

A Framework for Supporting Exemplary Teaching In Wild Rose Public Schools

Background

A Framework for Supporting Exemplary Teaching is based on:

- continuing growth towards exemplary teaching and outstanding leadership
 - fostering supportive and trusting relationships
 - practicing collaborative supervision of teaching and learning.
1. A committee consisting of teachers, school leaders, and district administrators facilitated by an external consultant focused on how we can work together to support exemplary teaching.
 2. Professional growth is a career long process by which the teacher continually develops a plan to achieve professional learning goals aligned with the TQS and Exemplary Teaching construct in consultation and support from school based leadership.
 3. Continuous growth is fostered by collaborative supervisory processes that guide, support and monitor teaching and learning.
 4. In our strides to improve our Instructional Leadership practices, *A Framework for Supporting Exemplary Teaching* will assist in assuring an embedded district wide practice of continuous improvement.
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A Framework for Supporting Exemplary Teaching in Wild Rose Public Schools

Wild Rose School Leaders employ a variety of interrelated, research-informed practices to support exemplary teaching.

1. **Expectations:** *Wild Rose School Leaders*

- create and sustain positive learning cultures in their schools.
- establish, communicate, support and monitor high, yet achievable expectations for themselves, teachers and students.
- are passionate about student, staff and their own professional learning.
- reduce the amount of time spent on administrative tasks to make room for learning about and supporting instruction in their schools.
- execute deliberate plans to keep constantly informed of the quality of teaching in their buildings through frequent informal and formal visits to classrooms in combination with regular learning-focused interactions with teachers.

2. **Engagement:** *Wild Rose School Leaders*

- engage students, teachers and parents in conversations and activities that support student learning.
- learn about and support instruction in their schools through multiple sources – informal classroom visits, mini-observations, focused observations, pedagogic dialogue, staff development, professional reading and action research.
- provide useful, descriptive feedback that is appropriate to the purpose of the visit (closing the feedback loop).
- are supportive of and sensitive to teacher and student learning needs during class visits.
- use the teacher professional growth planning process to engage teachers in reflective conversations.
- gain insights into educator perspectives, strengths and needs to encourage instructional improvement in a wide variety of ways.
- help teachers collaborate to coordinate learning, review student performance data and to plan instruction.

3. **Efficacy:** *Wild Rose School Leaders*

- differentiate instructional support according to the pedagogic styles, developmental stages and learning needs evident in their schools.
- build staff confidence in each other's abilities to act effectively to deal with challenges and difficulties.
- seek to improve learning, teaching and shared instructional leadership.
- provide multiple opportunities for teachers to construct deeper understandings of their own practices and those of others within a capacity-building learning community.
- are sensitive to individual differences and the social, organizational, political, and cultural contexts of teaching.

A Framework for Supporting Exemplary Teaching in Wild Rose Public Schools

Teacher:

Class:

Date:

Observed classroom activity:

EVIDENCE OF EXEMPLARY TEACHING AND LEARNING	NOTES	FEEDBACK/DISCUSSION
<p>As exemplary instructional planners Daily planning shows evidence of</p> <ul style="list-style-type: none"> (1) content knowledge. (2) a wide variety of current research-based instructional strategies and resources. (3) preparedness and organization. <p>As exemplary lesson designers and implementers Lessons demonstrate</p> <ul style="list-style-type: none"> (4) clearly communicated outcomes/ I Can statements understood by students. (5) clear explanations, directions and feedback. (6) incorporation of students' background knowledge and personal connections. (7) students that are engaged (socially, academically, intellectually). (8) learning tasks that are connected to curriculum, meaningful to students and authentic. (9) effective bridging, transitions and closure. (10) maximizing instructional time. (11) flexibility and responsiveness to student understanding. <p>Exemplary classroom leaders and managers Establish a learning culture by</p> <ul style="list-style-type: none"> (12) creating a safe and caring environment based on respect, tolerance and empathy. (13) using effective and safe organization of physical space. (14) managing student behavior through clear expectations, effective routines and respectful interactions. <p>Exemplary assessment and reporting of student learning Evidence of</p> <ul style="list-style-type: none"> (15) ongoing assessment aligned with curricular outcomes. (16) student involvement in developing assessment criteria, performance standards and exemplars . (17) student involvement in self-assessment and monitoring their own learning. (18) timely, clear, descriptive, constructive feedback to students. (19) a variety of assessment strategies and instruments to check for understanding, respond to student needs and inform instruction. 		