

Improving Student Outcomes Through Improving Teacher Practice



Participant Guide



EXPECTATIONS

- Participate actively.
- Honor time limits.
- Be open to new ideas.
- Be solutions oriented.
- Keep techno-distractions to a minimum.
- Leave the space better than we found it.
- Check in regularly with an accountability partner.

ROADMAP

Over the course of our time together, we will examine:

How can we impact **student outcomes** through effective evaluations in our state?
What will that look and sound like?

What **structures** need to be established in order to support effective evaluations for teachers and students to be successful?



Our work together

Calibrating on
Application of
Observation Tool

Identifying Effective
Instructional Practices

Collecting Unbiased
Evidence Linked to
Student Outcomes

Effective Instructional
Actionable Feedback

Objectives and Agenda

Day 1

Objectives

Day 1: By the end of this meeting, participants will have...

- Created their “why” for improving their skill at giving actionable feedback to improve teacher practice
- Discussed the importance of trust and its impact on improving teacher practice
- Connected critical attributes relating to instruction, student learning objectives, and classroom environment to the improvement of teacher practice

Agenda

- Establish the “Why”
- Discuss trust as a factor
- Analyze current practices
- Examine instructional best practices
- Link student learning to a clear evaluation system
- Review the SLO process

Day 2

Objectives

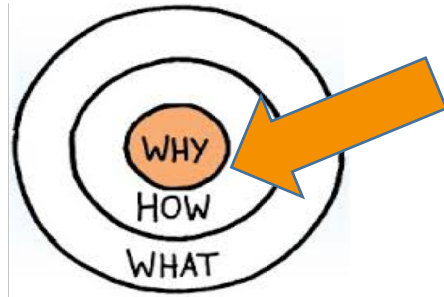
Day 2: By the end of the meeting, participants will have...

- Applied the process of classroom observations to support teachers in the improvement of their practice
- Collected evidence and data based on the identified attributes to norm feedback given to teachers
- Used oral and written communication to practice providing actionable feedback for teachers

Agenda

- Discuss process of improving teacher practice
- Review evidence collection strategies
- Observe Videos to practice calibration
- Create actionable feedback for teacher growth

Start with the WHY



WHY -- Moving the Needle on Teacher Practice

- What do we value in adult learning?
- What kind of results do we expect from the feedback we provide to teachers?

HOW - How do we ensure second-order (lasting) change?

- How do we currently provide support and feedback to our teachers?
- How can the incorporation of reflective structures improve adult learner outcomes?

WHAT - Student Impact

- What do you notice about where we are and where we want to go?
- How can you, as instructional leaders, support/model this learning process?
- What will this mean for student learning?

1-2-4-All

1-2-4-All

WHY: PURPOSES

- Engage every individual in searching for answers
- Avoid over helping and the over control-dependency vicious cycle
- Create safe spaces for expression, diminish power differentials
- Express “silent” conversations and expand diversity of inputs
- Enrich quality of observations and insights before expression
- Build naturally toward consensus or shared understanding

TIPS AND TRAPS

- Firmly facilitate quiet self-reflection before paired conversations
- Ask everyone to jot down their ideas during the silent reflection
- Use bells for announcing transitions
- Stick to precise timing, do another round if needed
- In a large group during “All,” limit the number of shared ideas to three or four
- In a large group, use a facilitator or harvester to record output not shared
- Invite each group to share one insight but not to repeat insights already shared
- Separate and protect generation of ideas from the whole group discussion
- Deter judgement, make ideas visual, go wild!
- When you hit a plateau, jump to another form of expression (e.g. Improv, sketching, stories)
- Maintain the rule of one conversation at a time for whole group
- Do a second round if you did not go deep enough

FIVE STRUCTURAL ELEMENTS

1. Structuring Invitation

- Ask a question in response to the presentation to an issue, or about a problem to resolve or a proposal put forward (e.g. What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?)

2. How Space Is Arranged and Materials Needed

- Unlimited number of groups
- Space for participants to work face-to-face in pairs and foursomes
- Chairs and tables optional
- Paper for participants to record observations and insights

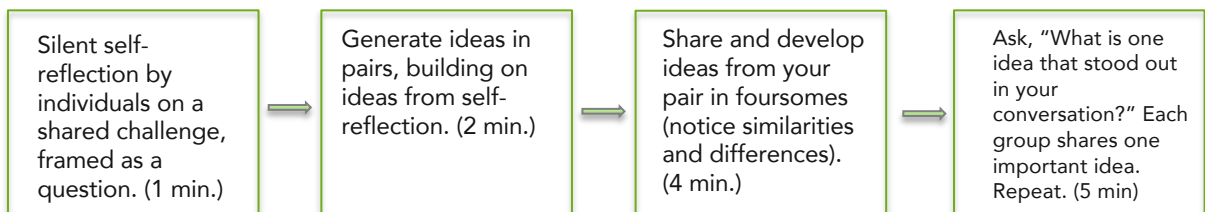
3. How Participation Is Distributed

- Everyone in the group is included (often not the facilitator)
- Everyone has an equal opportunity to contribute

4. How Groups Are Configured

- Start alone, then in pairs, then foursomes, and finally as a whole group

5. Sequence of Steps and Time Allocation



A Picture is Worth 1,000 Words

A Picture is Worth 1,000 Words

WHY: PURPOSES

- Reveal insight or understanding not accessible with verbal or linear methods
- Tap all the sources of knowledge for innovation (explicit, tacit, latent/emergent)
- Signal that a quest or journey in search of new discoveries is under way
- Develop and deepen shared understanding of a vision or complex dynamics
- Create closer connections among group members

TIPS AND TRAPS

- Remind participants that the drawing is not the object by saying, "Refined drawing skills are not required—get over your need for perfection! Childlike drawing looks playful and captures the imagination of others!"
- Don't help too much with drawing skills
- Help participants accept whatever emerges in the drawings (there are often surprises)
- Draw or present an example of a story that helps others make a leap of understanding
- Record the participants drawing with cameras and video recorders
- Return to the drawings when you reconvene as a group
- Remember that drawing can be powerfully therapeutic; be prepared for emotional responses

FIVE STRUCTURAL ELEMENTS

1. Structuring Invitation

- Invite participants to tell a story about a challenge they face, using only symbols and no words

2. How Space Is Arranged and Materials Needed

- An open wall with tapestry paper or easels with blank pages in flip charts or individual papers

3. How Participation Is Distributed

- Everyone is included since the symbols are easy for everyone to draw
- All participants make their individual drawings simultaneously

4. How Groups Are Configured

- Individually to practice the drawings
- Individually to make first and second drafts of their drawings
- Small groups of 1–4 others to interpret the drawings
- Whole group for debrief (using 1-2-4-All for large groups)

5. Sequence of Steps and Time Allocation

Ask the whole group, "Together, what do the drawings reveal?" Use 1-2-4-All with larger groups. (5 min)

Trust Matrix

What is important about creating trust?	What erodes trust?	How can trust be developed with faculty in the building?	How can trust be repaired when it is eroded?

FOUR CORNERS

When it comes to providing feedback on effective instruction, I am on a ...

DIRT TRAIL

(LITTLE COMFORT)

GRAVEL ROAD

(SOME COMFORT)

PAVED ROAD

(A LOT OF COMFORT)

HIGHWAY

(I GOT THIS!)

Notes/Scripting

Triple T-Chart

Teacher Behaviors...

Student Behaviors...

Learning Implications

Danielson Rubric

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

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Digging In...

Why is this indicator important?	How is evidence for this indicator documented? Think about possible evidence.
How might lack of skill in this domain affect the other domains?	Which component/s in this domain might beginning teachers find particularly difficult?
Look at the descriptors. What differentiates performance levels?	What have you noticed / learned about this component while working with the framework?
How can you support teacher's growth in this domain?	What else should we consider?

Go-Go-Mo

1	2	3
4	5	6
7	8	9

STAY and STRAY

DIRECTIONS

- One person STAYS at the chart to discuss guiding questions.
- Other group members STRAY together to other charts as music plays. Then they will stop to discuss guiding questions.
- As you stray, jot down key ideas to bring back and share with person who stayed at your chart during

GUIDING QUESTIONS

What do you notice?

What do you need more information on?

What do you want to share about this SLO to others?

DEBRIEF

Notice: What new insights were revealed to you through this activity?

Stop: What content is slowing you down?

Go: What are you going to take off with from this?

STOP and REFLECT

What support does your school need to effectively support the understanding of the expectations of teaching practice outlined in the rubric?

What will you do next?



3-2-1 Reflection

- 3 Things that you learned today
- 2 Suggestions that you have
- 1 Question that is still lingering

Actionable or Unactionable Evidence

EVIDENCE	SOLID or WEAK? HOW DO YOU KNOW?
<p>During guided practice, the teacher called on five students. Of the five students, two gave incorrect answers. To address their incorrect answers, the teacher used base ten blocks to show how 10 tenths is equal to one.</p>	
<p>The teacher addressed students' misunderstanding during guided practice.</p>	
<p>Objective was posted on the board. When asked, three out of five students could not communicate the objective.</p>	

Implementation Responsibility

Educator
responsibilities

Evaluator
responsibilities

Video 1

Indicator	Evidence	Rating
3a Communicating with Students		
3b Using Questioning and Discussion Techniques		
3c Engaging Students in Learning		
3d Using Assessment in Instruction		
3e Demonstrating Flexibility and Responsiveness		

Video 2

Indicator	Evidence	Rating
3a Communicating with Students		
3b Using Questioning and Discussion Techniques		
3c Engaging Students in Learning		
3d Using Assessment in Instruction		
3e Demonstrating Flexibility and Responsiveness		

Video 3

Indicator	Evidence	Rating
3a Communicating with Students		
3b Using Questioning and Discussion Techniques		
3c Engaging Students in Learning		
3d Using Assessment in Instruction		
3e Demonstrating Flexibility and Responsiveness		

Hot and Cold Reflection

What I feel confident about...

What I'd like to continue to develop...

Learning Continuum

- On a scale from 1-5, how comfortable do you feel collecting unbiased fact-based evidence? (mark with a star)
- How comfortable do you feel with scoring? (mark with a dot)
- How ready do you feel coaching on a reinforcement/refinement? (mark with an x)
- Finally, how at ease are you with your Inter-Rater Reliability? (mark with a square)



WHAT? SO WHAT? NOW WHAT?

WHAT?

What happened? What did you observe? What were your initial expectations? How did they match with what actually occurred?

SO WHAT?

How did the experience today relate to your work? Have your experiences today affected the way you view this work and/or your role in it? What are some of the pressing needs/issues in the community?

NOW WHAT?

What learning occurred for you in this experience? How can you apply this learning? What follow up is needed to continue to move the work forward and address any challenges or issues?

Activities

- Turn and talk
- Hot potato pass to music
- Stand up-Hand up-Pair up (SU-HU-PU)
- Shake and share (lead4ward app)
- Triple T-Chart
- 1-2-4-All (liberating structures)
- Talking chips
- Consensus Map
- Stop-n-go
- Picture is worth 1,000 words (lead4ward app)
- 4 corners
- Trust matrix
- Pair square share (lead4ward app)
- Silent graffiti
- Turn out
- Popcorn/check off & add to responses
- Give one/get one/move on
- Stay and stray
- 3-2-1 Reflection (3 things that went well, 2 suggestions, 1 lingering question)
- Vote! Hold up cards
- Musical mix-freeze-group (lead4ward app)
- Stop and jot
- Continuum reflection
- What/so what/now what
- Hot/cold

Stop and Jot

Planning

Planning