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Campus Support Trend Walks

Council of the Great City Schools
Fall Conference
October 17, 2024

AGENDA

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- Welcome
- Trend Walks Purpose & Outcomes
- Trend Walk Process
- Trend Walk Tool Revisions
- Feedback Expectations

Lever II – Academic Excellence

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ESSENTIAL ACTIONS

1. *Develop and implement a guaranteed and viable student-centered District curriculum to ensure access to high quality learning experiences for every student.*
2. *Increase student achievement outcomes by closing the performance gap in literacy and STEM.*
3. *Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan.*

Strategic Plan: Essential Action

II Academic Excellence

El Paso ISD empowers all learners to excel in current and future pursuits.

Expand All

Essential Action 1

Increase student achievement outcomes by closing the performance gap in Literacy and STEM.

Key Target 2.1.1 Principal and academic support team curriculum fidelity walkthrough data (measured by an inventory instrument) will meet all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all campuses by 2025. [Supt. Eval 2.1]

Status: On Track

2022 Baseline	2025 Target	2023 Progress
NA	70%	A measurement tool was developed to help monitor implementation of rigor, instructional model and scope and sequence of viable student centered curriculum.

Key Target 2.1.2 Principal and academic support team dual language fidelity walkthrough data (measured by an inventory instrument) will meet all established percentages for instructional model, classroom environment and instruction, and language acquisition in 70% of all campuses with a dual language program by 2025. [Supt. Eval 2.5]

Status: On Track

2022 Baseline	2025 Target	2023 Progress
NA	70%	A measurement tool was developed to help monitor implementation of rigor, instructional model classroom environment and instruction and language acquisition.

Instructional Resources and HQIMs

Trend Walk

El Paso ISD

Purpose
Increase student achievement by supporting implementation of the district's framework in action for Teaching & Learning, Specialized Learning, Dual Language, PBIS and SEL and Advanced Academics.

Outcomes
- Educators and specific practices are celebrated
- School & district leaders gather information to inform a personalized, relevant learning model inspired by existing best practices.

What are Trend Walks?

Trend Walks:

- non-evaluative observation process
- informal, short, 10-12 minute classroom visits
- district and campus partnership
- generates data to inform needed campus supports

Why Trend Walks?

- get a clear picture of what's happening across the campus
- identify needs and inform areas for professional development
- recognize best practices to celebrate with educators
- Support whole-school improvement at the campus level

El Paso ISD Trend Walk Team

2023-2024
8 Departments

66 District Participants
1744 Classroom visits (Feb.-Mar.)

25 Campuses
- 13 ES
- 3 PK-8
- 5 MS
- 4 HS

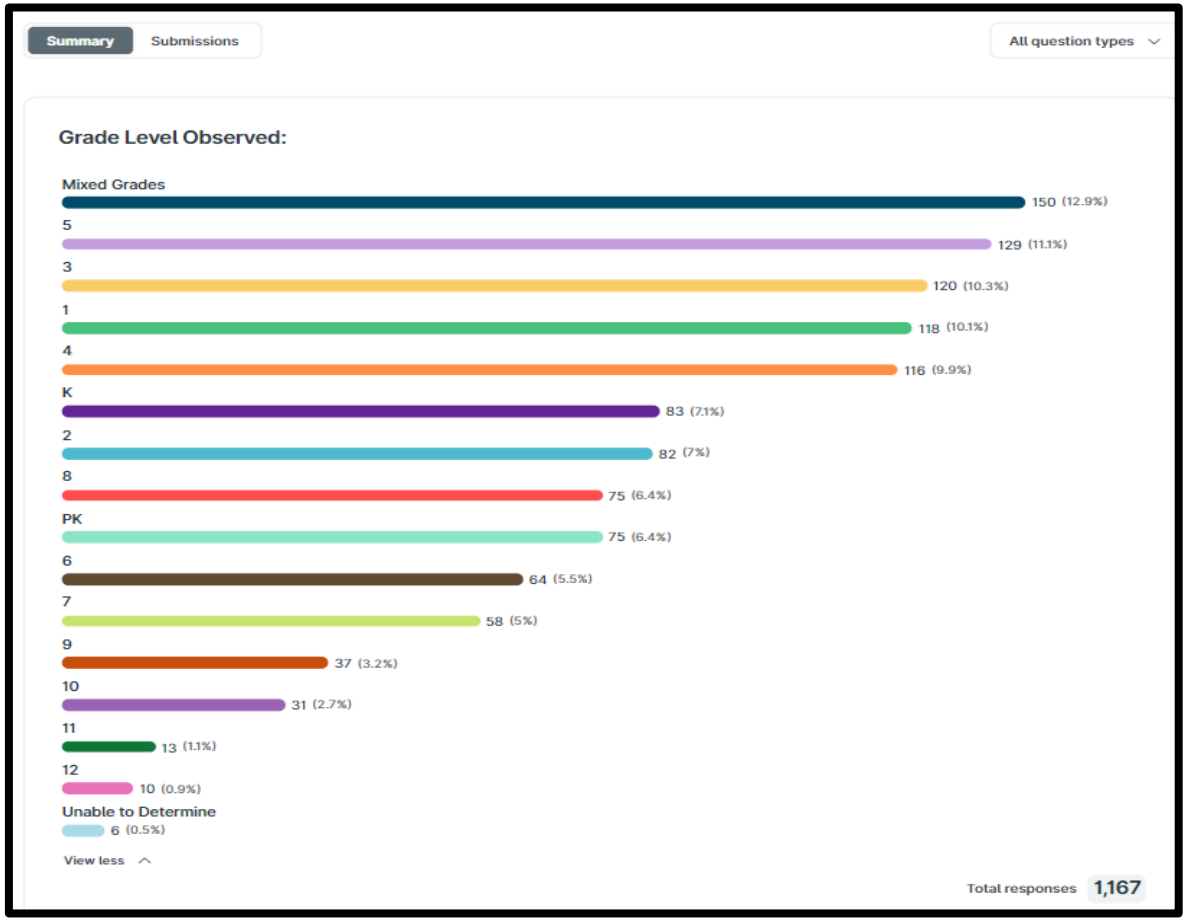
2024-2025
9 Departments
- Teaching & Learning Facilitators
- Executive Directors/ Directors
- Digital & Learning Resources
- Specialized Learning Services
- School Leadership
- Connecting/ Dual Language
- Whole Learner Support & Interventions
- Advanced Academics
- Early Learning

88 District Participants
All K-12 Campuses receive 2 visits, others may experience 3 or 5 visits.
To date we have completed 1,167 Classroom visits. (Aug. 28 – Sept.25)

El Paso ISD Trend Walk Team

- Teams should subdivide into groups of 2-3 members
- Visit a minimum of 3 Classrooms, visits should be no longer than 10 – 12 minutes each
- Professionalism

Summary of Grade Level Observed 24-25 Trend Walks

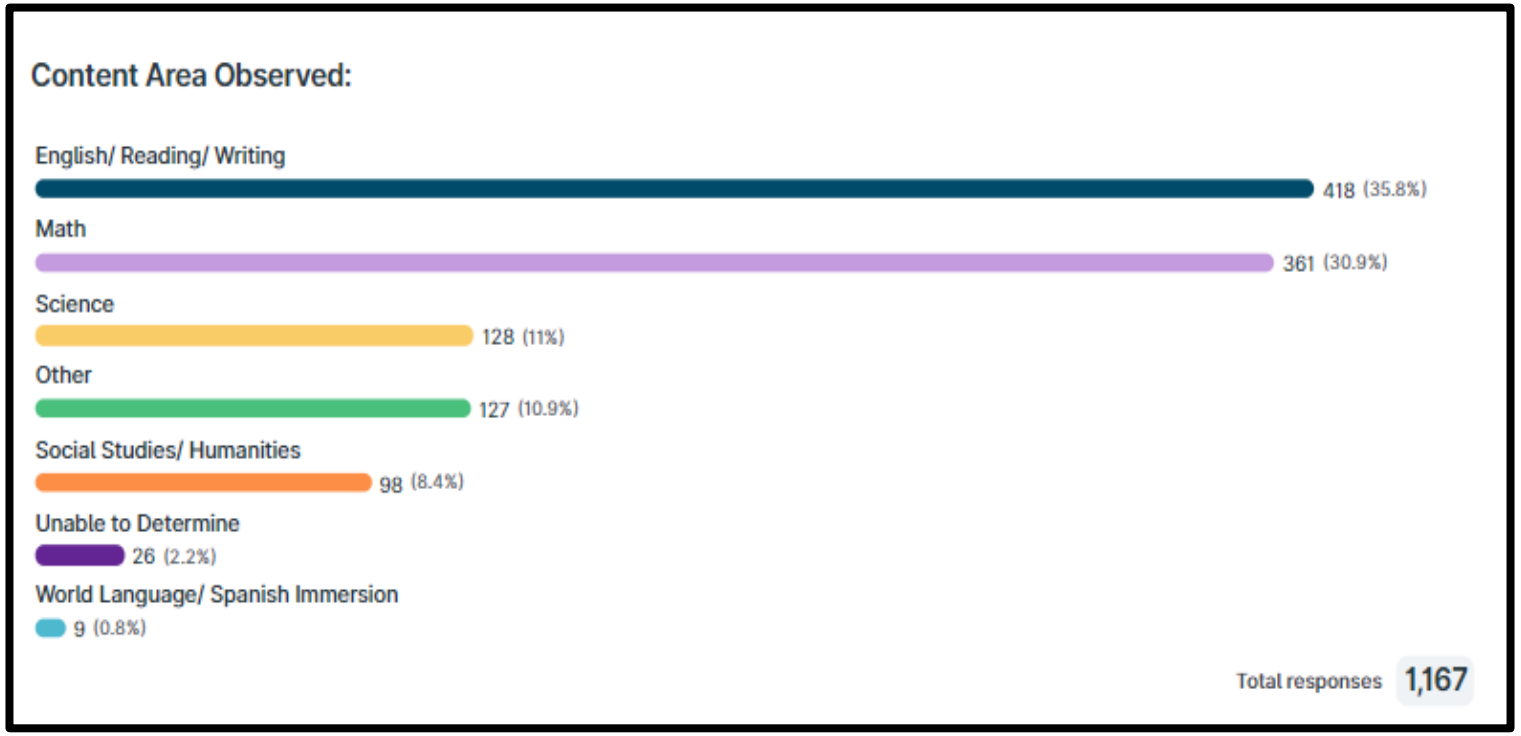


Example:
5th grade – 129 classrooms visited

3rd grade – 120 classrooms visited

8th grade – 75 classrooms visited

24-25 Trend Walk
Content Area Observed



RLA – 418 (35.8%)

Math – 361 (30.9%0

Science – 128 (11%)

Social Studies – 98 (8.4%)

Other – 127 (10.9%)

Trend Walk Process and Individualized Campus Support

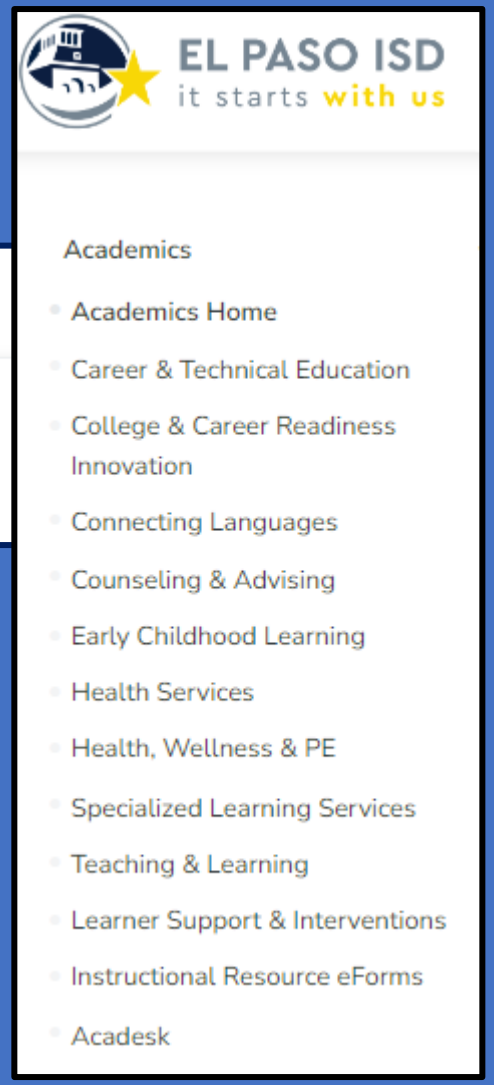
- Instructional Support Needs Assessment
- Pre-Meeting & Campus Walks
- Craft Acadesk Ticket(s) to request support informed by Trend Walk feedback
- Provide Campus Support
- Ongoing Support Plans

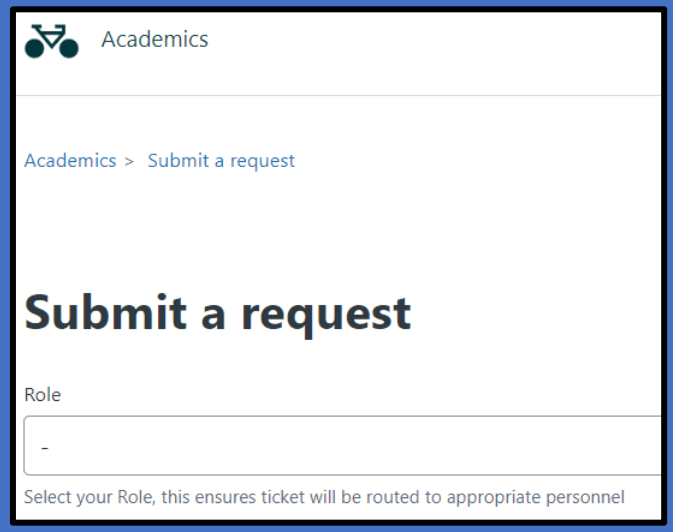
Acadesk: On Demand Support

- Requests are monitored and routed appropriately
- Catalogues campus supports throughout the year
- Connected to Trend Walks
- Data collection informs professional development provided

Acadesk

EPISD District Website: Our Teams





Trend Walk Data Collection Tool

EL PASO INDEPENDENT SCHOOL DISTRICT

2024-2025 Trend Walkthrough Data Collection Tool

DEMOGRAPHIC DATA							
School Name:	[Dropdown]		**Campus Level:**	[Dropdown]	**Observer Name:**	[First Name]	[Last Name]
Teacher Name:	[First Name]	[Last Name]	**Grade Level:**	[Dropdown]	**Special Program:**	[Dropdown]	

1. FOCUS ON CURRICULUM IMPLEMENTATION

1a. Scope and Sequence	1b. Instructional Model	1c. Components of Rigor	
☐ **Evident** – Use of curriculum documents and aligned instructional materials being used to teach what is outlined content and skills in the District curriculum ☐ **Not Evident** – Use of curriculum documents and aligned instructional materials is NOT being used to teach outlined content and skills in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding District curriculum documents and aligned instructional materials use and/or observer is uncertain	☐ **Evident** – Use of instructional model and applicable lesson cycle that articulates *how* students learn the content being used to teach what is outlined content in the District curriculum ☐ **Not Evident** – Use of instructional model and applicable lesson cycle that articulates *how* students learn the content NOT being used to teach what is outlined content in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding instructional model and applicable lesson cycle use and/or observer is uncertain	☐ **Thoughtful Work**	Students demonstrate their learning by completing tasks that validate their ability to **analyze, synthesize, and/or evaluate** new instructional content, and respond to content through **inquiry and interpretation**.
		☐ **High-Level Questioning**	Students fully explain and justify their thinking when responding to questions that demonstrate **different levels of thinking**, and generate questions about content that demonstrate **rigorous independent thinking.**
		☐ **Academic Discussions**	Students engage with peers in teacher-guided academic discussions focused on **analysis, synthesis, and evaluation** (e.g., Webb's DOK 3, middle/top of Bloom's) of content-driven topics, using academic language to express their thinking, and **support their ideas with concrete explanations and evidence**.
		☐ **Unable to Determine**	There is a lack of clarity regarding whether teaching and learning occurs at high levels and/or observer is uncertain

2. FOCUS ON STANDARDS

2a. Learning Objective(s)	2b. Learning objective(s) evident to students. (Select ONE based on 3-4 conversations with students.)	2c. Learning objective(s) on target for grade-level standards (Select ONE)
This is the only place where you will "write" during this protocol. **Write the learning objective:** _____ _____ _____ _____	☐ **Evident** – The majority of students were able to communicate what they were LEARNING. ☐ **Not Evident** – The majority of students were NOT able to communicate what they were LEARNING. ☐ **Unable to Determine** – The observer did not have the opportunity to converse with students.	☐ **Yes** – Learning is on target for grade- level – including depth & complexity. ☐ **No** – Learning is not on target. ☐ **Unable to Determine** – There is a lack of clarity regarding learning objective and/or observer is uncertain.

Step 1: Instructional Support Needs Assessment

- Who: Principal, AP, CTC, Counselors, Interventionists
- Campus leadership instructional needs assessment survey
- Self-reflect to determine areas of need

Trend Walk ILT Survey

[2024 Trend Walk Principal ILT Needs]

Trend Walk ILT Survey

Rate your confidence in your campus' implementation of curriculum

Approximately what percentage of students are able to communicate what they are learning

How confident are you that learning is on target for grade level

Language skills are implemented and evident in every lesson

Technology tools are used to communicated access information to construct knowledge

Ongoing assessments are used to gather information about student learning and used to adjust future instruction

Students have multiple opportunities per lesson to produce authentic artifacts that prove different levels of understanding

The Dual Language model is implemented with fidelity

School-wide behavioral expectations and culture routines are implemented

If you had to pick a priority for support on your campus, what would it be?

Step 1a: Trend Walk Team Prep

Who: Trend Walk Team

Check-in at Campus front office and head to meeting room provided by campus

- Prep resources needed for the Trend Walk
- Access WAG Folder: Pre-K WAGS
  ES WAGs
  SEC WAGs
- Sign in to KICKUP at https://pulse.kickup.co/
- Review campus map and teacher list provided by campus and create Trend Walk Schedule (include Core/ Content Teachers with a focus on the tested, SPED, and Dual)

Sample ES & SEC Weeks at-A-Glance (WAGS)

Week at a Glance
2024-2025
Math Grades K-5

Week of: Aug. 26-30	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
First Nine Weeks August 5 – October 1 41 Days AUGUST 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21* 22 23 24 25 26 27 28 29 30 31 SEPTEMBER 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10* 11* 12* 13 14 15 16 17 18* 19 20 21 22 23 24 25 26 27 28 29 30 OCTOBER 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 August 5- First day of classes August 21- Early Release for students/Teacher PD September 2- No School/Labor Day September 10- P/T Conf/ Early Release September 18- Early Release for students/Teacher PD October 1- End of 1st Reporting Period October 2-4- Fall Intersession October 7-11 Fall Break October 14- Start of 2nd Grading Period	Concept of Zero and Working with Numbers 0-5 **Overview:** Students can write numbers 0-5, order numbers in relation to a counting **sequence.** Students will then apply their knowledge and decompose numbers to include both the expression and equation. **Knowledge/ Skills:** Students will read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. Students will count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. Students will recognize instantly the quantity of a small group of objects in organized and random arrangements. Students will compose and decompose numbers up to 10 with objects and pictures. **Resource(s):** Eureka, suggested monthly calendar **Key Vocabulary:** number, zero, one, two, three, four, five, number sentence, part-part-whole, compose, decompose, equal **Looking Ahead:** Module 1 Topic E: (6 days) Working with Numbers 6-8 in Different Configurations **Prior Learning:** Module 1 Topic C (5 days) Numbers to 5 in Different Configurations, Math Drawing and Expressions	Addition Word Problems **Overview** Students will develop a better understanding of addition word problems. They go from adding, to adding with result unknown problems. They will then move to adding with change unknown where the action, which is the change, is unknown. **Knowledge/ Skills:** Students will use objects and pictorial models to solve word problems involving joining, sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = ___; 3 + ___ = 7; and 5 = ___ – 3. Students will apply basic fact strategies to add within 20, including making 10 and decomposing a number leading to a 10. Students will explain strategies used to solve addition problems up to 20 using spoken words, objects, pictorial models, and number sentences. **Resource(s):** Eureka, suggested monthly calendar **Key Vocabulary:** number sentence, addition, sum, addend, equal sign, total, unknown **Looking Ahead:** Module 1 Topic D (4 days) Strategies for Counting On **Prior Learning:** Module 1 Topic B (5 days) Counting On from Embedded Numbers	Measure and Estimate the Length Using Different Measurement Tools **Overview** Students engage in activities designed to deepen their conceptual understanding of measurement and relate addition and subtraction to length. **Knowledge/ Skills:** Find length of objects using concrete models for standard units of length. Describe inverse relationship between size of the unit and number of units needed to equal the length of an object. Represent whole numbers as distances from any given location on a number line. Determine length of object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes. Determine solution to a problem involving length, including estimating lengths. Locate the position of a given whole number on an open number line. Name the whole number that corresponds to a specific point on a number line. **Resource(s):** Eureka **Key Vocabulary:** benchmark, endpoint, estimate, hash mark, meter, meter stick, number line, overlap, ruler, centimeter, combine, compare, sum, difference, height, length, unit of length, number sentence **Looking Ahead:** Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	Multiplication and Division Using Units of 4 Distributive Property and Problem-Solving Using Units of 2-5 and 10 **Overview** Students will solve multiplication and division problems using units of 4 Students will apply the distributive property and problem solve using units or 2-5 and 10. *End of Module 1 Assessment **Knowledge/ Skills:** Students will represent multiplication facts by using variety of approaches. Solve one-step and two-step problems involving multiplication and division using strategies based on pictorial models, arrays, equal -sized groups, and properties of operations. **Resource(s):** Eureka **Key Vocabulary:** equal groups, skip counting, repeated addition, arrays, row/column, unit, divide, multiplication, multiply, number of groups, size of group, product, factors, Commutative property, Distributive property, parenthesis, number bond, strip diagram, unknown number, division, partitioning into equal groups, quotient, value, expression **Looking Ahead:** Time Measurement and Problem Solving Measuring Weight and Liquid Volume in Metric Units **Prior Learning:** Division Using Units of 2 and 3 Multiplication and Division Using units of 4	Multi-Digit Whole Number Subtraction; Addition and Subtraction Word Problems. End of Unit Module Assessment; Metric Unit **Overview** Students will be using strip diagrams to model word problems, and students continue to use strip diagrams to solve additive comparative word problems. Students also continue using a letter to represent an unknown quantity. Students focus on length, mass, and capacity in the metric system **Knowledge/ Skills:** Students will add and subtract whole numbers and decimals to the hundredths place Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity. Students will Identify relative sizes of measurement units within the customary and metric systems. Convert measurements within the same measurement system. **Resource(s):** Eureka **Key Vocabulary:** difference, sum, equation **Looking Ahead:** Metric Unit Conversions Application of Metric Unit Conversions **Prior Learning:** Multi-Digit Whole Number Addition	Dividing Decimals End of Unit Module Assessment Prime and Composite Numbers **Overview** Students will explore divis of decimal numbers by on digit whole-number divisor using place value charts a disks. Students solidify the skills with an understandin the algorithm. **Knowledge/ Skills:** Students will represent quotients of decimals to th hundredths using four-digi dividends and two digit wh number divisors while usin objects and pictorial mode including area models. **Resource(s):** Eureka **Key Vocabulary:** approximately, round, area model, dividend, divisor, product, place value, Composite number, prime number, natural numbers, factor, whole number, digi multiples, number bond. **Looking Ahead:** Evaluate and write simple expressions to record calculations using the associative property and parentheses to record rela order of calculations **Prior Learning:** Multiplying Decimals Dividing Decimals

Week of: Aug. 26 - 30	6th Grade	7th Grade	8th Grade
First Nine Weeks August 5 – October 1 41 Days AUGUST 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21* 22 23 24 25 26 27 28 29 30 31 SEPTEMBER 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10* 11* 12* 13 14 15 16 17 18* 19 20 21 22 23 24 25 26 27 28 29 30 OCTOBER 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 August 5- First day of classes August 21- Early Release for students/Teacher PD September 2- No School/Labor Day September 10- P/T Conf/ Early Release September 18- Early Release for students/Teacher PD October 1- End of 1st Reporting Period October 2-4- Fall Intersession October 7-11 Fall Break October 14- Start of 2nd Grading Period	Unit 1: Dahl & Narrative Sub-Unit 3: *Boy: Tales of Childhood* **Overview** Students will read selections from Roald Dahl's memoir, *Boy: Tales of Childhood*. Learning experiences will focus on how the author creates memorable characters, and students explore how the characters' internal and external responses develop the plot. **Knowledge/Skills:** Students will: • evaluate details to determine key ideas • make connections between concrete details and author's point of view • use relevant text evidence to support their analysis of an author's choices for characterization • embed text evidence in their writing using correct citation and punctuation conventions • analyze the author's use of language to create a range of moods **Resource(s):** **Amplify ELAR Texas** *(digital platform and/or print materials)*, other grammar resources **Key Vocabulary:** analysis, characterization, citations, claim, connotative meaning, denotative meaning, dialogue, figurative language, metaphor, point of view, simile, supporting details, text evidence **Looking Ahead:** Unit 1, Sub-Unit 4: Write an Essay **Prior Learning:** Unit 1, Sub-Units 1 and 2: Welcome and Get Started	Unit 1: Red Scarf Girl & Narrative Sub-Unit 3: *Red Scarf Girl* **Overview** Students will read selections from Ji-li Jiang's memoir, *Red Scarf Girl: A Memoir of the Cultural Revolution*. Learning experiences focus on how the author creates memorable characters, and students explore how characters' internal and external responses develop the plot. **Knowledge/Skills:** Students will: • make inferences and use evidence to support understanding • identify moments that reveal changes in the narrator's emotional state, and analyze the significance of those moments • track the narrator's feelings and motivations over time • synthesize elements in the text to develop a thorough understanding of characterization • develop claims supported by text evidence **Resource(s):** **Amplify ELAR Texas** *(digital platform and/or print materials)*, other grammar resources **Key Vocabulary:** conflict, connotative meaning, controlling idea, denotative meaning, dialogue, figurative language, internal narration, mood, point of view, setting, tone **Looking Ahead:** Unit 1, Sub-Unit 4: Write an Essay **Prior Learning:** Unit 1, Sub-Units 1 and 2: Welcome and Get Started	Unit 1: Perspectives & Narrative Sub-Unit 3: Narrative Writing **Overview** Students will read several narrative pieces: selections from Roald Dahl's Going Solo, Amy Tan's "Fish Cheeks," and Kaitlyn Greenidge's "My Mother's Garden." Students read each text multiple times to notice the techniques authors use to draw readers in. Students synthesize their learning by analyzing a key aspect of author's craft then practicing those techniques in their own writing. **Knowledge/Skills:** Students will: • analyze examples of direct and indirect characterization to compare an author's portrayal of two characters • analyze techniques used by authors to speed up or slow down moments in the narrative • analyze sensory language and word choice to convey characters' feelings • analyze point of view • analyze characters' internal conflicts and their resolution **Resource(s):** **Amplify ELAR Texas** *(digital platform and/or print materials)*, other grammar resources **Key Vocabulary:** conflict, connotative meaning, controlling idea, denotative meaning, dialogue, figurative language, internal narration, mood, point of view, setting, tone **Looking Ahead:** Unit 1, Sub-Unit 4: Write an Essay **Prior Learning:** Unit 1, Sub-Units 1 and 2: Welcome and Get Started

Step 2: Pre-Meeting & Campus Walks

- Who: Campus & District leadership
- Engage in reflective conversation
- Overview of the trend-walk process and tool
- Conduct campus walks
- Collect data in classrooms

Step 3: Create Follow-Up Support Plan

- School Leadership facilitates de-brief and develops support plan with campus leadership and Trend Walk Team based on feedback
- Trend Walk Roles

Trend Walk Roles

- Facilitator guides meeting participants through meeting objectives
- Note-taker takes general notes during the meeting and provides summary of discussion to assist with identifying top 2-3 strengths/ opportunities/ next steps
- Time-Keeper manages time limits set for each item
- Form Survey Filler enters the summary/ written feedback and submits to Principal/ Executive Principal
- Team Coordinator assigns classrooms to Trend Walk Teams

- **Recognize strengths**
- **Identify opportunities**
- **Outline next steps**
- **Follow up results**

Step 4: Provide Campus Support

- Based on feedback provided during the debrief, the campus Principal will enter no more than 2 Acadesk requests for support.
- Requests need to make reference to Trend Walk:

"As part of the district Trend Walk conducted on August 28th at Navarrete MS, feedback during the debrief indicates a need for core teacher support with planning more opportunities for EB students to engage in turn-n-talk and writing during Tier 1 instruction."

EXAMPLE

Step 4: Provide Campus Support

- Based on feedback provided during the debrief, the campus Principal will enter no more than 2 Acadesk request for support.
- Requests need to make reference to Trend Walk:

"As part of the Trend Walk follow-up support plan, please send support for teachers."

NON-EXAMPLE

Step 4: Provide Campus Support

- Who: District leadership
- Instructional resources and pacing
- Tier 2 & 3 support
- Support for special populations

Step 5: Ongoing Support Plans

- Who: Campus and District leadership
- Evaluation feedback
- Progress monitoring

El Paso ISD Trend Walks Calendar
August 28 – March 26

Morning	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024
School	Jefferson High School	Dr. Josefina V. Tinajero	Magoffin Middle	Moreno Elementary	Don Haskins 6-8 (184)	Barron Elementary	Cooley Elementary	Travis Elementary
School Leadership	Mark Paz	Joseph Manago Guy Rosales	Sarah Venegas	Michelle Casillas	Lilia Aguilera	Michelle Romero	Al Garcia	Dana Boyd
ED or Director	Jorge Saenz	Domingo Jauregui	Jason Long					
T&L Facilitator	Jesse Arrieta Quina Vergara	Delia Comeau Sonia Espino	Kelly Freeman Rodrigo Tovias					
Tech	Jesus Morales	Karen Balbier	Julie Rivas					
SPED			Gilda Pote					
Dual	Gaby Hajir	Erika Castano	Norma Rodrigue					
SEL & Counseling	Robert Forti	Yesenia Mancha	Claudia Avila					
Academic Interventions								
Early Childhood			Andy Tolentino					
Advanced Academics	Tom Gamboa	Veronica Sanchez	Sarah Escandon					

Afternoon	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024	8/28/2024
School	Austin High School	Dr. Josefina V. Tinajero	Navarrete Middle	Crockett Elementary	Don Haskins PK-5	Stanton Elementary	Rusk Elementary	Coach Archie Duran
School Leadership	Mark Paz	Joseph Manago Guy Rosales	Sarah Venegas	Michelle Casillas Veronica Reyes	Lilia Aguilera	Michelle Romero	Al Garcia	Dana Boyd
ED or Director	Jorge Saenz	Domingo Jauregui	Jason Long	Scott Gray	Tyra Harrison Sharo Dickerson	Phillip Hash	Lisa Lyons	Sandra Montes Uranga
T&L Facilitator	Jesse Arrieta Quina Vergara	Delia Comeau Sonia Espino	Kelly Freeman Rodrigo Tovias	Liz Rodriguez Mary Donaldson	Moises Cortez	Adriana Olivas Deena Slayman	Lauren Cano Julio Escajeda	Amy Mata
Tech	Jesus Morales	Karen Balbier	Julie Rivas	Sherita Martin	Chris Sherman	Herman Seufert	John Roach	Robert Rocha
SPED			Gilda Pote	Donna Day	Nick Macias	Bernadette Baca	Carina Lugo	Jesse Pina
Dual	Gaby Hajir	Erika Castano	Norma Rodriguez	Laura Allen	Laura Salazar	Melissa Diaz	Johanna Parada	Dora Robles
SEL & Counseling	Robert Forti	Yesenia Mancha	Claudia Avila	Pat Macias	Gabriela Marquez	Maria Pizana		Emily Stuessy
Academic Interventions						Cuyler Anderson	Kelly Ball	Maria Short
Early Childhood			Andy Tolentino	Cynthia Montes Bustamante	Yvonne Valdez	Arturo Villanueva	Angelica Paz	Jennifer Zuniga
Advanced Academics	Tom Gamboa	Veronica Sanchez	Sarah Escandon	Esther Hughes	Ron Winkleman			

Focus on Curriculum Implementation

1. FOCUS ON CURRICULUM IMPLEMENTATION

1a. Scope and Sequence	1b. Instructional Model	1c. Components of Rigor	
☐ **Evident** – Use of curriculum documents and aligned instructional materials being used to teach what is outlined content and skills in the District curriculum ☐ **Not Evident** – Use of curriculum documents and aligned instructional materials is NOT being used to teach outlined content and skills in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding District curriculum documents and aligned instructional materials use and/or observer is uncertain	☐ **Evident** – Use of instructional model and applicable lesson cycle that articulates *how* students learn the content being used to teach what is outlined content in the District curriculum ☐ **Not Evident** – Use of instructional model and applicable lesson cycle that articulates *how* students learn the content NOT being used to teach what is outlined content in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding instructional model and applicable lesson cycle use and/or observer is uncertain	☐ **Thoughtful Work**	Students demonstrate their learning by completing tasks that validate their ability to **analyze, synthesize, and/or evaluate** new instructional content, and respond to content through **inquiry and interpretation**.
		☐ **High-Level Questioning**	Students fully explain and justify their thinking when responding to questions that demonstrate **different levels of thinking**, and generate questions about content that demonstrate **rigorous independent thinking.**
		☐ **Academic Discussions**	Students engage with peers in teacher-guided academic discussions focused on **analysis, synthesis, and evaluation** (e.g., Webb's DOK 3, middle/top of Bloom's) of content-driven topics, using academic language to express their thinking, and **support their ideas with concrete explanations and evidence**.
		☐ **Unable to Determine**	There is a lack of clarity regarding whether teaching and learning occurs at high levels and/or observer is uncertain

- **Scope and Sequence**
  - Topics within a curriculum and the order in which skills are taught
  - Current instruction is aligned to Scope and Sequence

- **Instructional Model**
  - The structure and delivery method of a lesson.
  - For example: "I do, we do, you do," 5 E Model, small group, station rotations

- **Components of Rigor**
  - Thoughtful Work, High-Level Questioning, Academic Discussion

Focus on The Standard

2. FOCUS ON STANDARDS		
2a. Learning Objective(s)	**2b. Learning objective(s) evident to students. (Select ONE based on 3-4 conversations with students.)**	**2c. Learning objective(s) on target for grade-level standards (Select ONE)**
This is the only place where you will "write" during this protocol. **Write the learning objective:** _____ _____ _____ _____	☐ **Evident** – The majority of students were able to communicate what they were LEARNING. ☐ **Not Evident** – The majority of students were NOT able to communicate what they were LEARNING. ☐ **Unable to Determine** – The observer did not have the opportunity to converse with students.	☐ **Yes** – Learning is on target for grade- level – including depth & complexity. ☐ **No** – Learning is not on target. ☐ **Unable to Determine** – There is a lack of clarity regarding learning objective and/or observer is uncertain.

- **Learning Objective evident to students**
  - Students can explain what they are expected to learn
- **Learning Objective on target**
  - Learning target is on grade-level

Focus on Instructional Design

3. FOCUS ON INSTRUCTIONAL DESIGN

3a. Student Grouping for Learning (Select ALL Observed)

- ☐ Individual
- ☐ Pairs
- ☐ Small Group
- ☐ Whole Group

3b. Evidence of differentiation through (Select ALL Observed)

☐ Content	☐ Inquiry ☐ Other Non-linguistic Representations
☐ Process	☐ Unable to Determine ☐ Discussion ☐ Making Connections
☐ Product	☐ Lecture ☐ Learning Centers ☐ Hands-On Experiences
☐ Unable to Determine	☐ Modeling ☐ Presentation

3c. Instructional Design Decisions (Select All Observed)

☐ Guided	Teacher acts as a guide or facilitator to support students as they work on specific tasks.
☐ Discussion	There is an exchange between the teacher and student(s) or between groups of students, in which questions, ideas, and concepts are considered, debated, and possibly answered. This type of open forum can also be used for brainstorming and problem solving. It is often not teacher centered.
☐ Making Connections	There are connections made between ideas, thoughts, and instructional materials from within the subject area, from one subject matter to another, or to the real world are actively made and explored.
☐ Lecture	This is a formal, usually structured presentation on a particular topic. This is often, though not always, led by the classroom teacher.
☐ Learning Centers	Multiple learning centers (stations) are present with different activities that enable small groups of students to explore ideas, provide opportunities for extra practice, and/or provide enrichment.
☐ Hands-On Experiences	Students are completing a hands-on experience, such as a project, lab activity, or activity using content specific manipulatives. Students may also be trying to solve real-world problems. This definition DOES NOT INCLUDE using technology.
☐ Modeling	This involves showing and/or explaining the invisible mental process and/or steps for completing a process or project, such as writing an essay or solving a mathematics problem. This can be done by the classroom teacher or by students.
☐ Presentation	This is the conveying of ideas, and it is typically less formal than a lecture. The presentation may be delivered by the teacher or a student. This includes guest speakers and video clips.
☐ Teacher-directed Q&A	The teacher leads a series of questions and answers that do not lead to broader student-to-student discussion.
☐ Inquiry	Students are engaged in research or data collection to formulate answers to their own questions.
☐ Other Non-linguistic Representations	Pictures, models, kinesthetic representations, etc. are used to enhance understanding.
☐ Unable to Determine	

3d. Special Education Instructional Model

☐ Co-Teach ☐ Resource ☐ Inclusion ☐ Collaborative ☐ Not Applicable

Student Grouping for Learning

- **Individual, Pairs, Small/ Whole Group**

Evidence of differentiation

- **Content, Process, Product**

Instructional Design Decisions

- **Guided, Discussion, Hands-on, Modeling, etc.**

Special Education Instructional Model

- **Co-Teach, Resource, Inclusion, Collaborative**

Focus on The Learner

4. FOCUS ON THE LEARNER

4a. Student Actions (50% of the students, 50% of the time – Select ALL Observed)

☐ Listening	Students are listening to the teacher, other adults, peers, or multimedia.
☐ Reading	Students are reading text designed to support them in comprehending and attaining the learning outcomes.
☐ Speaking	Students are engaged in meaningful discourse with the teacher and/or with other students. This definition of speaking DOES NOT INCLUDE reciting answers, delivering monologues, or engaging in Q&A exchanges.
☐ Manipulating Materials	Students are working with hands-on materials, including manipulatives, objects, specimens, artifacts, etc. This definition DOES NOT INCLUDE using technology.
☐ Writing	Students are working through the writing process at different stages. There is evidence of revision and editing instruction in the classroom. Types of writing include narrative, informational/explanatory, argumentative, or correspondence.
☐ None	

4c. Technology tools used by students (Select ALL Observed)*

☐ iPad/Tablet ☐ Computer ☐ Cell Phone ☐ Other ☐ None

*If technology integration is evident, add observation in space available. (drop down & blank space)

4d. Assessment of Student Understanding (Select ALL Observed)

☐ Check for Understanding	This is a formative assessment that is used to inform instruction.
☐ Test/Quiz	This is a formal assessment in a typical test or quiz format.
☐ Other Summative Assessment	This is a formal assessment not in a test or quiz format. This may include a performance task or other product.
☐ Specific Feedback	This is meaningful, detailed feedback provided by either peers or adults. This may be formal or informal.
☐ Rubrics	There is evidence of a framework in use for assessing student work.
☐ Unable to Determine	

- **Student Actions**
  - Within the learning environment, language skills are evident
- **Technology Tools**
  - Digital tools are used to communicate and access information to construct knowledge
- **Assessment of Student Understanding**
  - Strategic use of ongoing assessments to gather information about student learning
  - Teachers provide various opportunities for students to demonstrate learning

Focus on the Learner

4b. Students Learning Through (Select ALL Observed)		4e. Level(s) of Student Thinking (Select ALL Observed)	
☐ Accessing Knowledge	Students are conducting research.	☐ Knowledge/ Comprehension	Students are recalling and/or understanding information.
☐ Making Connections	Students are connecting ideas/thoughts/materials from within the subject area, from one subject matter to another, or to the real world.	☐ Application	Students are using information in a new way and/or unfamiliar situations.
☐ Collaborating	Students are working with peers or adults to share ideas, find solutions, etc.	☐ Analysis / Evaluation / Synthesis	Students are breaking down information into parts, putting information together in new ways, making judgments, and justifying positions.
☐ Creating Products	Students are using tangible materials, software, or web-based tools to produce/showcase work.		
☐ Practicing Skills	Students are practicing with skill-related content.		
☐ Demonstrating Understanding	Students are communicating knowledge of content.	☐ Unable to Determine	
☐ Unable to Determine	Students are conducting research.		

- **Students Learning Through**
  - Authentic learning to produce creative artifacts and make learning meaningful
- **Level(s) of Student Thinking**
  - Active, social, contextual, engaging, and student-owned

Focus on Dual Language Implementation

5. FOCUS ON DUAL LANGUAGE IMPLEMENTATION

5a. Instructional Model	5b. Classroom Environment	5c. Language Acquisition Skills	
☐ **Evident** – Use of language schedule and aligned instructional materials being used to teach what is outlined content and skills in the District curriculum ☐ **Not Evident** – Use of language schedule and aligned instructional materials NOT being used to teach what is outlined content and skills in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding language allocation and aligned instructional materials use and/or observer is uncertain	**Evident** – Use of ☐ bilingual pairs, ☐ purposeful environmental print ☐ green and blue language colors ☐ word and connection walls **Not Evident** – Use of ☐ bilingual pairs, ☐ purposeful environmental print ☐ green and blue language colors ☐ word and connection walls ☐ **Unable to Determine** – There is a lack of clarity regarding environmental components aligned to dual language instruction and/or observer is uncertain	☐ **Language Allocation**	Teacher uses targeted language aligned to the defined language allocation and does not switch between languages.
		☐ **Grammatical Structures**	Teacher models targeted language with natural speech and intonation using correct form and structure (e.g., grammatically and phonologically).
		☐ **Language Rich**	Teacher uses targeted language in a variety of settings (e.g., social, academic, cultural and linguistic), including classroom management.
		☐ **Concrete Experiences**	Teacher uses concrete contextual objects, references and materials before prior to exposure to abstract concepts.
		☐ **Vocabulary**	Teacher connects new vocabulary to prior learning
		☐ **Unable to Determine**	There is a lack of clarity regarding whether teaching and learning is development language skills and/or observer is uncertain

- **Instructional Model**
  - Teacher is following the Dual Language Model
- **Classroom Environment**
  - Students are actively participating in the appropriate language for the model
- **Language Acquisition Skills**
  - Evidence of ELPS implementation

Focus on PBIS and SEL Implementation

6. FOCUS ON PBIS AND SEL IMPLEMENTATION

6a. Schoolwide Expectations	6b. Classroom Procedures	6c. Student and Staff Awareness	
☐ **Evident** – Use of school-wide PBIS matrix and behavior expectations are visibly posted to establish and reinforce culture and climate ☐ **Not Evident** – Use of school-wide PBIS matrix and behavior expectations are NOT visibly posted to establish and reinforce culture and climate ☐ **Unable to Determine** – There is a lack of clarity regarding schoolwide behavior expectations and/or observer is uncertain	**Evident** – Use of ☐ Posted in-class expectations and consequences ☐ Routines and procedures were taught along with SEL practices ☐ Acknowledgment-connected strategy ☐ Correction-connected strategy ☐ SEL Competency connection strategy **Not Evident** – Use of ☐ Posted in-class expectations and consequences ☐ Routines and procedures were taught along with SEL practices ☐ Acknowledgment-connected strategy ☐ Correction-connected strategy ☐ SEL Competency connection strategy ☐ **Unable to Determine** – There is a lack of clarity regarding in-class behavior expectations or SEL practices and lack of clarity regarding the use of acknowledgment-connected and correction-connected strategies and/or observer is uncertain	☐ **Active Engagement**	Students are focused on the teacher or task, participating in activities, and asking questions
		☐ **Respectful Interactions**	Students use kind words, take turns speaking, listen to others, and follow directions
		☐ **Positive Reinforcement**	Teacher acknowledges and praises desired behaviors, both verbally and through tangible rewards (e.g., tokens, stickers)
		☐ **Clear Expectations**	Classroom rules are visible, teacher regularly reviews expectations, and consequences are consistently applied. Students are able to articulate the school-wide PBIS expectations and can identify examples of those expectations being met
		☐ **Staff and Student Awareness**	Staff and students are able to articulate the school-wide PBIS expectations and can identify examples of those expectations being met.
		☐ **Unable to Determine**	There is a lack of clarity regarding whether staff understand students' social and academic engagement needs and/or observer is uncertain

- **Schoolwide Expectations**
  - Explicit school-wide behavioral expectations and culture routines are evident
- **Classroom Procedures**
  - Teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
- **Student and Staff Awareness**
  - Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

Focus on Special Education Unit

7. FOCUS ON Special Education Unit		
7a. Specialized Unit	**7b. Scope and Sequence**	**7c. Instructional Model**
☐ AIM ☐ BIC	☐ **Evident** – Use of curriculum documents and aligned instructional materials being used to teach what is outlined content and skills in the District curriculum ☐ **Not Evident** – Use of curriculum documents and aligned instructional materials is NOT being used to teach outlined content and skills in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding District curriculum documents and aligned instructional materials use and/or observer is uncertain	☐ **Evident** – Use of instructional model and applicable lesson cycle that articulates *how* students learn the content being used to teach what is outlined content in the District curriculum ☐ **Not Evident** – Use of instructional model and applicable lesson cycle that articulates *how* students learn the content NOT being used to teach what is outlined content in the District curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding instructional model and applicable lesson cycle use and/or observer is uncertain
☐ ESCE ☐ SLC	☐ **Evident** – Use of curriculum documents and aligned instructional materials being used to teach what is outlined content and skills in the District's modified curriculum ☐ **Not Evident** – Use of curriculum documents and aligned instructional materials NOT being used to teach what is outlined content and skills in the District's modified curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding District curriculum documents and aligned instructional materials use and/or observer is uncertain	☐ **Evident** – Use of instructional model and applicable lesson cycle that articulates how students learn the content being used to teach what is outlined content in the District's modified curriculum ☐ **Not Evident** – Use of instructional model and applicable lesson cycle that articulates how students learn the content NOT being used to teach what is outlined content in the District's modified curriculum ☐ **Unable to Determine** – There is a lack of clarity regarding instructional model and applicable lesson cycle use and/or observer is uncertain
☐ CRC		

7d. Paraprofessional Support		
☐ Actively Engaged in Instruction	☐ 1:1 Support	Other:

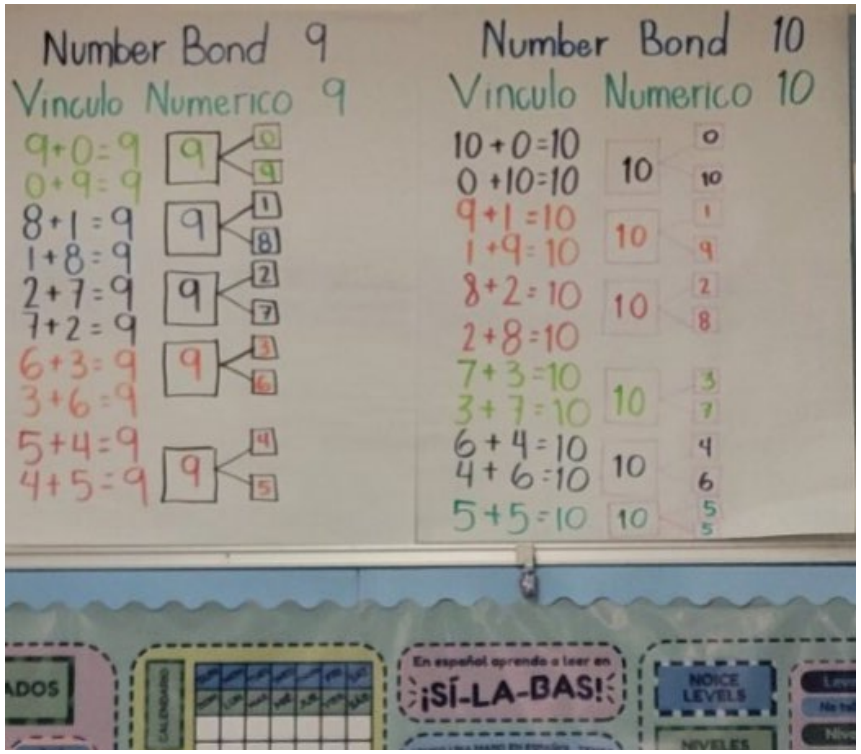
- **Specialized Unit**
- **Scope and Sequence**
- **Instructional Model**
- **Paraprofessional Support**

Sign in to KICKUP

https://pulse.kickup.co/

We are Ready to Walk

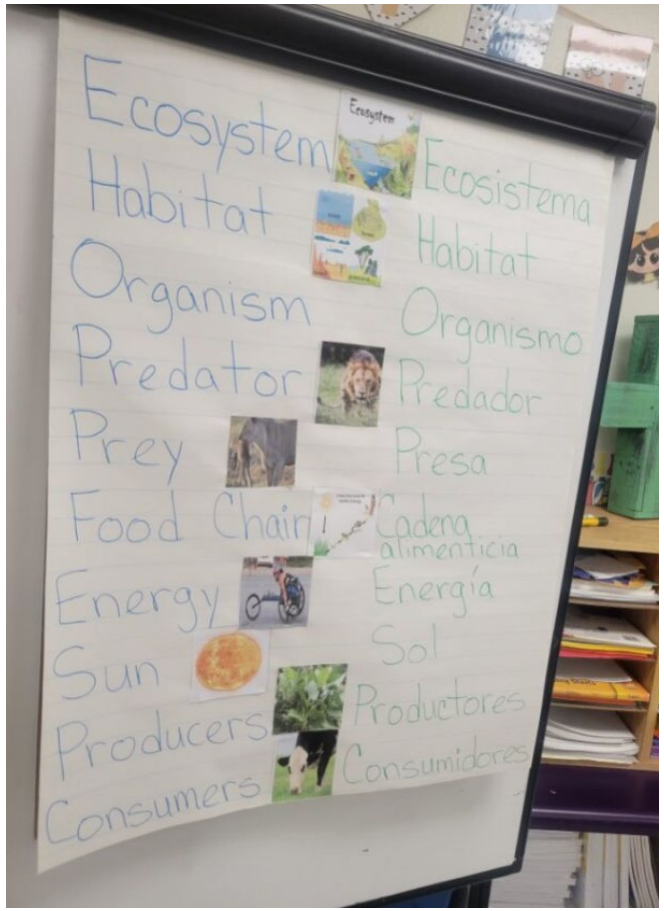
Focus on Dual Language Implementation



Green and Blue Language Colors

Bilingual Pairs

Focus on Dual Language Implementation



Connection Walls

Word Walls

Focus on Dual Language Implementation

Time	Subject
7:45 a.m. - 8:00 a.m.	Breakfast
8:00 a.m. - 9:30 a.m.	Matemáticas
9:30 a.m. -10:00 a.m.	P.E.
10:00 a.m. -10:15 a.m.	Restroom Break
10:15 a.m. - 11:00 a.m.	Social Studies
11:00 a.m. -11:30 a.m.	Lunch
11:30 a.m. - 12:15 p.m.	Science
12:15 p.m. 2:15 p.m.	RLA/SLAR

Sample Schedule

Environmental Print

Door

Puerta

Cafeteria

Cafetería

EPISD Strategic Blueprint

I Whole Child Development

El Paso ISD schools foster learning environments for the whole child to thrive.

Essential Action 1
Create a classroom culture where each student has access to personalized learning and is supported by caring adults.

Essential Action 3
Build mindsets, healthy habits, and skills that strengthen students' social, emotional, and academic competence.

Essential Action 4
Implement meaningful, engaging practices that develop students' ability to manage and own their behavior.

Instructional Climate

- Sets the tone for effective learning environments
- Encompasses the atmosphere, interactions and overall conditions that influence how students engage with content.
- Fosters motivation and collaboration
- Enhances students' academic performance and well-being.

Schoolwide Expectations

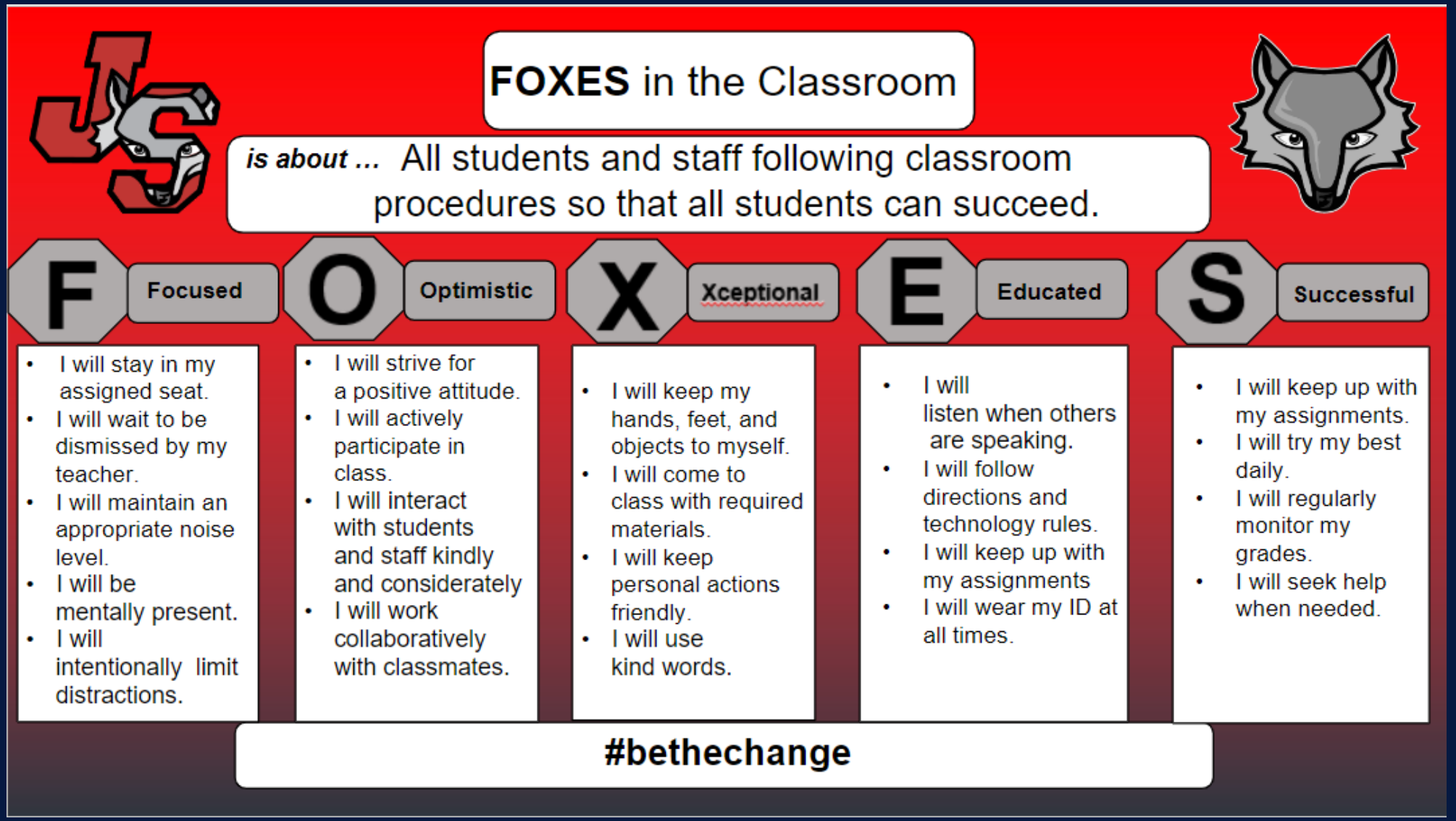
Behavior Matrix

R O A R

	RESPECTFUL	OPEN-HEARTED	ALWAYS SAFE	RESPONSIBLE
CAFETERIA	• Follow directions the first time • Level 2 volume • Use please, thank you, and excuse me • Be patient and wait your turn • Keep hands, feet and objects to yourself • Only touch and eat your food	• Talk to and include other at your table • Look for ways to help others • Use positive and kind language	• Face forward while walking • Stand in line like a lady or gentleman • Hold your tray with both hands • Sit and stay in assigned area • Remain seated until dismissed	• Raise your hand • Get all necessary items while in line • Keep your belongings with you • Keep your table and floor clean
RESTROOM	• Keep personal space and privacy • Level 2 volume • Wait your turn • Take care of walls and stalls • Keep hands, feet and objects to yourself	• Allow others to go first when needed • Use positive and kind language	• Report problems to nearest adult • Use supplies appropriately • Return directly to class	• Wash hands with soap and water • Flush • Leave no messes • Keep water off the floor • Only use restroom when necessary
HALLWAY	• Follow directions the first time • Level 0 volume • Keep personal space • Keep arms to side or behind back	• Greet others with a wave or Level 2 volume • Stop and allow others to pass	• Walk on right side of hallway • Face forward	• Go directly to and from your destination • Keep hallways clean
PLAYGROUND	• Follow directions the first time • Level 4 volume • Follow game rules • Treat others and equipment with care • Keep body and objects to self	• Use kind words and actions • Take turns • Invite and include others to play • Share equipment and space	• Play only in designated areas • Leave sand, sticks, and rocks on the ground • Use playground equipment properly	• Keep playground free of trash • Use self-control • Collect equipment after whistle
ARRIVAL/DISMISSAL	• Follow directions the first time • Keep hands, feet and objects to yourself • Keep your personal space • Listen carefully to the end of the day announcements	• Use kind and positive language • Stop and allow others to pass	• Walk on right side • Stay in assigned area	• Walk directly to and from your vehicle • Watch for your vehicle • Use self-control
LIBRARY	• Follow directions the first time • Read quietly • Keep your personal space • Level 1 volume • Wait your turn to speak • Raise your hand • Take care of books and property	• Use kind words, faces and gestures • Be kind to yourself and others	• Follow safety guidelines • Stay seated or in your area • Use your materials appropriately	• Stay focused and on task • Carry books with two hands • Place books on shelf with spine showing • Return books on time
COMPUTER LAB	• Follow directions the first time • Level 0 or 1 voice • Allow others around you to learn • Keep your personal space • Focus on your screen	• Use kind and positive language • Help others	• Keep food and drinks out of the lab • Stay seated with all four legs of the chair on the ground • Push your chair in • Access sites as instructed	• Charge your device before class • Bring your headphones • Use equipment appropriately • Stay on assigned task • Raise your hand if you need help • Clean up after yourself • Log off when finished

Classroom Matrix

Classroom Matrix

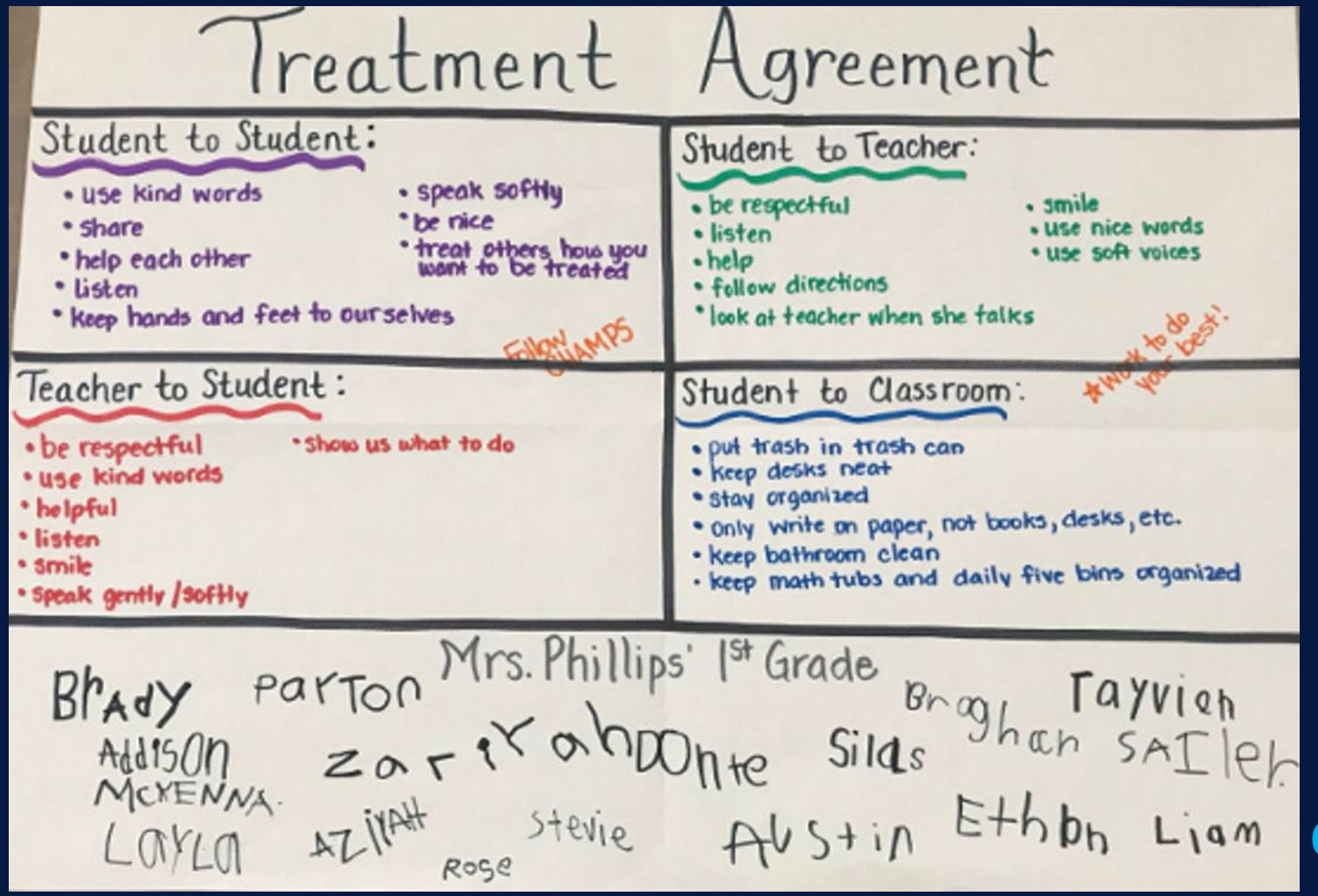


Treatment Agreements

Observable

Present tense

Positively stated



Student commitment

Acknowledgment - Connection Strategies

General	State a positive statement to affirm behavior. “Good Job.”
Explicit	State the specific, actionable behavior. “Thank you for walking.”
Connected	State the specific, actionable behavior and include a campus core value. “Thank you being safe by walking in the hallway.”

Correction - Connection Strategies

General	Use a corrective statement to address behavior. “Please refrain from running.”
Explicit	State the specific, actionable behavior. “Please walk in the hallway.”
Connected	State the specific, actionable behavior and include a campus core value. “Please walk in the hallway to keep everyone safe.”

SEL Competencies

Tier 1 Core Instruction Foundational Practices

- Greeting
- Check-In (MS Reflect)

- 3 SEL Signature Practices

- Circles – Community Building
- Student Voice and Choice
- Explicit SEL Instruction
- Explicit Schoolwide Expectations Instruction
- Mindfulness
- Reflection
- Counselor Guidance Lessons

Use at start

What are Trend Walks?

Trend Walks:

- non-evaluative observation process
- informal, short, 10-12 minute classroom visits
- district and campus partnership
- generates data to inform needed campus supports

Why Trend Walks?

- get a clear picture of what's happening across the campus
- identify needs and inform areas for professional development
- recognize best practices to celebrate with educators
- Support whole-school improvement at the campus level

Instructional Resources and HQIMs