

# Instructional Work on FS Teams

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A Holistic Approach to Improved Outcomes

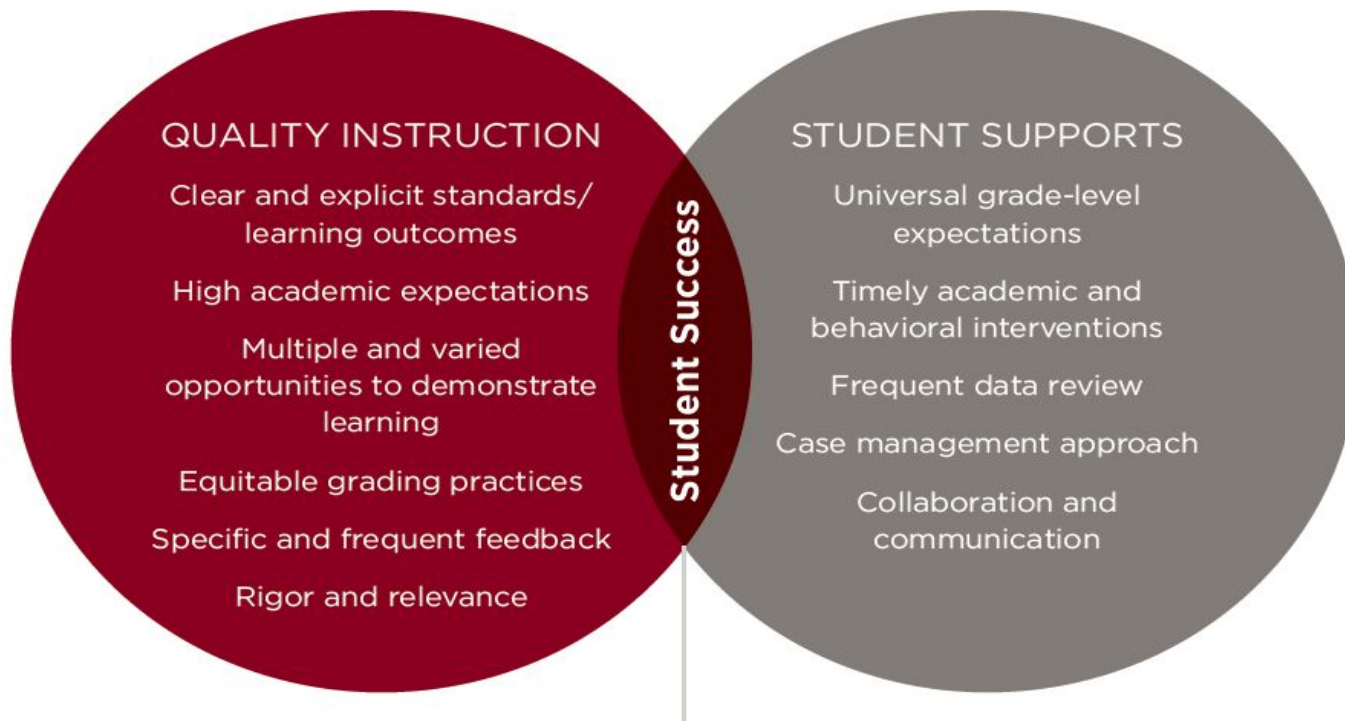


THE UNIVERSITY OF CHICAGO

**NETWORK FOR COLLEGE SUCCESS**  
Crown Family School of  
Social Work, Policy, and Practice



# What do Success Teams Do?



# Guiding Beliefs for Student Success

- Children and adults can learn and achieve.
- Relationships are essential to student success.
- High, future-minded expectations must be held for all students.
- Transition plans assist student acclimation to school culture.
- **Opportunities for students to demonstrate success are varied and plentiful.**







# Freshman Success Framework

## Freshman Success Team Outcomes: Ways of Being

Goals of Success Model	Guiding Beliefs for Student Success	Resulting School Culture
<ul style="list-style-type: none"> <li>• Improve grade-level On-Track rates</li> <li>• Increase college readiness and access indicators for students</li> <li>• Improve student course performance as reflected in GPA</li> </ul>	<ul style="list-style-type: none"> <li>• Children and adults can learn and achieve</li> <li>• Relationships are essential to student success</li> <li>• High and future-minded expectations must be held for all students</li> <li>• Transition plans assist student acclimation to school culture</li> <li>• Opportunities for students to demonstrate success are varied and plentiful</li> </ul>	<ul style="list-style-type: none"> <li>• Data-informed decision making</li> <li>• Goals and solution-based orientation</li> <li>• Capacity development at all levels</li> <li>• Shared leadership</li> <li>• Accountability for results while supporting the work</li> <li>• Positive working relationships amongst staff, students, and families</li> <li>• Increased responsible behavior by students and adults</li> </ul>

## Freshman Success Team in Action: Ways of Doing

Success Team Elements	Principal	Team Lead	Success Team
<b>Setting Conditions</b> 	<ul style="list-style-type: none"> <li>• Selects, programs, sets purpose, and provides foundational knowledge on student success work for core set of grade-level teachers</li> <li>• Identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team</li> <li>• Sets goals for On-Track and student connection with the Success Team and team leadership</li> <li>• Provides and protects team meeting calendar, with regular and sufficient time for data analysis, and intervention development, monitoring, and adjustment</li> <li>• Provides time for General Education and Special Education teacher(s), counselor(s), student advocate or dean, data technician, and/or administration to attend regularly scheduled meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Acquires foundational knowledge on the importance freshman course performance as well as tools and strategies to lead the Success Team</li> <li>• With principal and data technician, establishes Success Team meeting calendar that includes regular and sufficient time for data analysis, and intervention development, monitoring, and adjustment</li> <li>• With principal and Success Team, sets success goals for On-Track and student connection, and develops benchmarks to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Develops effective meeting strategies, such as establishing a mission statement and clear purpose, and building norms and action-oriented agendas</li> <li>• Shares Success Team roles and responsibilities conducive to success work</li> <li>• With principal and Team Lead, establishes foundational knowledge, sets purpose, and creates success goals for On-Track and student connection</li> <li>• Engages in regular, calendared Success Team meetings to analyze data, and develop, monitor, and adjust interventions</li> <li>• Includes General Education and Special Education teacher(s), counselor(s), data technician, student advocate or dean, and/or administration</li> </ul>
<b>Implementation</b> 	<ul style="list-style-type: none"> <li>• Provides timely access to success-related data such as point-in-time On-Track data</li> <li>• Provides professional development and training opportunities on the transition to high school, data strategy, and social-emotional learning strategies</li> <li>• Reviews and interrogates interim success-related data in light of Success Team goals and strategizes with team leadership around next steps</li> <li>• Holds teachers accountable for implementing equitable grading practices</li> </ul>	<ul style="list-style-type: none"> <li>• Develops action-oriented meeting agendas which consistently address success goals generally and intervention development, tracking, and evaluation specifically</li> <li>• Establishes Success Team meeting conditions conducive to the successful execution of Success Team duties</li> <li>• Works with data technician to bring actionable student-level data at regular intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews incoming class performance data to develop early and targeted supports for students</li> <li>• Develops, implements, tracks, and evaluates Tier 2 interventions, making adjustments when appropriate</li> <li>• Refers students to appropriate level of intervention</li> <li>• Reviews actionable student-level data in order to provide appropriate support</li> </ul>
<b>Communication</b> 	<ul style="list-style-type: none"> <li>• Provides space for student success-related communication on a regular basis</li> <li>• Explicitly supports Success Team efforts to communicate a culture of success for all</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly communicates strategies and progress toward success goals to Success Team, administration, parents, and students</li> <li>• Advocates for resources to support success efforts</li> <li>• Coordinates success assemblies, parent nights, and celebrations toward On-Track and student connection goals</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains strengths-based and action-oriented communication to support students</li> <li>• Conducts joint parent/student conferences</li> <li>• Celebrates student and adult successes around On-Track and student connection goals</li> <li>• Engages faculty in frequent communication on student progress and successful strategies</li> </ul>
<b>Instruction</b> 	<ul style="list-style-type: none"> <li>• Communicates a clear vision for instruction</li> <li>• Supports teacher development through proactive observation and constructive feedback around instructional practice</li> <li>• Provides learning opportunities on classroom practices that support students' successful transition to high school</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice</li> <li>• Designs and facilitates Success Team discussion, problem solving, and sharing around grading and instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Creates, implements, and evaluates instructional strategies around student engagement</li> <li>• Provides multiple and varied opportunities for students to exhibit mastery or be assessed</li> <li>• Utilizes transparent and equitable grading practices that communicate grade-level expectations and student achievement</li> </ul>



# Instruction

- Creates, implements, and evaluates instructional strategies around student engagement
- Provides multiple and varied opportunities for students to exhibit mastery or be assessed
- Utilizes transparent and equitable grading practices that communicate grade-level expectations and student achievement



# An Example from Hyde Park High School in Chicago

- Questions to consider as you watch:
  - What do you notice about how this teacher talks about instructional improvement?
  - How do we know her instruction improved?
  - This ELA teacher is speaking to an interdisciplinary team – why is this useful to the other teachers?



# Observation Card

## THE 5x8 CARD



Student Vital Actions	Principles
<b>All students participate</b> (e.g., boys and girls, ELL and special needs students), not just the hand-raisers.	Equity requires participation. <b>A</b> ➤
Students <b>say a second sentence</b> (spontaneously or prompted by the teacher or another student) to extend and explain their thinking. CCSS-M practices 1   2   3   6	Logic connects sentences. <b>B</b> ➤
Students <b>talk about each other's thinking</b> (not just their own). CCSS-M practices 1   2   3   6   7   8	Understanding each other's reasoning develops reasoning proficiency. <b>C</b> ➤
Students <b>revise their thinking</b> , and their written work includes revised explanations and justifications. CCSS-M practices 1   2   3   4	Revising explanations solidifies understanding. <b>D</b> ➤
Students look for more precise ways of expressing their thinking, encouraging each other to look for and use <b>academic language</b> . CCSS-M practices 3   6	Academic language promotes precise thinking. <b>E</b> ➤
<b>English learners produce language</b> that communicates ideas and reasoning, even when that language is imperfect. CCSS-M practices 1   2   3   6	ELLs develop language through explanation. <b>F</b> ➤
Students <b>engage and persevere</b> at points of difficulty, challenge, or error. CCSS-M practice 1	Productive struggle produces growth. <b>G</b> ➤



# Meaning Making

- Imagine choosing one of these “Vital Actions” to bring to an interdisciplinary team looking to increase student engagement...
- Which do you choose and why?
- How does this improve the instruction of non-Math teachers?

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# Where do learning goals fit in the process of planning and instruction?

## Traditional approach

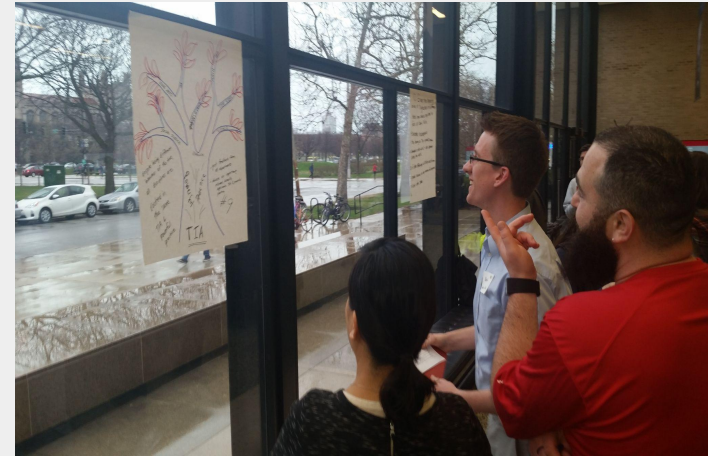
- Standards for course
- Plan assignments/activities
- Score work
- Enter into gradebook by type of assignment
- Grade produced by averaging scores

## UbD/Standards based approach

- Standards for course
- Determine units of study and performance indicators/unit learning goals
- Create summative assessment aligned to learning goals
- Develop tasks/lesson plans with daily learning targets
- Use rubrics/summative assessments to determine student progress toward proficiency on learning goals
- Report student progress on course goals to students and families (grades)

# Meaning Making

- What conditions are needed to engage in this type of instructional conversation?
- What conditions are available in your context (and/or what conditions may need more work) to engage in this type of instructional conversation?



# Thank You

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For Questions, or Additional Support reach out to us at [armccain@uchicago.edu](mailto:armccain@uchicago.edu)  
and [ksayegh@uchicago.edu](mailto:ksayegh@uchicago.edu),

