

1. Please describe how walkthroughs and coaching rounds will work.
  - Walkthroughs are mentioned but not fully explained on pages 4-17, 4-70, and 4-71
  - Coaching is mentioned but not fully explained on pages 4-27, 4-31, 4-45, 4-58, 4-74, 4-75, 4-77, 4-78, and 4-91

Nevada Strong will adopt *The Framework for Teaching* developed by Charlotte Danielson as a **formal teacher evaluation**. The Danielson Framework is one of the most widely used evaluation tools across the nation. According to this framework, our teachers will be formally observed **at least twice a year** by school administrators under the following domains: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities

### Charlotte Danielson's FRAMEWORK FOR TEACHING

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b> • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b> • For classroom • To extend content knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b> • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b> • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b> • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b> • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b> • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b> • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b> • About instructional program • About individual students • Engagement of families in instructional program</p> <p><b>4d Participating in a Professional Community</b> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b> • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p><b>4f Showing Professionalism</b> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b> • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b> • Lesson adjustment • Response to students • Persistence</p>

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This framework includes a four-point rubric to evaluate teachers on a total of 22 components across the four domains listed above. Performance levels include Unsatisfactory (Level 1), Basic (Level 2), Proficient (Level 3), and Distinguished (Level 4). The framework will be used to support and develop teachers. When teachers are rated unsatisfactory on any of the domains or components, the principal will meet with the teacher to develop a growth plan to improve performance. Teachers on growth plans will be supported through multiple interventions, including being assigned to a mentor teacher,

placed in a coaching cycle, and participate in a workshop that addresses the area of growth identified in the evaluation.

Instruments and Protocols:

### **Walkthroughs-**

Principals and Assistant Principals will complete walkthroughs daily in classrooms. These walkthroughs will cover the same domains as Charlotte Danielson's Framework for Teaching Model, and provide snapshots of classroom environments and data for teacher growth and analysis for future professional development.

Nevada Strong school leaders will oversee the academic growth of all students by coaching, training, and providing feedback to teachers on the implementation of lessons, small group interventions, teaching strategies, and classroom management techniques.

Also, school leaders will provide training to teachers on assessments and writing targeted, intentional, and purposeful lessons and interventions by performing classroom visits to collect data on classroom instruction.

Instruments and Protocols:

### **Calibrating, Collaborating, and Coaching Cycles**

The goal of the administration will be to provide Calibrating, Collaborating, and Coaching Cycles for each teacher every day. In this way, the principal and assistant principals will become familiar faces of support in the classroom each and every day.

Administrators will conduct quick rounds to collect frequent, meaningful, and relevant feedback. These classroom visits/rounds will not go into an official walkthrough document but rather data will be recorded in a google doc. These rounds will be used to help principals and assistant principals address campus-wide needs for professional development and give teachers specific areas of growth based on data collected over a period of time. This data will include checks for: 1) Protocols and Procedures in place; 2) Student Friendly Learning standards/Objectives and ELDS on the board; 3) Closing task included; 4) Instructional Setting and Environment appropriate for instruction; 5) Teacher utilizing Power Zone; 6) Small-Group Purposeful Talk; 7) Student Engagement/Percent and Rigor; 8) Following the Daily Schedule; 9) Literacy and Math Block implementation, and; 10) Lesson Plans & Scope and Sequence.

These quick rounds collecting frequent, meaningful, and relevant feedback allow administrators to provide information on topics such as the importance of students talking about academics in a controlled environment. Findings related to this topic would allow teachers to brainstorm/plan ways to incorporate academic conversations into their classroom and instructional coaching to follow up with a TLAC and Fundamental Five strategy on turn and talk.

Based on the feedback, school leaders and teachers will follow the Deming Cycle's protocol (Plan, Do, Check, Adjust) to review the data and plan for immediate remediation of any

skills that students still need to acquire. After a precise review of the assessment data, teachers will differentiate their instruction for specific students and utilize teaching strategies. Teachers will also review factors that may be inhibiting students' progress and determine ways to motivate students in the classroom. This cycle continues throughout the school year for the continuous improvement of effective instruction in the classroom.

Continuous improvement is a problem-solving process that embodies ongoing efforts to improve outcomes. In this approach, change occurs both quickly and incrementally, as organizations learn from experience while testing and refining strategies to produce better results. The continuous improvement model has four cyclical stages:



**Plan:** Create an action plan for the year and sets achievable quarterly, monthly, weekly, and daily objectives.

**Do:** Provide support and coaching to teachers to enable the execution of the action plan.

**Check:** Continuously evaluate the status of the plan, analyze data, and inform stakeholders.

**Act:** The diagnosis determines changes to the plan. We check whether the outcomes are satisfactory. How do we improve, and how can we attain success in the future?

We believe that no matter how high a student's test scores are in core subjects, the student still needs to improve in terms of thinking, analyzing, learning and writing skills.

School leaders will oversee the academic growth of all students by coaching, training, and providing feedback to teachers on the implementation of lessons, small group interventions, teaching strategies, and classroom management techniques. School leaders will provide training to teachers on assessments and writing targeted, intentional, and

purposeful lessons and interventions by performing instructional rounds to collect data on classroom instruction.

Instruments and Protocols:

**Weekly Instructional Coaching/Planning:**

Instructional coaches are utilized on campus to support all teachers and further best practices. Coaches will follow the Jim Knight coaching model- identify, learn and improve. Teachers will gather data on the current reality of their classroom and partner with an instructional coach (Principal, other admins, possibly a future Lead Teacher) to set a student-centered measurable goal. After the teacher sets the goal and works to achieve that goal, the teacher and coach will reflect and begin the process again in order to achieve a classroom that is targeted, purposeful, and intentional. Coaches will employ a variety of techniques to support the diverse needs and goals of each teacher. These techniques include, but are not limited to, co-planning, co-teaching, modeling (including teaching model classes), small group instruction, and reflection conversations.

**2. Please describe how the positive behavior management system works.**

- **Mentioned on pages 4-77, and 4-31**

Effective teachers are able to manage and instruct their classrooms through clear protocols, procedures and routines. Positive behaviors and climate will be created with a shared vision and mission. Nevada Strong will create a positive behavior management system that includes morning meetings, community circles, and positive behavioral interventions. Nevada Strong's school culture is built upon positive behavior techniques and a universal system of support. Administrators will conduct calibration, collaboration, and coaching rounds daily to build a positive community structure for students as well as teachers. With high-quality instruction, we set a bar of academic excellence that all students can reach. We establish strong behavioral expectations, reinforce positive behavior with celebration, and always sweat the details to ensure we maintain our culture of excellence. Structured routines and procedures throughout the school promote efficiency and ensure the physical, emotional, and intellectual safety of all students.

Positive behavioral ethos begins from the top. Administrators and teachers will share the same vision and mission. This will be done through school-wide training to foster mutual respect and dignity. Nevada Strong will create a positive behavior management system that includes community circles and positive behavioral interventions. Many of these behavioral strategies grow and evolve to include best practices for our diverse populations. Consistency is key in maintaining positive student behavior and ensuring academic and social objectives are on track. As such, each day will start with a warm welcome by administrators who not only greet but greet the students by name. As students and teachers begin their classroom instruction, students are to participate in daily routines and procedures that create a safe and structured learning environment for all. One routine will be morning meetings to develop a classroom community similar to the community the student will participate in when they become an active member of society.

It is essential for teachers to facilitate classroom meetings to show the students a sense of value to their classroom community as well as begin a positive, encouraging instructional day. Not only will students feel valued, but teachers will also set the objectives as well as review the essential learning targets they plan to cover over the year.

#### Behavioral RTI & Positive behavior intervention system (PBIS)

Schoolwide multi-tier behavior RTI approach will provide behavioral supports that all students need to ensure success.

**Tier I**, all students participate in our school-wide PBIS. Daily behavior logs will be sent home and be signed by parents to ensure communication of daily student behavior.

**Tier II** level support will be given if students struggle and have difficulty adjusting behaviorally to Nevada Strong expectations. Students will be moved to the Tier II intervention group if they consistently demonstrate challenges behaviorally and are performing on the lowest tier of our behavior system, accumulate more than six office referrals in the last 30 school days (or one incident a week). Tier II supports require strong data tracking and constant communication with the Tier II group students' families to meet the needs of the student.

**Tier III** student group will be those who continue to struggle while receiving Tier II supports. Students will get one-on-one support from school admin/staff that includes daily quick check-ins, classroom visits, and goal setting to improve Tier III students' behavior. Nevada Strong will work closely with families, update students' goal achievement status to keep track of progress.

Behavior intervention for students will be overseen by school admin/staff and special education coordinator. If a student's behavior limits his or her learning, or that of others, and Tier II interventions have been in place for at least two consecutive 9-week periods, Tier III interventions will begin with a team support that consists of the assistant principal and/general educator, Special Educator, and a parent or guardian, convening to develop a Behavior Intervention Plan ("BIP"). Once the plan is written, all Tier III supports will begin. General educators will be required to keep daily notes about the student's behavior. The plan will be implemented based on the support team's decision.

Nevada Strong students will start their days with Community Circle in class. At this time, teachers are using Character Education and Social-Emotional learning books, videos, or storytelling/role-modeling, to teach students. Students will have an opportunity to engage in discussions about the character value and give examples about how they can represent the Nevada Strong values. Teachers will build a positive, welcoming culture in which students learn habits for success. We will reinforce positive behaviors through recognition and awards. When Nevada Strong staff members notice a student modeling Nevada Strong expectations, the student may be recognized during school-wide Community Circle on

Fridays. Also, students will be rewarded for their expected behaviors with Nevada Strong incentives.

#### Kindergarten -5th Grade

We distinguish unique developmental stages and therefore use a visual color behavior chart system to encourage positive behaviors and self-corrections when students are struggling. The color chart system will keep track of each student's behavior and expectations as a visual reminder. Each classroom will have a vertical color chart with students' names on clothespins.

All students will begin every day on the green, which indicates a good day.

Yellow indicates to students that they need to make better choices.

Orange indicates to students that they are continuing to make undesirable choices and now will lose some privileges.

Red indicates to students that their continued poor choices have resulted in required parent contact.

Students also have the option to move up to blue for behavior above and beyond expectations. Students' clips can move fluidly up and down the system, recognizing the positive impact of self-correction and the expectation that choices, positive and negative, can be adjusted.

Incentives will be aligned with our core values, and we will connect incentives with positive behaviors. Students have the opportunity, individually, to earn Nevada Strong incentives weekly for positive behavior such as stickers, treasure box, lunch with the teacher, purchases at the school store etc., depending on how many days they maintain green/blue behavior. Students can also earn rewards in their classrooms, such as the Golden Dictionary for reading/writing, NV Strong Spirit Stick for character, Math Magician, Super Scientist, etc.

As students matriculate through Nevada Strong in the upper grades, they will move to a more age-appropriate discipline system earning Nevada Strong dollars/points and appropriate behavior recognitions and incentives.

### **3. Looking at the new organizational chart on page 5-105 and 5-107 please explain who the principal manages directly.**

The principal manages all staff. They manage directly, the two assistant principals who will be in charge of either K-2 or 3-5 grades and who, along with the principal are conducting daily walk throughs and CCC cycles for teachers. The principal directly manages not only the AP's, but all teachers, as well as the office staff.

As the organization grows, the principal continues to manage all assistant principals, which increases to four individuals. The principal directly manages the assistant principals who will be in charge of K-2, 3-5, 6-8, and 9-10 grades, and who, along with the principal, are

conducting walk throughs and CCC cycles for teachers. The principal continues to manage not only the AP's, but all teachers, as well as the office staff.