

INSIDE THIS ISSUE

- Opportunity Culture (OC) Professional Development
- Celebrating OC in Wilson
- Sub-Objectives
- Using Video Self-Analysis to Support EGP Goals
- Training & Development in an HCMS
- What's Coming Up Next

RETHINK HOW TO PRACTICE SKILLS



Learning to Practice Perfect: Thoughtfully Designing How You Practice Skills

By Kendra Moreno, REIL-Extend Project Lead

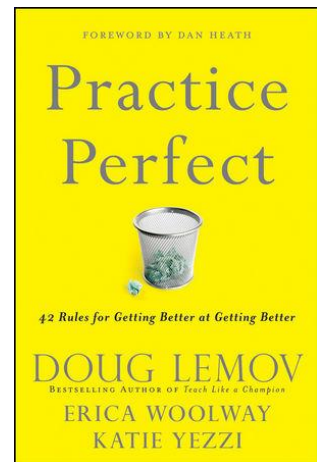
We've all heard the saying, "practice makes perfect," and we know that the only way to get good at something is to practice. Thoughtfully designed, real practice is not merely repetition. It's about planning your practice in a way that ensures you are practicing the right skills, those that will be most impactful to achieving your goal, and that those skills become ingrained and automatic.

The authors of *Practice Perfect: 42 Rules for Getting Better at Getting Better* acknowledge that we are all working to get better. In their book they offer the opportunity to rethink how we practice and apply new skills, and what it means to be an organization that "loves to improve and that thinks about mistakes as a normal part of improving." (p. 172)

The rules are simple and practical yet have the potential to revolutionize the way we approach professional development, and how we provide practice opportunities for leaders, teachers, and students. For example, adult learning theory reminds us that adults tend to be most interested in learning about things that are immediately relevant and applicable. By providing ample practice opportunities during a PD session, teachers would have the opportunity to hone the newly learned skills and get some feedback before being expected to implement the approach in their classroom.

Consider picking up a copy of *Practice Perfect*. In fact, I'm so excited about this book that the first four people to email me will receive a free copy! From the importance of making every minute matter in the classroom to creating a culture of practice, the tips in this book make it a great resource for a collaborative team or leadership book study as a way to challenge yourself and others to push beyond performance plateaus.

For further information, please contact Kendra Moreno (kendra.moreno@maricopa.gov).



The Difference in Opportunity Culture Professional Development

By Leslie Beauchamp & Tanya Gabrick, Field Specialists

While Opportunity Culture (OC) schools prioritize consistent, job-embedded learning for all educators on campus, those in OC roles receive additional training focused on providing leadership, guidance, and feedback in an ongoing, collaborative way. The professional development experienced by those in OC roles focuses on increasing their effectiveness in their role: principals focus on leading leaders, Multi-Classroom Leaders (MCLs) focus on providing feedback and support to peers, Expanded Impact Teachers (EITs) and Reach Associates (RAs) learn strategies for increasing their impact with students by working collaboratively and using structures that match their needs. The goal is to shift professional learning into daily support for their teams, so they can all keep improving and meeting the needs of students. Instead of teachers working in isolation and principals being stretched too thin to guide and support all their teachers effectively, Opportunity Culture schools aim to extend the reach of excellent educators in OC roles to impact all students and staff.

For further information, please contact Leslie Beauchamp (leslie.beauchamp@maricopa.gov) or Tanya Gabrick (tanya.gabrick@maricopa.gov).



Celebrating Opportunity Culture in Wilson

By Chris Nutt, Field Specialist

Teachers need new school models to create an Opportunity Culture that helps more students excel. These models must “extend the reach” of great teachers and provide career paths enabling all teachers to pursue excellence. Wilson School District (WSD) is creating an Opportunity Culture for their teachers and students by having several models in place, including Expanded Impact Teacher (EIT) and Reach Associate (RA) teams along with a Multi-Classroom Leader (MCL).

Last year, Wilson Primary adopted the EIT and RA team model to accelerate student access to excellent educators. One team, Monica Castaneda (EIT) and Carol Conti (RA), was created in the reading department and continues to have



From left: Maki Wojcicki, Carol Conti, Monica Castaneda, and Perla Moreyra.

great success with this model through collaboration, trust, and hard work. They meet weekly to discuss each student’s growth, analyzing the data they collect in addition to working closely together on a daily basis. Maki Wojcicki (EIT) and Perla Moreyra (RA), Primary’s second team, focus on technology in the classroom. They meet weekly to lesson plans and establish high-level engagement strategies for the students. The Primary redesign team is looking forward to expanding their success by adding additional EIT, MCL & RA teams to their school to expand their reach even more in upcoming years.

Wilson Elementary has a Multi-Classroom Leader (MCL), Leisa Herrera, for their 4th and 5th grade ELA teams. She has been successful in helping students who start behind catch up and helping students who are on track leap forward. She works with her team teachers developing lesson plans, analyzing data, and model teaching. The goal of the Elementary redesign team is to expand this great model to reach more students.



MCL & team from left: Michele Elek, Luis Barraza, Becky Taylor, Leisa Herrera, and Beth Gibbs.

Wilson is committed to exploring models to ensure great teachers can expand their impact and educators develop their full potential.

For further information, please contact Chris Nutt (christianne.nutt@maricopa.gov).

WSD Watch this video to learn more! 



HCLE Training Day 4
Performance Excellence
February 22nd

OC Spring Site Visits
Cohort A & B
February 25th – 27th

Sub-Objectives: Breaking Down the Objective to Track Student Progress

By Sara Reimer & Michele Rutin, Peer Evaluators

Have you ever planned a great lesson only to find your class unengaged and not “getting it” once you were teaching? Maybe analyzing and planning checks for understanding by using sub-objectives can help!

Chunking your lesson into sub-objectives when you plan and deliver instruction will support you in identifying which points in the lesson the students are not understanding. Sub-objectives are the scaffolds, or mini-objectives, that students need to know and be able to do on their way to meeting the lesson objective. Sometimes a sub-objective could be prior-knowledge that a teacher needs to confirm that students have mastered, or vocabulary that should be pre-taught. Other sub-objectives might include chunks of content to reach an objective.

One teacher in our REIL-Extend alliance shared with us how she plans for and uses sub-objectives in her daily instruction. Before every lesson, the teacher posts the objective and sub-objectives on the board. “I would be lost without them. They help me know where my kids are. I know who is ready to move on and to whom I need to reteach a concept.” When asked how her students benefit, she cited clear goals and expectations, along with her students’ growing confidence as they see their own progress and success. “They are now used to a productive struggle toward a clear goal.”

This teacher also mentioned the value of checking for understanding after teaching each sub-objective. She has students share understandings with each other, write on a white board or in a journal, or produce another overt response. Then, based on their responses, she uses sticky notes to jot down names of students to reteach and sticks that to her lesson plan. She uses this information to pull those students into a small group or to work with them individually helping to ensure their success toward that objective.

For further information, please contact your district peer evaluators.

Using Video Self-Analysis to Support EGP Goals

By Kim St. Clair, Professional Development Resources Coordinator

An Educator Goal Plan (EGP) is grounded in at least one LOI element and requires regular and honest self-reflection to attain. One way to develop a clear-eyed reflective practice is by videotaping a lesson and engaging in self-analysis. Here’s an easy process for videotaping yourself for self-analysis and goal attainment:

1. Determine your filming purpose and what portion of the lesson to film.
2. Set-up your camera and record for a specific period to capture footage aligned to your filming purpose (5-15 minutes).
3. View the video segment and write down specific evidence aligned to your filming purpose.

When reviewing the footage, consider what inferences you can make about your professional practice. What are your next steps towards reaching your EGP goal?

For further information, please contact Kim St. Clair (kimberly.stclair@maricopa.gov).



EXAMPLE

Objective

The students will be able to add fractions with like denominators with 90% accuracy.

Sub-objectives

Review prior knowledge that fractions represent parts of a whole

Apply vocabulary: numerator, denominator, sum

Construct understanding of what is happening with fractions when we add them (addressing possible misconception, that we add the denominators)

Formulate steps to adding fractions with like denominators

Practice adding fractions with like denominators

Training & Development in an HCMS

By Emily Beck, HCMS Administrator

Training and development doesn't just improve employee performance—studies show it also impacts engagement, retention, and overall employee wellbeing, making it a cornerstone of an effective human capital management system (HCMS). Engaging in workforce planning and organizational needs analysis can help us determine where to direct those efforts.

Before winter break, the Human Capital Leaders in Education (HCLE) group delved further into training and professional development, examining the nuances that differentiate the two. We came to a shared understanding that training refers to a learning activity focused on acquiring or developing skills, also known as Horizontal Development. However, professional development aims to expand existing skills, knowledge, and abilities that support personal growth and career advancement, also referred to as Vertical Development. Armed with that appreciation, they examined how to take staff to the next level using Vertical Development to encourage more complex ways of thinking about instruction. For instance, development of PD that supports learners to gain new perspectives, encourages shared inquiry, addresses complex issues, or challenges mental models. These transformational learning experiences move beyond a traditional workshop to encourage critical thinking and collaboration.

We are looking forward to watching how these leaders incorporate these concepts into their HCMS to continue impacting staff and students!

For further information, please contact Emily Beck (emily.beck@maricopa.gov).

Source: Spreitzer, G., & Porath, C. (2012). *Creating sustainable performance*. Harvard Business Review, 90(1), 92-99.



Newsletter Feedback

Take our 3-question survey to tell us what you think!



REIL-Extend Goals

Goal 1: Attract, place, retain, and sustain effective educators through implementation of a high-quality, LEA-wide human capital management system focused on expanding leadership and cultivating an engaged workforce.

Goal 2: Redesign high-need schools to accelerate access to effective educators by extending the reach of excellent teachers.

Scan the QR codes to watch our latest additions!

Routines & Procedures

Level 5



Relationships

Level 5



Instructional Approach

Level 4



You can also log into RDSS and select the "View all videos" link under the Featured Video to find videos in your content area, or to find the videos above.

For further information, please contact Des Hockman (desere.hockman@maricopa.gov).

We are looking for people to film for our

VIDEO CADRE,

where we showcase amazing educators!

If you are a teacher, coach, or principal, and would like to be part of our video cadre, please fill out the online survey:

