

MISD Expectations 2016-2017

Teaching & Learning



Midland ISD Expectations 2016-2017

Numerical

- ⇒ Increase STAAR-EOC Level 2 Satisfactory Performance, Progress Measure, and Level 3 Advanced Performance by 10%
- ⇒ Meet each Index in the state accountability system
- ⇒ Raise the attendance rate by 2% over prior year or maintain over 96%
- ⇒ The number of K-12 students on track toward graduation will be 88.1% or greater
- ⇒ 83% of K-2 students will meet or exceed Early Reading Indicator
- ⇒ Increase AP Performance to at or above state performance
- ⇒ Increase number of students successfully completing dual credit courses to 90%

Instructional

****ALL MEANS ALL****

The administration will have a balanced approach of monitoring the use of IFV's, CFV's, and appraisals in all classes (including all special programs) to average 5 visits per week per administrator to look for evidence of:

- ⇒ Teacher effectiveness to include lesson planning and meaningful work reflecting the district scope, sequence and standards
- ⇒ Utilization of targeted resources and strategies
- ⇒ Use of data to determine best practices
- ⇒ Differentiated instruction based on data analysis of student progress and goals
- ⇒ Students are engaged and participating in support of their own learning
- ⇒ Know and use the MISD teaching model

PLC

Your campus will ensure collaborative team time is occurring on all grade levels being inclusive of all special programs. You will be looking for evidence that:

- ⇒ PLC members are involved and actively engaged
- ⇒ There is a formal written agenda
- ⇒ PLC meetings are focused on one or more of the four critical questions
- ⇒ Clear documentation and reporting back to campus admin and other PLC members about the results of the meeting (minutes, artifacts, CFA's, data protocols, etc.)
- ⇒ Teams have developed common formative assessments

Professional

- ⇒ You will be on time for meetings, be actively involved and voice your recommendations, opinions, and concerns
- ⇒ You will confront difficult issues for the betterment of students, staff and district
- ⇒ You will implement collaborative processes and systems with all stakeholders
- ⇒ You will present and conduct yourself in a professional manner that exemplifies yourself as a role model for students, staff and community
- ⇒ You will ensure professional high quality implementation of all district initiatives
- ⇒ You will accurately complete high quality products on time
- ⇒ You will seek and act upon feedback for personal and professional growth

Behavioral

You will implement and maintain CHAMPS/DSC as the district and campus model for sustaining a safe and welcoming environment so that all students learn

- ⇒ You will establish and use a campus behavioral team
- ⇒ You will expect STOIC as teacher behavior to maintain a positive environment:
 - S = Structure
 - T = Teach
 - O = Observe
 - I = Interact positively
 - C = Correct fluently
- ⇒ You will monitor data and adjust to provide an appropriate learning environment
- ⇒ You will develop meaningful relationships with students and staff

Data

- You will use Lead4Ward, Eduphoria and other data sources to guide instructional planning:
- ⇒ Identify and use priority Knowledge & Skills
 - ⇒ Identify and use high yield instructional strategies
 - ⇒ Identify and focus on highly tested standards

Compliance

You will ensure compliance with Texas Education Code, Texas Teacher Standards, Texas Educator Code of Ethics, Board Policies, District Administrative Regulations, and all laws pertaining to your school.

Rationale

Measureable

Observable

Clear & Focused

Clarity precedes Competence

Direct for district and campus staff

Numerical Expectations

- Increase STAAR-EOC Level 2 Satisfactory Performance, Progress Measure, and Level 3 Advanced Performance by 10%
- Meet each Index in the state accountability system
- Raise the attendance rate by 2% over prior year or maintain over 96%
- The number of K-12 students on track toward graduation will be 88.1% or greater
- 83% of K-2 students will meet or exceed Early Reading Indicator
- Increase AP Performance to at or above state performance
- Increase number of students successfully completing dual credit courses to 90%

Instructional Expectations

The administration will have a balanced approach of monitoring the use of IFV's, CFV's, and appraisals in all classes (including all special programs) to average 5 visits per week per administrator to look for evidence of:

- Teacher effectiveness to include lesson planning and meaningful work reflecting the district scope, sequence and standards
- Utilization of targeted resources and strategies
- Use of data to determine best practices
- Differentiated instruction based on data analysis of student progress and goals
- Students are engaged and participating in support of their own learning
- Know and use the MISD teaching model

PLC Expectations

Your campus will ensure collaborative team time is occurring on all grade levels being inclusive of all special programs. You will be looking for evidence that:

- PLC members are involved and actively engaged
- There is a formal written agenda
- PLC meetings are focused on one or more of the four critical questions
- Clear documentation and reporting back to campus admin and other PLC members about the results of the meeting (minutes, artifacts, CFA's, data protocols, etc.)
- Teams have developed common formative assessments

Professional Expectations

- You will be on time for meetings, be actively involved and voice your recommendations, opinions, and concerns
- You will confront difficult issues for the betterment of students, staff and district
- You will implement collaborative processes and systems with all stakeholders
- You will present and conduct yourself in a professional manner that exemplifies yourself as a role model for students, staff and community
- You will ensure professional high quality implementation of all district initiatives
- You will accurately complete high quality products on time
- You will seek and act upon feedback for personal and professional growth

Behavioral Expectations

You will implement and maintain CHAMPS/DSC as the district and campus model for sustaining a safe and welcoming environment so that all students learn

- You will establish and use a campus behavioral team
- You will expect STOIC as teacher behavior to maintain a positive environment:
 - S = Structure
 - T = Teach
 - O = Observe
 - I = Interact positively
 - C = Correct fluently
- You will monitor data and adjust to provide an appropriate learning environment
- You will develop meaningful relationships with students and staff

Data Expectations

You will use Lead4Ward, Eduphoria and other data sources to guide instructional planning:

- Identify and use priority Knowledge & Skills
- Identify and use high yield instructional strategies
- Identify and focus on highly tested standards

Compliance Expectations

You will ensure compliance with Texas Education Code, Texas Teacher Standards, Texas Educator Code of Ethics, Board Policies, District Administrative Regulations, and all laws pertaining to your school.

Delivery

Finalized on 9/7/2016

Emailed to District & Campus Administrative Staff on 9/8/2016

Individual discussions occurring with Campus Principals two-fold:

- Through discussions with Campus Executive Directors
- Numerical explanations and data chart with Executive Director of Accountability

Questions may be directed
toward any T&L Executive Staff
Member