR LEARNER VARIABILITY

Every student is unique and we need to meet them where they are and provide them with what they need if we expect academic growth. Beyond differing learning needs, the current health crisis has impacted students differently and disrupted many home situations. We need to factor all of this into our plan and respond in an agile way as student needs and differences emerge.

[Here](#) is a model that looks at the interaction of content, cognition, social-emotional learning and student background with strategy recommendations. Sections of this document contain specific recommendations for students with an IEP, English learners and pre-K children.

Also it is important to remember that students have a unique cultural identity which they bring with them and it is important that we as educators understand, value and represent that diversity in our instruction and choice of materials. [Here](#) are some links to resources to support cultural responsiveness.

MONITOR STUDENT LEARNING

District Assessments: Regular interim assessments with special attention to analyzing performance on essential standards- Recommendations are [here](#).

Classroom Assessments: Recommend common formative assessments by grade and content that integrate performance tasks. Recommend frequent checks for understanding using strategies such as exit tickets and questioning. Examples of formative assessments [here](#).

Grades: Letter grades given for grades 6-12. Elementary schools will continue to use SBPR. Recommend grades based on larger assignments with opportunities to revise and incorporate actionable feedback. Grades represent proficiency in the standards and are frequently updated in Synergy.

ENGAGE THE TEAM*



Parents & Guardians

Administrators

Other Teachers

Counselors

District People

Teacher Learning Network

* Remember the collective efficacy part...

<https://www.aps.edu/academics/curriculum-and-instruction>

Milazzo, Amelia L. ▾ Jobs Contact APS Synergy

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by Camille Pansewicz — last modified Jun 12, 2020 07:56 AM — History

Curriculum and instruction oversees the implementation of state standards, the adoption of academic core instructional resources and professional learning for teachers.

Curriculum and Instruction
Albuquerque Public Schools

- At-Home Family Resources
- State Standards and Core Instructional Materials
- Textbooks
- Spelling Bee
- Health Education Maps
- C & I Departments
- Units of Study & Elementary Frameworks
- Health Lessons
- Archive
- The Work of the Grade: Indicators of Rigor
- Curriculum & Instruction Calendar 2019-2020
- Professional Development Catalog
- OEIIS Documents
- Curriculum and Instruction Staff Listing
- Resources That Support Diverse Viewpoints
- Resources for Teachers
- Resources for Administrators

At-Home Family Resources

State Standards and Core Instructional Materials

Teacher Learning Network

Resources that Support Diverse Viewpoints

Resources for Teachers

Resources for Administrators

Resources for Teachers- Essential Standards, this presentation and other guidance for 20-21

Resources for Administrators- The TLF MOU

Teacher Learning Network- Link to the TLN Google site