



Effective Instructional Practices

INSTRUCTION WITH A POSITIVE ATTITUDE

It is overwhelmingly clear from professional research that one of the qualities of effective schools is the emphasis on positive communication and feedback. Each member of the schools' staff has a responsibility to bring out the best in others. Acknowledging and reinforcing the success and accomplishments of students and fellow staff members, and approaching issues from an optimistic and problem-solving point of view will provide the kind of sensitive atmosphere and climate in which everyone maximizes potential and exhibits mutual respect.

To develop an effective school, we must support and co-operate with each other individually and collectively. To provide a co-operative and supportive climate, each member of our staff needs to contribute ideas and support activities and projects generated by others.

Every effort should be made by each staff member to assure positive, constructive communication between staff and with parents and students. A willingness to share openly in an atmosphere of trust and sensitivity should characterize our communication with each other and with the community at large.

Effective interpersonal communication requires a healthy interpersonal climate, with high levels of trust and respect for individuals and for the mission of providing a quality education for all students. To achieve this level of trust, messages must be open, clear, straightforward, and honest.

Expect students to be what you want them to be. Observe your students doing well, and let them know how much you appreciate their efforts. Give them the same respect you would like to have them give you. Constructive criticism is always appropriate. Emphasis should be placed on maximizing the growth of the student, while, at the same time enhancing the student's self-esteem. Try to make allies of your student's parents. Keep them informed as much as possible regarding the progress of their children. Do not just call them when their child is doing poorly. Call when things are improving as well. When a student begins to fall behind academically, do not wait to involve parents.

DEPARTMENTAL PLANNING

Bellaire is organized by Departments. A Department Chairperson performs leadership functions that support and enhance effective instruction and teaching practices for his/her department.

The Department Chairperson is not an administrator. He or she works in a supportive role to facilitate communications within the department and with other departments and the administration. The commitment to a shared vision of educational excellence is nurtured and reinforced by the Department Chair.

The Department Chairperson helps to coordinate schedules, purchase supplies, plan staff development and support the collaborative spirit of the PLC's within the department.

PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities are designed to give teachers of a specific academic discipline the time and ability to plan, design and implement effective instruction. Teachers within the PLC are encouraged to collaborate on what will be taught, how it will be assessed, what effective

strategies could be used, and how to change instruction if data indicates a need for change. The scheduled PLC time is set aside each day as a commitment to the idea that teachers working collaboratively toward shared goals will result in rigorous and engaging classroom instruction. Every department at Bellaire is shaped and formed by its Professional Learning Community. The strength and bond of each of these communities provides the high level of achievement for each department and ultimately the school as a whole.

2015-2016 Commitments for Bellaire PLC teams are that they will:

- Make data-driven decisions
- Develop and administer common assessments (3 per semester plus the final) and review success and alignment based on student success
- Identify at risk students and implement appropriate intervention
- Use scheduled PLC time effectively, maximize/capitalize common planning time
- Meet as a group a minimum of 2 times a week.
- Clarify roles
- Effectively implement best practices
- Changes and additional commitments will be added as the 2014-2015 school year progresses

Samples of guiding worksheets are attached.

Is your PLC on the road to High Performing?

A lot of us talk about making data driven decisions by the truth is that using data effectively to improve The way we teach is very challenging. The items on the self assessment below may help you identify Ways your team is moving toward high performing or what obstacles are in your way. The list may look daunting. You're right. Using data effectively is daunting. But don't give up- it's worth it! Rate your team's use of data on the criteria listed below.

1= Not Yet

2=Sometimes

3=Consistently part of our practice

Getting the "right" assessment

- The assessment is aligned to the state or district curriculum and is aligned to the curriculum taught in each of the classrooms.
- Items on the assessment are clearly matched to state or district learning targets.
- The assessment requires students to apply concepts at the same cognitive level as the state/district learning targets are written.
- All members of the team have opportunities to provide input in the development of the assessments.

Getting the "right" data

- Assessment data is analyzed within on e week of the day the assessment is completed by the students.
- Data is analyzed by the learning targets.
- Data is analyzed by classroom, student groups, and individual students.
- Data is analyzed by item.
- Data is organized in a way that is easy to read and understand.
- Data is organized so that teachers can identify trends and patterns.
- All team members have access to each other's data.

Having the "right" conversation...one that leads to action

- All team members are present for the entire meeting.
- All team members have time to reflect on the data.
- All team members contribute to the conversation.
- Team members are seated together in a way that facilitates face to face conversation—they are facing one another.
- Team members follow a protocol or have established team norms.
- The conversation is focused on the data.
- Team members make collective commitments as to how they will respond/intervene base on the data.
- Team members make individual commitments as to how they respond/intervene based on the data.
- Commitments are specific to the student, the learning target (S), and the instructional strategy.

Including Students

- Students understand what their learning targets are.
- Students have a means to monitor their progress toward achieving learning targets.
- Teacher and students celebrate steps toward achievement.

Reflections:

PLC Common Assessment Protocol

Please go through the following protocol as a PLC after you have given, graded, and analyzed your common assessment.

Discussion	Time
Successes: Each member should offer evidence of an objective or set of questions where most students performed well.	5-10 minutes
Challenges: What are the areas where most students performed poorly? Possible questions for analysis: <ul style="list-style-type: none">• What is the level of the question (S)?• What instructional strategies were used for these objectives?• Was the format appropriate for the intended tested objective?• Did the instruction and review prepare students for the assessment?• Is it necessary to re-teach this objective at this time?	10-15 minutes
Now What? Who: When: How:	15-20 minutes
What's next?	

Checklist For Professional Development

1. Research the professional development you wish to attend to establish alignment and need.
2. Check to see who else is going from your department. (4 people max)
3. Fill out and secure signatures on the Professional Development Request Form. Filling out this form does not guarantee approval to attend or for funding. Trips involving travel must be approved at least 8 weeks before the date of the trip. Trips out of state must be approved by our SSO. Please be mindful of timing.
4. The Professional Development Committee will meet monthly (or as funds are available) to review all requests. You will be notified concerning the status of your request after the monthly meeting.
5. Upon approval, fill out Off-Campus-Duty form and secure necessary signatures. (see Terri)
6. Develop a plan or strategy to share new information and/or materials. Fill out evaluation form attached to this document.

All requests will be reviewed by the Professional Development Committee. Please get the completed paperwork to Michelle Shoulders.

TADS

What is HISD's teacher appraisal and development process, and what are its main components? The appraisal and development process is designed to provide all teachers with regular, accurate, useful feedback on their performance and individualized development that will help them do their best work in the classroom. The main components of the appraisal and development process are:

- Three comprehensive teacher and appraiser conferences each year;
- On-going feedback, both formal, and informal based on a teacher's performance following:
- At least two formal 30-minute classroom observations by the appraiser each year, followed by written and verbal feedback
- At least two 10-minute classroom walkthroughs by the appraiser each year, followed by written feedback
 - Individualized development based on learning activities that are informed by an individual development plan;
 - Self-reflection, where teachers reflect on performance, student progress, and professional goals.

The teacher appraisal and development system will focus on multiple aspects of a teacher's performance. All HISD schools will use the appraisal and development system and will implement Instructional Practice, Professional Expectations, and Student Measures components. The criteria for each component is listed below:

Instructional Practice Criteria

The Instructional Practice rubric reflects the standard skills and knowledge that help drive student learning in the classroom.

Planning

- PL-1 Develops student learning goals
- PL-2 Collects, tracks and used student data to drive instruction
- PL-3 Designs effective lesson plans, units, and assessments

Instruction

- I-1 Facilitates organized, student centered, objective-driven lessons
- I-2 Checks for students' understanding and responds to students misunderstanding
- I-3 Differentiates instruction for student needs by employing a variety of instructional strategies
- I-4 Engages students in work that develops higher-level thinking skills
- I-5 Maximizes instructional time
- I-6 Communicates content and concepts to students
- I-7 Promotes high academic expectations for students
- I-8 Students actively participating in lesson activities
- I-9 Sets and implements discipline management procedures
- I-10 Builds a positive and respectful classroom environment

Professional Expectations Criteria

The Professional Expectations criteria reflect a core set of objective, measurable professional Expectations for teachers.

Professionalism

- PR-1 Complies with policies and procedures at school
- PR-2 Treats colleagues with respect throughout all aspects of work
- PR-3 Complies with teacher attendance policies
- PR-4 Dresses professionally according to school policy
- PR-5 Collaborates with colleagues
- PR-6 Implements school rules
- PR-7 Communicates with parents throughout the year
- PR-8 Seeks feedback in order to improve performance
- PR-9 Participates in professional development and applies learning

Five measures of student learning will continue to be used in the appraisal and development system. The student performance rating will be based upon multiple measures, based on the grade and subject taught.

- Value added growth
- Comparative growth on district-wide EOY/EOC assessments
- Students' progress on district-wide or appraiser-approved EOY/EOC assessments
- Students' progress on district-wide or appraiser-approved EOY/EOC performance tasks or products
- Students' attainment on district-wide or appraiser-approved EOY/EOC assessments

Fairness and accuracy are critical elements of the teacher appraisal and development system. All teachers should have access to appraisals that accurately reflect the effectiveness of their teaching strategies and the outcomes for their students. For these reason, HISD's teacher appraisal and development system adopts a multifaceted approach to gathering information provide appraisers with the clearest and most accurate picture of true teacher performance, and enable them to help teachers identify strengths and areas for development.

Deadlines for all appraisal activities:

Teacher Appraisal and Development Timeline 2015 - 2016

Month	Date	Appraisal Activities
September	18	Student Performance measures Worksheet is submitted to teacher appraiser.
September	21	Formal Appraisal period begins
October	5	Student Performance Measures Worksheets are acknowledged by teacher.
October	19	Student Performance Goals Worksheets and assessments for first semester (A) courses only are completed and approved.
October	30	*Goal Setting Conferences are completed.

		*Student Performance Goals Worksheets and assessment for year-long courses are approved. *2014-2015 annual summative appraisal ratings are completed.
Week of	Nov. 9 th -16 th	Fall Staff Review sessions conducted.
December	1	Semester A courses only: Results worksheets from pre-approved and appraiser approved assessments due to appraisers through the online tool.
January	8	Semester A courses only: Appraisers acknowledge Results worksheets and complete Performance level worksheets through online tool.
January	29	Final data for Progress Conferences
Week of	Feb. 15 th – 26 th	Spring Check In conducted if needed
February	5	Student Performance Goals worksheets and Assessments for second semester B courses only are completed and approved.
April	11	Final end of year ratings determined and submitted to teachers in online tool.
April	22	End-of-year conferences completed in the online tool
May	6	Final day to request second appraisal
	25	*Second appraisals completed *Additional end-of-year conferences completed in the online tool if applicable. *Year-long courses and Semester B courses only: results worksheets from pre-approved and appraiser-approved assessments due to appraisers; submitted through online tool.
May	25	Formal appraisal period ends
May	25	Year-long courses and Semester B courses only: Appraisers acknowledge Results worksheets.

LESSON PLANS

Written lesson plans shall be required of every teacher to facilitate efficient and effective instruction of the district curriculum. The lesson plan will serve as a means of administrative monitoring of the instructional program. In the absence of the teacher, the lesson plan shall provide the associate teacher a guide for presenting the daily activities.

For students with disabilities, a current Individualized Education Plan (IEP) shall be used as the basis for the development of lesson plans.

Lesson Plans should be written in advance. They should reflect a well thought out planned week of instruction. Lesson Plans will be reviewed by the teachers' Assessment evaluating administrator. Plans should include:

1. TEKS /STAAR objectives
2. Modifications
3. A clearly defined objective
4. Activities used to facilitate the learning of the objective
5. Method of evaluation
6. Homework
7. Resources

ENHANCING A LESSON

When teaching an exciting unit, one finds that a textbook will barely cover the material you want to explore and that using only a text is a fast way to put students to sleep. With some lessons you may wish to plan a field trip or invite a speaker to your room. Most likely you will always want to augment your lesson with library materials, audio visual or software.

FIELD TRIPS

You must plan ahead if you want to take a field trip. When planning a field trip check the master calendar to avoid conflicts with testing and other student oriented events. Field Trips must relate directly to instruction. Fill out the Field Trip Check List to ensure smooth planning. Four weeks prior to the trip, fill out a "Request for Approval of Field Trip" form, which includes curricular justifications, and submit it to the office. You will be notified when the Principal and/or Area Superintendent have approved the trip. Local trips will be signed off by accessing Administrative Principal.

You are responsible for making reservations and for determining all trip costs. Cost per hour for an HISD bus is subject to change, so check with the office to learn the latest amount being charged. AF-104 forms must be completed when collecting money from students. Money collected must be turned in to the financial office prior to leaving on the trip.

All students must have a signed permission form in order to go on the trip. Permission slips are to go with you on the trip. An alphabetized list of student's names going on the trip must be left with the

Attendance Office. Be sure you have the appropriate number of chaperones to suit the type of trip you are taking. (For example: the Houston Museum of natural Science requires 1 chaperone for every 10 students). All chaperones must be cleared through the VIPS department prior to any trip.

Students must be prepared for the trip, understanding where they are going and why. They must know that they represent Bellaire High School when they leave the campus. Also, be sure to do follow-up activities after the trip to tie instruction together with the trip.

Any travel done outside the District must have signed approval of both the Principal and the High School Chief of Schools. Local trips will be signed off by accessing Administrative Principal.

Students should notify their teachers at least one day in advance of their being absent for a school function. They should get the assignment that they will miss, and have it completed by the next day.

Guidelines and forms for student Field Trips are as follows:

Link to the Echosign, to be able to electronically sign off, on the Field Trips when ready. Follow the instructions and set up the account for you to be able to use for each of your Field Trips.

\\bellaire-bdc\Common\Documents and Forms\Field Trip Documents and Forms 2013-2014

SPEAKERS

Obtain permission from your administrator before you invite a speaker. Notify the office that you will be having a speaker. Inform your guest that he is to check in at the office before coming to your room. Talk to your speaker prior to his visit to be sure that his talk coincides with what you are teaching and that he has an understanding of what it is like to address students of High School age. Be sure that you follow-up a visit with thank-you notes and class discussions about what they have learned from the speaker.

FILMS/DVD

Films and videos must have instructional value and may not be used for rainy day, reward, recreational, or end-of-the-year activity. The name and rating of any video that is not procured through the HISD Media Center must be submitted to your Assistant Principal prior to showing it. Preview the film before showing, remember that films are a teaching tool. Use the portions that relate to the concept you are teaching. Stop the film to ask questions or discuss points of interest.

Order HISD films and programs through the school Librarian. All audio visual equipment is to be checked out through the Librarian.

TRAINING REQUIRED FOR GT TEACHERS

General:

All GT classes will be called Vanguard in HISD beginning 2007-2008 no matter if they are IB or AP track.

Teachers must have an initial 30 hours of GT training. This is available via five day AP Summer Institutes, three day IB conferences or classes specified for GT training. Additionally, teachers must take six hours of Nature and Needs, six hours of Identification and Assessment, and six hours of

Scholars and Knowledge (Omitted last sentence). Teachers must complete an update of 6 hours of GT training each subsequent year they teach a GT class.

Pre AP:

Science, English and Math and Social Studies teachers must attend a five day AP Summer Institute to get the initial training. Additionally, teachers must take six hours of Nature and Needs, six hours of Identification and Assessment, and six hours of Scholars and Knowledge. There will be an additional six hours training to be completed by spring of 2016. Then they must do an update of 6 hours of GT training each subsequent year they teach a GT class.

AP:

Teachers must have an initial 30 hours of GT training. This is available via five day AP Summer Institutes. Additionally, teachers must take six hours of Nature and Needs, six hours of Identification and Assessment, and six hours of Scholars and Knowledge. There will be an additional six hours training to be completed by spring of 2016. Then they must do an update of 6 hours of GT training each subsequent year they teach a GT class.

AP teachers must also complete the AP Audit to receive authorization from the College Board to teach an AP class.

IB:

Teachers must have an initial 30 hours of GT training. This is available via three day IB conferences. Additionally, teachers must take six hours of Nature and Needs, six hours of Identification and Assessment, and six hours of Scholars and Knowledge. There will be an additional six hours training to be completed by spring of 2016. Then they must do an update of 6 hours of GT training each subsequent year they teach a GT class.