



Educators in Birdville ISD will

1. Align instruction to the standards
2. Have a strong core instructional delivery system
3. Use appropriate interventions for struggling students and implement with fidelity
4. Use data for making instructional decisions

Roles and Responsibilities

| Teachers as members of Professional Learning Communities | Principals as Pedagogically-Centered Instructional Leaders |
|---|---|
| <p>What do students need to know and be able to do?</p> <ul style="list-style-type: none"> • Examine the curriculum documents • Determine how to bundle standards within the lessons (leading standard, process skills, partner standards) <p>How will we know when they've learned it?</p> <ul style="list-style-type: none"> • Develop common assessments aligned to the unit standards (both formative and summative) • Use formative and summative data to monitor student progress <p>What instruction must take place to ensure students learn?</p> <ul style="list-style-type: none"> • Design instruction in alignment with the cognitive rigor, content, and context of the standard by using the Clarifying Documents in eduphoria! • Design student tasks that are aligned to the standards and prepare students to demonstrate mastery • Select strategies that will cause students to engage in the thinking required of the standard • Review data from assessments and make instructional decisions based upon the findings <p>What will we do if they haven't learned it?</p> <ul style="list-style-type: none"> • Plan for re-teaching of standards that students did not master at the advanced level • Select appropriate interventions for students struggling to achieve mastery <p>What will we do if they already learned it?</p> <ul style="list-style-type: none"> • Plan for extending learning for those who have achieved mastery | <ul style="list-style-type: none"> • Serve as the liaison to clearly articulate the beliefs, vision, and mission so that campus goals align with those of the district • Set high expectations for all teachers and students • Set up a system to coach and mentor teachers through the Planning for Learning process • Employ situational leadership to lead teachers, based upon their levels of readiness, to become more pedagogically-centered • Seek additional support and training to build your pedagogical repertoire and deep understanding of district initiatives • Set up a system to effectively communicate specific district information regarding curriculum and instruction to every teacher on campus • Develop a schedule to regularly visit and work with each PLC on campus • Use questioning strategies to lead teachers' thinking and professional growth • Monitor instruction through frequent walkthroughs and examination of lesson plans • Refer to curriculum documents to inform the expectations of classroom walkthroughs and lesson plans • Review data, facilitate data discussions, and follow up on actions taken in response to the data • Utilize the eduphoria! suite of applications and become an expert for teachers' use of the software |

Central Office and Support Staff as Pedagogically-Centered System Leaders

- Establish the district beliefs, vision, and mission that guide in the development of clearly articulated goals
- Create and facilitate vertical and horizontal teams to develop, customize, review, and evaluate curriculum
- Design and deliver professional development that is aligned with district goals and supports staff in the implementation of district initiatives
- Communicate specific content area information through facilitator/district meetings
- Provide instructional support to principals and teachers upon request
- Monitor curriculum and instructional effectiveness by conducting classroom walkthroughs and staff conferences
- Write and evaluate district CBA assessments
- Employ and supervise appropriate support personnel
- Purchase and make recommendations for resources that align with the district curriculum