

Our Teaching and Learning Journey			
Timeline	Big Idea	Purpose	Action(s)
Year 1	<p>1. Fostering a Culture of Expectations and Learning</p> <p>2. Leadership Team Calibration</p>	To define our core values, beliefs, and vision for teaching and learning in order to establish consistent expectations	<ul style="list-style-type: none"> <li>• Focus: <ul style="list-style-type: none"> <li>- Social Emotional for Staff: Honoring the first seven award winning years of Burgess accomplishments while adjusting to a new leadership team and bridging new work</li> <li>- Academic: Small group instruction</li> </ul> </li> <li>***Teaching and Learning Core Values: Fostering a growth mindset, celebrating approximation, building capacity, and then expecting for all and inspecting frequently</li> <li>• The principal required daily engagement, with the instructional team, of specific tasks in conjunction with daily discussions of successes and/or growth areas. Such tasks included but were not limited to: <ul style="list-style-type: none"> <li>- Build relationships and community</li> <li>- Establish, share, and support school-wide explicit expectations for environment, instruction, character education, and service learning</li> <li>- Collaborative weekly planning</li> <li>- Daily classroom walkthroughs and debriefing</li> <li>- Collaborative presentations of staff meetings</li> <li>- PLC attendance of both instructional coaches, principal, and assistant principal (when possible)</li> </ul> </li> </ul>
Summer Following Year 1	<p>1. Strategic Planning for Professional Development</p> <p>2. Redefining of Leadership Team Roles</p>	To maximize all professional development contact time with teachers and begin fostering collaborative leadership with teachers	<ul style="list-style-type: none"> <li>• The principal scheduled a leadership team retreat to reflect on year 1, determine goals, and strategically plan out the first semester of professional development.</li> <li>Reflection <ul style="list-style-type: none"> <li>- Analysis of academic data</li> <li>- Analysis of school surveys (school-based and state) and soft data collected via surveys</li> </ul> </li> <li>Goals <ul style="list-style-type: none"> <li>- Based on data, the team collaboratively drafted goals for year 2 and intentionally revisited them while planning professional development throughout the school year</li> </ul> </li> <li>Explicit Expectations <ul style="list-style-type: none"> <li>- Year 1 expectations were revisited and revised to reflect the goals for year 2</li> </ul> </li> <li>Professional Development <ul style="list-style-type: none"> <li>- The leadership team “mapped out” every opportunity for professional development work with teachers (data meetings, PLC’s,</li> </ul> </li> </ul>

			<p>planning, staff meetings, half day planning, etc)</p> <ul style="list-style-type: none"> <li>- Dates with known conflicts were removed from the list</li> <li>- Guided by the principal, the team referenced the district yearlong plan and designated time to meet known district professional development expectations such as, but not limited to, a PLC session to review yearly DBQ processes and analysis of student work</li> <li>- While focused on year 2 goals, the team engaged in deep conversations and strategic planning for professional development that would teach new strategies, support the work, and hold teachers accountable</li> <li>• During year 1, the instructional team formed a consistent vision and supporting expectations therefore a natural next step was to designate roles and responsibilities in order to maximize each team member’s support <ul style="list-style-type: none"> <li>- The group engaged in an engagement structure (jot thoughts) and named the key roles and responsibilities of the leadership team</li> <li>- After categorizing and classifying the roles, the team engaged in deep discussion focused on a lead person for each responsibility</li> <li>- A chart was created, expectations were established to “divide and conquer,” and then referenced when reminders were needed (during critical conversations)</li> </ul> </li> </ul>
Year 2	<ol style="list-style-type: none"> <li>1. Strategic Planning for Professional Development</li> <li>2. Maximizing Use of Leadership Team Members</li> <li>3. Beginning the growth of lead teachers while exploring a deeper focus on standards</li> </ol>	<p>To maximize all professional development contact time with teachers, increase instructional team leadership support, and begin fostering collaborative leadership with teachers</p>	<ul style="list-style-type: none"> <li>• Focus: <ul style="list-style-type: none"> <li>- Social Emotional for Staff: Fostering relationships and leadership (a full day of trust building at a ropes course as well as ongoing strategic team building throughout the year)</li> <li>- Academic: Maintaining or small group progress while shifting to a deeper focus on standards-based literacy</li> </ul> </li> <li>***Teaching and Learning Core Values: Fostering a growth mindset, celebrating approximation, building capacity, and then expecting for all and inspecting frequently</li> <li>• The instructional team worked hard to remain focused on our defined roles and the principal worked closely with the coaches</li> </ul>

			<ul style="list-style-type: none"> <li>• The fall professional development plan was implemented, reflected on, and adjusted as needed</li> <li>• Explicit expectations were monitored through observations, classroom walkthroughs, grade level planning, student work, and professional conversations</li> <li>• In December, the leadership team met to revisit the year 2 goals, reflect on fall professional development, and “map out” spring PD by focusing on the following process as professional development (Burgess PD Cycle) was outlined: <ul style="list-style-type: none"> <li>- What do we want to accomplish for student learning?</li> <li>- What do teachers need to learn to accomplish our goal for student learning?</li> <li>- How will we support teacher learning and celebrate approximation (flipped PD sessions that could be revisited, coaching, feedback, planning, etc)</li> <li>- What evidence will we study and discuss to hold one another accountable (discussions, student work, videos brought by teachers to PLC’s)</li> </ul> </li> <li>• During year 2, the leadership team determined next steps for the shifting of literacy instruction from fidelity of the program to a standards-driven model, invited lead teachers from each grade level to engage in the following with the instructional coach: <ul style="list-style-type: none"> <li>- Discuss the vision, flexibility, and parameters</li> <li>- Observe two weeks of consecutive lessons modeled by the instructional coach</li> <li>- Debrief each lesson with a vertical team of lead teachers</li> <li>- Plan with the coach for upcoming instruction</li> <li>- Engage in co-teaching to experiment with the new model</li> </ul> </li> </ul>
<p>Summer Following Year 2</p>	<p>1. Continuing Strategic Planning for Professional Development</p> <p>2. Shifting All to Standards-driven Planning in Literacy</p>	<p>To mobilize and empower key teachers who would collaboratively explore and design best practices that would deepen our practices and inspire buy-in</p>	<ul style="list-style-type: none"> <li>• In May, the leadership team met to revisit the year 2 goals, establish year 3 goals, reflect on spring professional development, and “map out” fall PD using the same development cycle: <ul style="list-style-type: none"> <li>- What dates/times do we have to work with teachers?</li> <li>- What do we want to accomplish for student learning?</li> <li>- What do teachers need to learn to accomplish our goal for student learning?</li> </ul> </li> </ul>

	<p>3. Exploring Kagan Engagement Practices</p> <p>4. Establishing Teacher Leader Committees by Initiative</p>		<ul style="list-style-type: none"> <li>- How will we support teacher learning and approximation (flipped PD sessions that could be revisited, coaching, feedback, planning, etc)</li> <li>- What evidence will we study and discuss to hold one another accountable (discussion, student work, videos brought by teachers to PLC's)</li> <li>• The instructional team developed a Google Form application, that communicated explicit expectations for learning and sharing, for teachers to apply for leadership opportunities in three significant experiences during the summer: <ul style="list-style-type: none"> <li>- School District Demonstration Teaching Academy focused on rigor and standards</li> <li>- Kagan Cooperative Learning Level 1 Conference focused on engagement</li> <li>- Model Schools Conference focused on best practice</li> </ul> </li> <li>• The instructional team scheduled multiple meetings with each teacher leader team to discuss implementation, create plans, design staff development, reflect, and determine new next steps: <p>Standards and Rigor</p> <ul style="list-style-type: none"> <li>- Debriefed DTA and teachers felt strongly that all Burgess teachers needed to have the opportunity to work with John</li> <li>- Scheduled John Antonetti to work with our staff on rigor</li> <li>- Empowered teacher leaders to design August professional development on critical thinking via Breakout Box experiences and reflection</li> <li>- Partnered with three schools to creatively increase opportunities to work with John that involved professional development sessions, lesson modeling, and teacher planning led by him</li> <li>- The four schools agreed to host each other's leadership teams in order to deepen the learning of leadership teams</li> </ul> </li> </ul>
Year 3	1. Continuing Strategic Planning for Professional Development	To delve deeply into best practices while building teacher leader capacity for support across teams as well as the school in order to	<ul style="list-style-type: none"> <li>• Focus: <ul style="list-style-type: none"> <li>- Social Emotional for Staff: <ol style="list-style-type: none"> <li>1. Understanding one another better through Myers Briggs (inventory and deep debriefing) in order to better navigate daily interactions with one another</li> </ol> </li> </ul> </li> </ul>

<p>2. Expecting the planning and execution of rigorous standards-based tasks in ALL areas</p> <p>3. Exploring Kagan Engagement</p> <p>4. Establishing Teacher Leader Committees by Initiative</p>	<p>move from buy-in to internalizing</p>		<p>2. Teacher leader led sessions of Breakout Box Tasks, in vertical teams, and debriefing</p> <ul style="list-style-type: none"> <li>- Academic: Engagement, standards, and rigor</li> <li>***Teaching and Learning Core Values: Fostering a growth mindset, celebrating approximation, building capacity, and then expecting for all and inspecting frequently</li> </ul> <ul style="list-style-type: none"> <li>• Applied the Burgess PD Cycle (refer to questions above) to each initiative while remaining true to our core values for teaching and learning: Standards and Rigor <ul style="list-style-type: none"> <li>- Designed purposeful teacher learning experiences focused on rigor and standards with John (as well as instructional team learning) that included facilitated PD sessions, planning, and lesson modeling</li> <li>- Established an expectation for the ongoing planning of rigorous tasks (defined by John’s Rigor Rubric) during PLC’s and grade level planning</li> <li>- Strategically scaffolded learning experiences for teachers that generated a safe risk-taking environment as the leadership team prepared for learning walks in January with John Antonetti</li> <li>- Scheduled and implemented a second round of learning walks led by the instructional team a few weeks later</li> </ul> </li> </ul> <p>Kagan Engagement</p> <ul style="list-style-type: none"> <li>- Scheduled ongoing support meetings for teacher leaders, allow trained teachers to implement engagement practices, attend additional Kagan trainings offered by the district, and strategically embed structures in EVERY professional development setting so that teachers would experience engagement practices as learners</li> <li>- Ensured that the leadership team participated in Kagan Training opportunities offered by the district (Kagan Leadership, Kagan Coaching, Cooperative Meetings, Win-Win Discipline)</li> <li>- Selected an Engagement Teacher Leader Team, through an application process, and ensured that they became Kagan Certified Coaches (one or more in each grade level)</li> <li>- Worked with Kagan to develop a plan for school-wide implementation during year 4</li> </ul>
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Note:

- At this point, several processes had become embedded practices of our work and continued naturally on an ongoing basis:
    - Mapping out of professional development plans by semester
    - Burgess Professional Development Cycle
    - Leadership team retreats (3-4 per year depending upon need)
    - Teacher leadership teams for major areas of focus
- Although they are not listed in detail below, they continue to be key elements driving our work.

Year 4	<p>1. Continuing Strategic Planning for Professional Development</p> <p>2. Expecting Standards-driven planning and rigorous tasks daily</p> <p>3. Implementation of engagement structures and Kagan models to ensure PIES (engagement for all)</p> <p>4. Supporting Teacher Leader Committees by Initiative</p> <p>5. Providing CONSTANT specific feedback individually, by grade level and school-wide</p>	To secure the implementation and support of standards-based rigorous tasks and engagement	<ul style="list-style-type: none"> <li>• Focus:           <ul style="list-style-type: none"> <li>- Social Emotional for Staff: Our school-wide Kagan training ensured structures for ongoing team building and staff building because we intentionally carried practices throughout all professional development sessions</li> <li>- Academic:               <ol style="list-style-type: none"> <li>1) Engagement – All professional staff participated in Kagan Cooperative Learning Level 1 Days 1-3 (August PD days)</li> <li>2) Standards and Rigor – Deeply understanding the scaffolding of standards-based rigor across weeks, units of study and the school year</li> </ol> </li> </ul> </li> <li>***Teaching and Learning Core Values: Fostering a growth mindset, celebrating approximation, building capacity, and then expecting for all and inspecting frequently</li> <li>• Continued to apply the Burgess PD Cycle (refer to questions above) to each initiative while remaining true to our core values for teaching and learning:           <p>Standards and Rigor</p> <ul style="list-style-type: none"> <li>- Creatively scheduled all grade levels to observe, debrief, and reflect on four consecutive rigorous, standards-based lessons modeled and facilitated by John Antonetti</li> <li>- Purposefully planned ongoing professional development that supported planning for the expectations modeled and required evidence brought by teachers for accountability (observations, lessons, student work, video clips, etc)</li> <li>- Engaged in grade level learning walks with John Antonetti and provided specific celebratory feedback</li> <li>- Set the expectation for the ongoing planning and implementation of rigorous standards-based tasks, monitored implementation, and provided ongoing specific feedback</li> </ul> </li> </ul>
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