

Quentin STEM Academy Vision and Collective Commitments

Empowering Students for Future Success

We are committed to:

- ❑ Being a community that is dedicated to learning, making positive and healthy choices, and showing pride in our school
- ❑ Kinesthetic classrooms where students and staff are actively engaged in the learning process
- ❑ Providing opportunities for and engaging in collaborative discussions that make learning meaningful



Quentin STEM Academy Goals for the 2019–2020 School Year

DIBELS EOY Kindergarten 85%, 1st grade 75%, 2nd grade 75%, 3rd grade 75%

Achieve 3000 - 2 activities per week, 1st time activity score 95%, on-track CCR 24% of students

Student Attendance - 96%

MYD - Decrease by 2% which equates to 40 MYD office referrals per month

Interim Assessments - 10% Math increase and 5% ELA increase average score

Post Test Growth - 80% school-wide growth

AzMerit - 10% overall growth both contents each grade level



Quentin STEM Academy Site Norms

Trust

Respect

Integrity

Collaboration

Dedication



Walk-Through Tools

Administration uses targeted walk-through tools to support teachers' instructional practice and classroom procedures. The walk-through tools assist in helping to achieve the school's goals. The following slides contain images of the tools used.



Walk-Through Tools

I. Engagement # of Students _____		Beginning, Middle, End						
Student/Teacher Interaction (Based on Painter and Valentine (2002) Check one.		Level of Participation (Based on Madeline Hunter's active participation. Circle approximate percentage of students on task.)						
		100-91%	90-81%	80-61%	60-41%	40-0%		
	Active Engaged Learning	Rigor	C Assimilation		D Adaptation			
	Student Learning Conversations		A Acquisition		B Integration			
	Teacher -Led Instruction		Knowledge in one discipline		Demonstrate understanding in one discipline	Demonstrate understanding across disciplines	Demonstrate understanding in real-world situations (predictable)	Demonstrate understanding in real-world situations (unpredictable)
	Student Work/ Teacher Engaged		Adapted from Daggett's Rigor & Relevance Framework		Relevance			
	Student Work/ Teacher Disengaged							
	Total Disengagement							
Notes:								



Walk-Through Tools

Lesson Design and Delivery				
Description of Measure: The degree to which principles of effective lesson development and execution are observed.				
Critical Attributes	1	2	3	4
Use of Technology	<p>The teacher or students either do not use <i>available technology</i>, use it in ways that <i>violate district technology use policy</i>, or use it in ways that do not <i>enhance instruction or facilitate learning</i>. Examples include using technology to:</p> <ul style="list-style-type: none"> Participate in gaming applications that have no relevance to the learning objective Surf the internet without a clear <i>learning focus</i> Reward or entertain students as the only or main purpose Engage in non-school or non-educational purposes during class (such as personal email, non-school related projects, etc.) 	<p>The teacher uses <i>available technology</i>, but in ways that <i>may not fully enhance instruction or facilitate learning</i>. Examples include using technology to:</p> <ul style="list-style-type: none"> Word process written text Participate in gaming applications that transfer to narrowly predictable situations (such as a Jeopardy game to review for a multiple choice test with questions limited to knowledge retrieval questions) Attain a learning objective where another instructional strategy would be more effective or efficient (such as watching a video of students interacting instead of participating in a well-facilitated learning conversation) Using technology functionally for uses far below its capability to enhance instruction or facilitate learning (such as using a SmartBoard exclusively as a chalk board). 	<p>The teacher uses <i>available technology</i> in ways that <i>enhance instruction</i>. Examples include using technology to:</p> <ul style="list-style-type: none"> Gain and maintain student attention Access prior knowledge Provide relevant input Process information Initiate and maintain student engagement Deepen cognition Provide practice Provide specific and immediate feedback Increase motivation Increase retention 	<p>The teacher facilitates <i>student use of available technology</i> in ways that <i>deepen their understanding, develop their expertise, and/or enable their use of knowledge in real-world, authentic applications</i>. Examples include students using technology to:</p> <ul style="list-style-type: none"> Gather, analyze, interpret, display, and present information Simulate real-world experience Transfer prior learning to real-world application Generate and/or participate in learning conversations Solve complex, authentic problems Make complex decisions Enable student inquiry Engage in scientific modeling and/or experimentation Create original products

Notes:



Walk-Through Tools

Lesson Design and Delivery

Description of Measure: The degree to which principles of effective lesson development and execution are observed.

Critical Attributes	1	2	3	4
Use of Time	<p>Instructional time is frequently not focused attributable to:</p> <ul style="list-style-type: none"> • ineffective classroom management procedures • longer than needed transitions/students waiting • slow pacing of instruction • unclear directions • off-task discussions • "busy work" • lack of adequate lesson planning 	<p>Instructional time is sometimes interrupted by:</p> <ul style="list-style-type: none"> • ineffective classroom management procedures • longer than needed transitions/students waiting • slow pacing of instruction • unclear directions • off-task discussions 	<p>Instructional time is maximized and primarily devoted to academic learning with student cognitive engagement, active learning, or student/teacher interactions.</p> <ul style="list-style-type: none"> • time devoted to transitions is minimized • pacing is sufficient for accomplishing learning for almost all students • procedures do not allow wasted time 	<p>Instructional time is maximized and clearly focused on academic learning with student cognitive engagement, active learning or student/teacher interactions.</p> <ul style="list-style-type: none"> • transitions are quick, seamless, and smooth • instruction occurs at a pace that maximizes learning for all students

Notes:



Walk-Through Tools

Lesson Design and Delivery

Description of Measure: The degree to which principles of effective lesson development and execution are observed.

Critical Attributes	1	2	3	4
Differentiation	There is no evidence that the teacher varies process, product, content or modality to meet the needs of learners.	The teacher attempts to vary process, product, content or modality for at least some of the learners with varying degrees of effectiveness .	The teacher differentiates process, product, content and/or modality to meet the diverse needs of most learners .	The teacher differentiates process, product, content and/or modality to meet the diverse needs of all learners .

Notes:

