

Desoto

1/23/19

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

(evidence)

1. What **tangible/visible artifacts and symbols** did I see in the classrooms, hallways, school building?
2. What **behaviors and actions** are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the **school value**? What were some of the **shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?**

Cultural Traits	EVIDENCE/NOTES	NEXT STEPS
1. Teachers, staff, and school leaders share a common vision of improvement that includes a common instructional framework and sustained and focused PD.	- Visible "framing the lesson"	
2. All staff involved with the ECHS/CA students, including on-campus and supporting offices, embraces a common mission that includes measurable college-ready outcomes.	* Look up College-readiness outcomes	
3. The school has visible, accessible, and communal learning goals that are consistent with college curriculum standards as well as state and district standards.	- Reports should meet HS ; College standards / TEKS	

☆

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

4. The school has a personalized learning environment that reflects students as individuals, members of families, members of communities, and active participants in the success of the college-going culture of the ECHS.	★ Incorporate Schoology because it favors Blackboard.	
5. The master schedule emphasizes core academics and the core areas constantly incorporate the bigger vision of academically college ready in lessons.	★ Continue using Cornell notes.	
6. The school has a strategic hiring and support process for new teachers.	- ECHS Trainings: PD.	
7. All co-curricular and extra-curricular school support programs are linked to a college-going curriculum and a common instructional framework.	★ Challenge Literary Scholars.	Mentor-mentee (Ms. M. 11s)

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

8. School improvement planning and assessment directly check and address the school's progress in providing a coordinate school program that is sustainable and reflective.	Reflect on reflect on CA1 and CA2	
9. Teachers and school leaders are staying from one year to the next and an articulated sustainability plan is in place to retain the value-adding staff.	We haven't had this reliably in the 5 years I've been @ De Soto (trad + ECHS). ECHS has been stable.	
10. The school rejects or refuses any initiatives that do not support ECHS instructional program coherence.	I don't know? Additional time for planning. The ECHS principal protects our interests and program. Fighting to get our needs met.	
11. School leaders direct resources toward a clearly articulated common instructional framework linked to student outcomes.	In 2017, DISD lost the superintendent due to illegal financial activities. ECHS leaders definitely direct our resources appropriately.	

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is controlled by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

12. School leaders create and maintain "collective decision-making structures" to develop the shared focus, goals, and strategies.	Leadership work with students and teachers to make sure both can be their most successful.	
13. School leaders regularly consult with staff about programs that may be adversely affecting their ability to implement the common instructional framework.	We work together when teachers have concerns about programs or initiatives we're asked to implement.	
14. Teacher PD supports the implementation of "common" instructional methods, <u>coherent vertical and interdisciplinary curriculum</u> , and data-rich assignments.	We haven't done vertical alignment w/ curriculum across the board. 2019 (Spring) we were told it's planned.	9th/10th should make a concerted effort to vertically align to prepare for 11th grade. ★
15. Teachers and school leaders regularly evaluate student work together to gauge student learning in relation to broad standards-based learning targets (LASW).	I haven't done this in a while. It happened occasionally during dept [Content] meetings. It may occur in dept. meetings.	★
16. Teachers have common planning time by content area where high level questions are developed, clarity around teaching concepts is shared, and authentic assessments are discussed.	Trad. side yes for 9th/10th (I believe). Maybe 11th English? we haven't for ECHS, though we have 2 planning periods, not everyone aligns.	

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

*"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst*

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

Classroom Culture <i>Good</i>	22. Teachers deliberately plan, modify, revise curriculum to align vertically with TSI, TEKS, STAAR, school mission statement, and college coursework.	<i>Met. all have the same I will/ we will</i>	<i>From the lesson everyone</i>		★
	23. Teachers purposely link curriculum to stated learning-performance goals. DOLs truly check for mastery and are not m/c or low-level questions.	<i>We begin the "ask what" not the "what" that aligns w/ the TEK.</i>			★
	24. Teachers coordinate their curriculum and assignments to avoid repetition and account for acceleration				
	25. Teachers have the opportunity to truly "own" the curriculum by learning to teach it well so that students succeed				
	26. Teachers actively build relationships with and between students in service of academic learning.	<i>All students have my E-mail & REMIND API info</i>	<i>Clear engagement</i>		★
	27. Teachers and students use collaboratively designed rubrics that reflect the quality degrees/standards of post-secondary work.				

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 20px;">Good</div> <div>Bad</div> </div>	28. Students get to exercise choice in how they publicly demonstrate their academic competencies over time.	lots of activities given them the option of work, a song, play, etc.	Portfolio		
	29. Teachers focus lessons on one aspect of concepts at a time but purposefully link the 'bigger picture' for the students so that they develop that skill too.	One TEK a day			★
	30. Teachers provide feedback to students regularly, and allow students opportunity to revise work before final grades for mastery are determined.	Anything less than 100 can be made up			★
	31. Teachers are deliberate in their use of routines, space, time, momentum, and attention in the classroom.	Every lesson has notes, pictures, video clips & activities			★
	32. Teachers intentionally design authentic tasks that are challenging but not threatening, providing scaffolding when needed by the individual student.			-	★
	33. Teachers conduct assessment for learning (educative assessment) intentionally and regularly.	Lead 4ward App for quick daily assessment			★
	34. Teachers facilitate cooperative interdependent student-to-student learning opportunities (CGW, LG, SC).	Turn & Talk in every lesson			★
	35. Teachers emphasize literacy (reading, writing, speaking) in every class.	Activities daily, which I connect literacy			★

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

17. Teachers have common planning time by grade level interdisciplinary team where age-level development of <u>both academic and contextual (soft) skills</u> is discussed such that the collective team can work in an interdisciplinary fashion.	Math meeting on 2nd Wednesday : alg2 P2C on Tuesday.	
18. Teachers coordinate their instruction to reflect a strategic and deliberate "gradual release of learning," purposefully communicating the strategy to the students creating a vision of college classes away from the ECHS (at age 18).	Evidence in Anderson's class, students are given college readiness skills handout and review before lesson : after lesson to communicate P connect learning.	★
19. Teachers have adequate support systems for <u>professional reflection</u> on intended, implemented, and <u>attained curriculum</u> and instruction.	Students are provided tutoring hours and have made connections w/ teachers. Need work on this one!	
20. Teachers regularly witness each other's practice in an effort to improve student learning outcomes either viewing the process (rounds) or the products (LASW) with purpose and regularity.	Benson visits Head ? Holbrook Pretho ? Alg2 class to consider teaching techniques and classroom management.	
21. Digital tools are provided to the teacher including support on how to integrate them to meet curricular goals. Digital content and tools do not replace the teacher; rather, digital content and tools work alongside the teacher to better support student needs by providing remediation, practice, and/or extension.	Benson utilized ALEKS as a tool for students to extend learning. ALEKS provides tutorials, worked out, step by step problems.	★

Building the Culture: ECHS/CA

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

36. Teachers foster student self-reflection, adjustment, monitoring, and public sharing of learning in preparation for not only IHE learning but the development of life-long learners.	Bulletin board of the month, use of ECHS digital letter	Not enough student work in hallways & classrooms	★
37. Teachers ensure classroom talk is designed and carried out for both learning and modeling for future professional academic learning environments.	CT should be happening in all classrooms & embedded in lesson plans		★
38. Teachers' language, behaviors, values reflect unyielding commitment to "care" in service of student academic learning for college success.	Classroom environment	use of professional integrity	★
39. Teachers provide multiple resources and opportunities for students to "catch-up," review, or enhance basic academic skills and content without stigma or blame.	Tutorials before, after, Saturday Boot camps	TSI, Math E, Reading EOC tutorials by meets and masters and full sets	★
40. Teacher keeps record of academic achievement (grades or scores) according to specific skills, content, concepts, behaviors learned rather than "Quiz on chapter 1," or "unit 2 test."	Gradebook / or use of benchmarks divided Curriculum	Calibration, rubric, discussing	★
41. Teacher welcomes collegial observation and provides questions to facilitate the collegial feedback process (LO's and Rounds).	Facilitators and ECHS teachers will begin	to do power walks, PLC's	★
42. Teachers provide models of mastery in the various assignments from WTL to multi-day projects.	Model of mastery of data will	Use 50-minute seminar / more writing	★

Student projects / quizzos / tests. Use lead 4ward

Building the Culture: ECHS/CA

Post of / Skill of the week

"Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave." Johnson, A. (2006) Privilege, Power, and Difference. Boston: McGraw-Hill.)

"The culture of your high school is **controlled** by the collective attitudes, actions, beliefs, and exhibits of empathy of the individual staff members." ---Tracey Hurst

The left-hand column is a list of cultural traits derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for observations:

1. What tangible/visible artifacts and symbols did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell? What is the evidence?
3. What coherent structures are in place that specifically are designed to
4. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

43. Teachers understand how to use digital tools in purposeful ways that complement offline instruction. Digital content does not replace the teacher; rather, digital content works alongside the teacher to better support student needs by providing remediation, practice, and/or extension.	see this in Simmons room also more than anywhere - really integrates tech (2) Kahoots	(3) Use more digital tools / Need to do	
44. Students have frequent opportunities to reflect on what they are learning and their success in learning. Students make goals to improve their learning outcomes and have opportunities to make authentic choices for their learning. Students have authentic choice and ownership over their learning.	← seen that in MAPS	Giving students more ownership in learning. Let them create w/ Dean Counselor & implement a plan to pass classes meeting of kids	
45. Teachers use data to inform instructional decisions in their classrooms. Students are provided with opportunities to review their own data and make learning decisions based on that data.	← data walls in classrooms See in Cora Garner's room and Nguyen's		

classroom.
Using benchmarks
and old scores
to help guide
student
improvement

Continuous Improvement - the Culture of Desoto Early College High School

“Culture refers to the accumulated sum of symbols, ideas, and material products associated with life in a social system; the symbols and rules that comprise language; the beliefs, values, attitudes, and norms that form the core from which we perceive, think, feel, and behave.” ---Allan Johnson, 1996

Welcome to our early college high school! Thank you for taking the time to look for evidence and provide insight to help us continue to refine the culture of our school. The left-hand column is a list of cultural traits that we have identified and request you specifically look at. It is derived from the research and experience with ECHS's and similar school models attempting to accelerate the learning of historically underserved kids. Below are guiding questions for your observations:

1. What tangible/visible artifacts, symbols, rituals, did I see in the classrooms, hallways, school building?
2. What behaviors and actions are expected from students, teachers and administrators? How could I tell?
3. What does the school value? What were some of the shared beliefs, values, norms, attitudes and expectations of the students, teachers, and administrators?

Cultural Traits	EVIDENCE/NOTES	WONDERS
1.The school has visible, accessible, and communal learning goals that are consistent with college curriculum standards as well as state and district standards.		
2.The school has a personalized learning environment that reflects students as individuals, members of families, members of communities, and active participants in the success of the college-going culture of the ECHS.		
3.Teacher PD supports the implementation of “common” instructional methods, coherent vertical and interdisciplinary curriculum, and data-rich assignments.		
4.Teachers and school leaders regularly evaluate student work together to gauge student learning in relation to broad standards-based learning targets (LASW).		

Cultural Traits	EVIDENCE/NOTES	WONDERS
5. Digital tools are provided to the teacher including support on how to integrate them to meet curricular goals. Digital content and tools do not replace the teacher; rather, digital content and tools work alongside the teacher to better support student needs by providing remediation, practice, and/or extension.		
6. Teachers deliberately plan, modify, revise curriculum to align vertically with TSI, TEKS, STAAR, school mission statement, and college coursework.		
7. Teachers purposely link curriculum to stated learning-performance goals. DOLs truly check for mastery and are not m/c or low-level questions.		
8. Teachers actively build relationships with and between students in service of academic learning.		
9. Teachers focus lessons on one aspect of concepts at a time but purposefully link the 'bigger picture' for the students so that they develop that skill too.		
10. Teachers provide feedback to students regularly, and allow students opportunity to revise work before final grades for mastery are determined.		
11. Teachers are deliberate in their use of routines, space, time, momentum, and attention in the classroom.		
12. Teachers intentionally design authentic tasks that are challenging but not threatening, providing scaffolding when needed by the individual student.		

Cultural Traits	EVIDENCE/NOTES	WONDERS
13. Teachers facilitate cooperative interdependent student-to-student learning opportunities (CGW, LG, SC).		
14. Teachers emphasize literacy (reading, writing, speaking) in every class.		
15. Teachers foster student self-reflection, adjustment, monitoring, and public sharing of learning in preparation for not only IHE learning but the development of life-long learners.		
16. Teachers ensure classroom talk is designed and carried out for both learning and modeling for future professional academic learning environments.		
17. Teachers' language, behaviors, values reflect unyielding commitment to "care" in service of student academic learning for college success.		
18. Teachers provide multiple resources and opportunities for students to "catch-up," review, or enhance basic academic skills and content without stigma or blame.		
19. Teachers provide models of mastery in the various assignments from WTL to multi-day projects.		
20. Students have frequent opportunities to reflect on what they are learning and their success in learning. Students make goals to improve their learning outcomes and have opportunities to make authentic choices for their learning. Students have authentic choice and ownership over their learning.		
21. Teachers use data to inform instructional decisions in their classrooms. Students are provided with opportunities to review their own data and make learning decisions based on that data.		