



# Archdiocese of Seattle Elementary Principal Institute

August 15, 2017



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

# Outcomes for the year

- Begin to develop a common language and shared vision for high-quality instruction.
- Begin to develop nonjudgmental methods for observing and analyzing instruction and providing actionable feedback.
- Beginning development of a broader, deeper culture of public practice.



# Goals for today

- Develop an understanding of the principal's role in leading instruction,
- Begin to develop a shared vision, understanding, and language for student engagement in our schools,
- Begin to develop a process for observing and analyzing instruction,
- Develop a plan for prioritizing time for classroom observation.



# Looking ahead...

- November 16 – effective targeted feedback for teachers based on observation
- March 8 - targeted feedback and trend analysis



# Impromptu Networking!

- What are you most excited to learn about today?
- What experience and expertise are you bringing with you that you will share with others?



# Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.



# Foundational Ideas

1.

If students are not learning they are not being afforded powerful learning opportunities.

2.

Teaching is a highly complex and sophisticated endeavor.

3.

Practice of sophisticated endeavors only improves when it is open for analysis and critique.

4.

Improving practice in a culture that is “public” requires reciprocal accountability.

5.

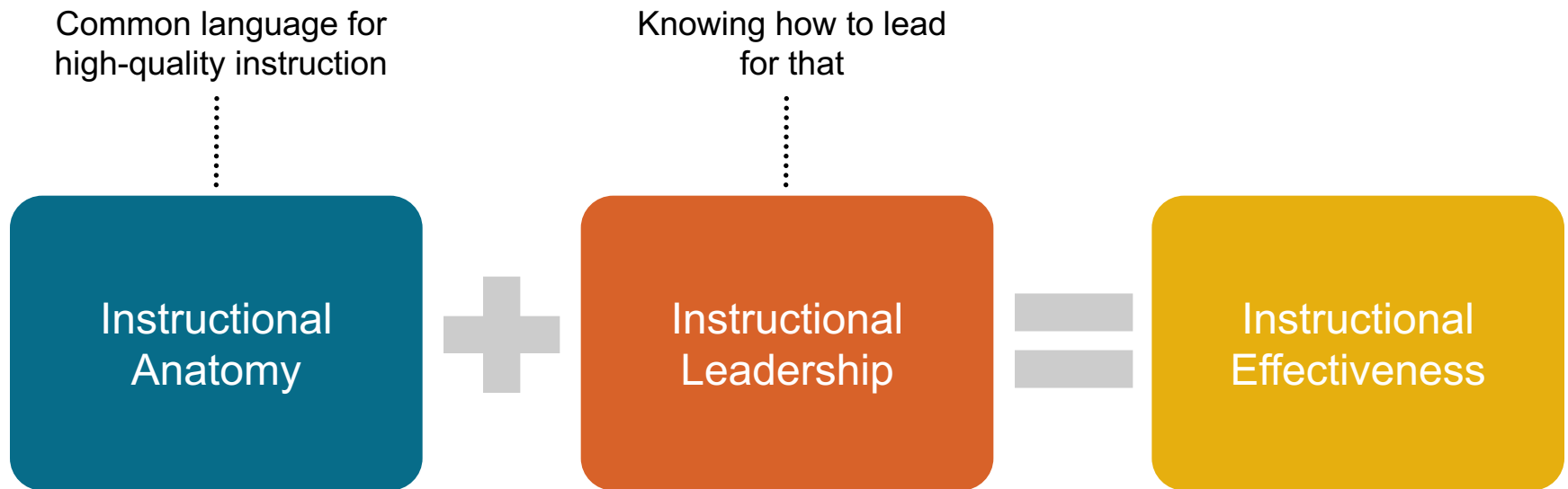
Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.

6.

Leaders cannot lead what they don't know.



# Two-Part Equation





# What is instructional leadership?

- Based upon the Leithwood et al (2004) reading and your experiences, what would you say are the critical (5-7) attributes of an effective instructional leader?
- Share with a partner and reach consensus on these attributes with each other.
- Create a group of four and reach consensus on these attributes as a group.



# What does it mean to lead for instructional improvement?

- Identify several places in the text that are interesting to you to discuss:
  - I agree with...because...
  - I disagree with...because...
  - I have a question about...because...
- Have a conversation at your table about these reactions.



# What does it mean to lead for instructional improvement?

- Based on your discussion, is there anything you would add to your attribute chart? The 4 Dimensions can also influence your thinking here.
- How can you imagine using these in your work as an instructional leader?



# Two-Part Equation





1 – 5

## **Write it down and reveal**

From 1 = very ineffective to 5 = very effective

1

2

3

4

5



# Table Talk

With someone from the other side of your table, pick a prompt to talk about:

- Why did you give the rating you chose (what did you see or hear)?
- What accounts for the spread of our collective ratings?



# The Human Capital Development Challenge

1. **Developing understanding and expertise in *instructional anatomy***
2. **Developing understanding and expertise in *instructional leadership***





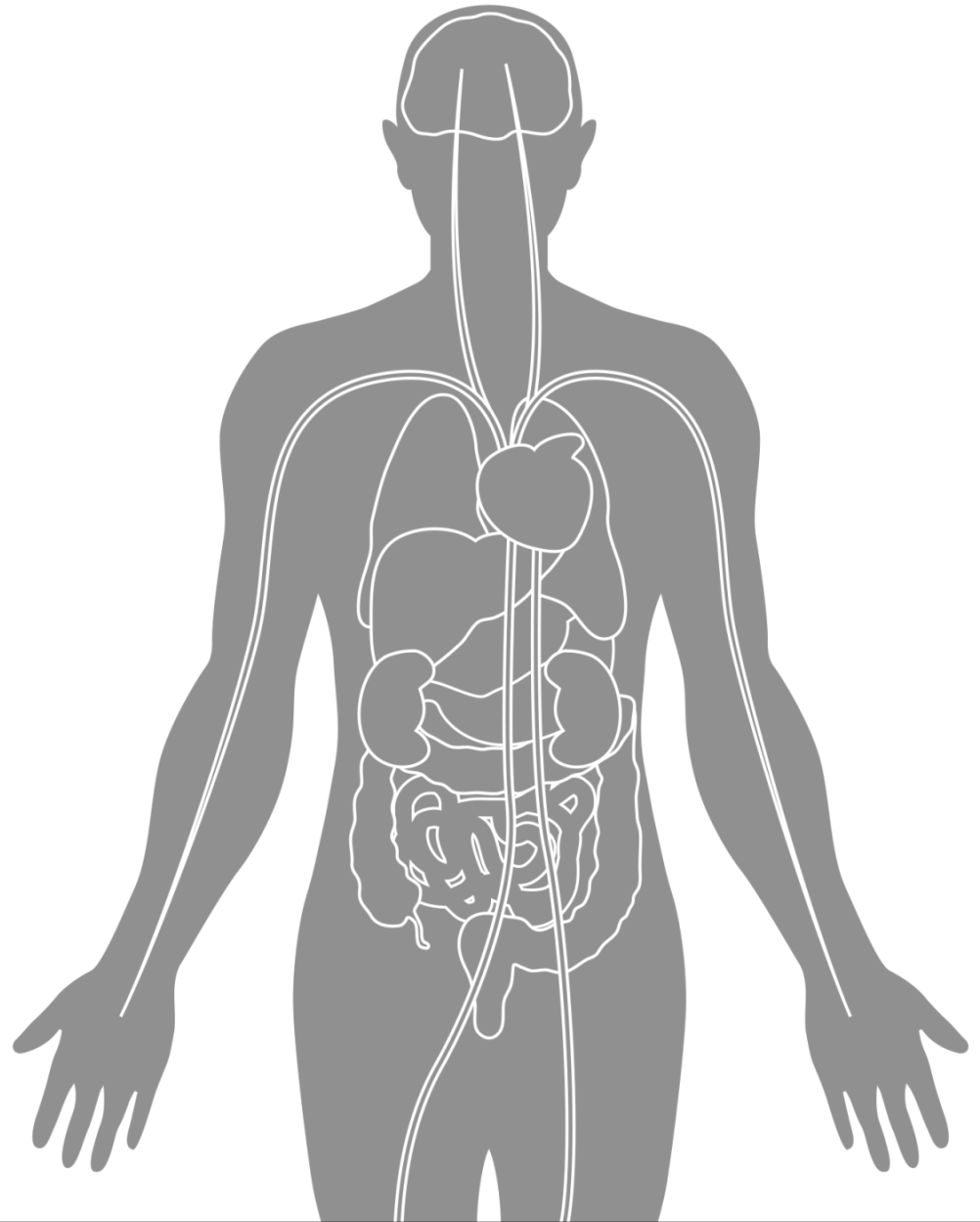
# Expertise

Experts excel in the elaborateness of their understandings, their ability to pose alternative explanations and to formulate reasoned interpretations of events, and their use of corroborating evidence.

NRC, 2000



# Human Anatomy



## Physician

- Skeletal
- Digestive
- Muscular
- Lymphatic
- Endocrine
- Nervous
- Cardio-vascular
- Urinary

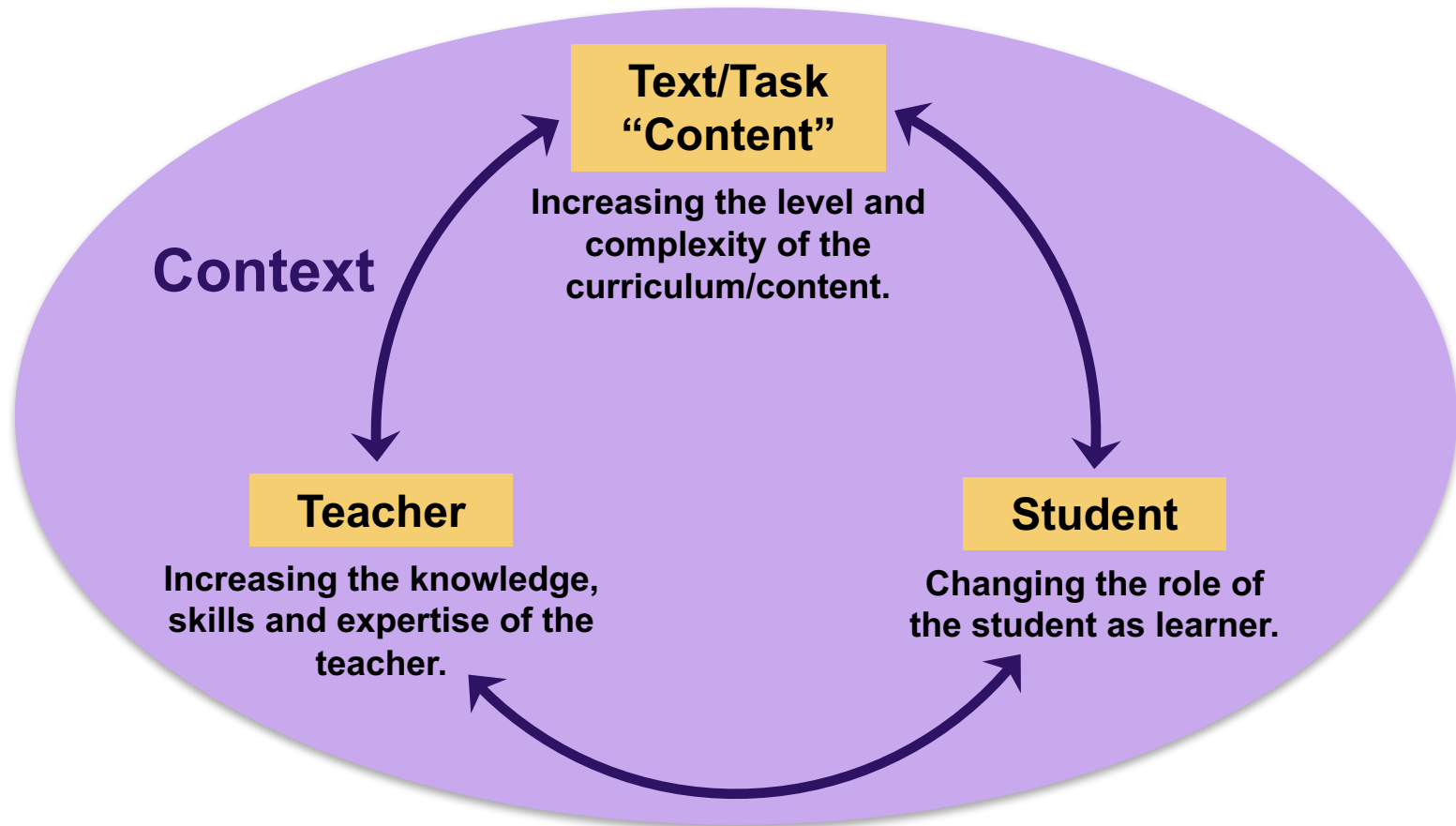
## Teacher Observation

- ?
- ?
- ?
- ?
- ?
- ?
- ?
- ?



# The Instructional Core:

## We can increase student learning by...



CHILDRESS, ELMORE, GROSSMAN, KING. Public Education Leadership Project, 2007



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

# Reflecting on the instructional core

- How does an analysis of the instructional core support instructional improvement?
- What do I already understand about the nature of the instructional core in my school?
- What ideas about the analysis of the instructional core challenge me?



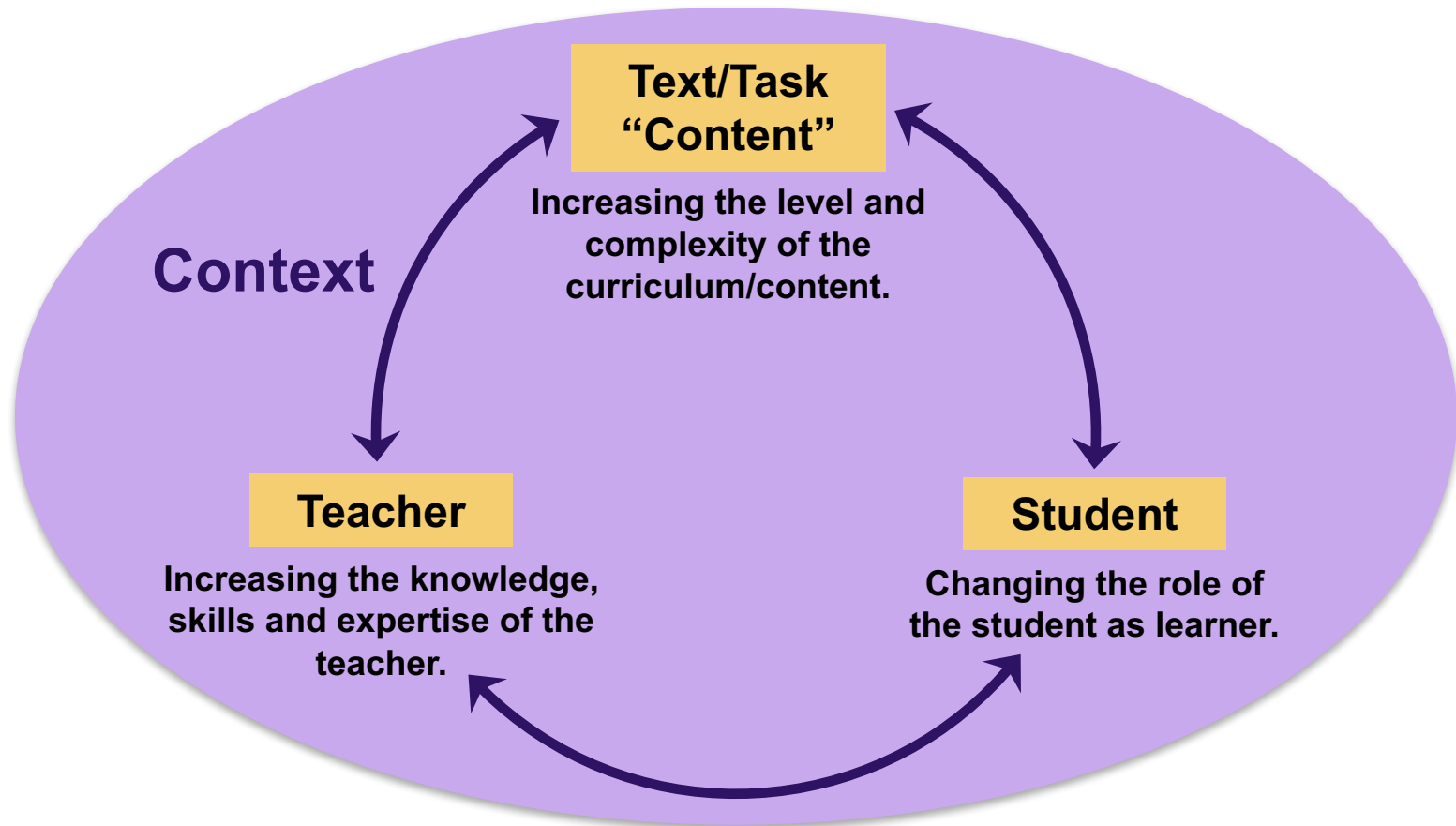
# An Instructional Framework is:

- A set of descriptions of teaching behaviors.
- Linked to improved student learning.
- Based on research and the work of practitioners.



# The Instructional Core:

## We can increase student learning by...



CHILDRESS, ELMORE, GROSSMAN, KING. Public Education Leadership Project, 2007



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

# Analyzing our frameworks

- Find 2-3 people with the same instructional framework, or use 5D:
  - Where do you find the components of the instructional core in your framework?
  - To what extent do you and your staff talk about all three parts of the instructional core?





# The 5 Dimensions of Teaching and Learning

- Dimension
- Subdimension
- Guiding questions



# Student engagement

- Intellectual work
- Engagement strategies
- Talk



# Student engagement (Chalk Talk)

- How do you currently define student engagement?
- When you visit a classroom, what do you typically *look for* or *listen for* that tells you students are engaged?



# Student engagement – close read and reflect

- 1 - Intellectual work
- 2 - Engagement strategies
- 3 - Talk



# 1-2-4 Reflection

- What are some strengths you already see in classrooms with respect to your subdimension (intellectual work, talk, or engagement strategies)?
- What are some needs you see around this subdimension?
- Give an example of how you see this subdimension playing out in a classroom (pick a grade level and topic)?



# BREAK



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

We learn to see a thing by learning to describe it. A prerequisite to being able to describe an experience is being able to distinguish between description (what one sees) and interpretation (ascribing meaning to what one sees).

Himley and Carini



# Observing: Foundational questions

- What do you see?
- What do you see that makes you say that?
- What else do you see?

From the work of Abigail Housen and Visual Thinking Strategies, New York.



Freelimages.com/AtifGulzar





# Foundational Skills for Observation & Analysis

- Non-judgmental *noticing*
- Citing *specific evidence* during analysis
- Asking authentic questions to better understand a teacher's decision making related to specific evidence
- Using a strength-based approach



# Description With Judgment: Reflect

“The teacher read from a book that was not at the appropriate level for the class.”

“There was too much time on discussion, not enough time on individual work.”

“The students conducted a sophisticated lab experiment.”



# Description **With** Judgment

“The teacher read from a book that was **not** at the **appropriate level** for the class.”

“There was **too much** time on discussion, **not enough** time on individual work.”

“The students conducted a **sophisticated** lab experiment.”



# Description Without Judgment

“The teacher read from a 7th grade text.”

“Students spent 45 of 55 minutes in a group discussion. Students spent 10 minutes on individual work.”

“Teams of students conducted a lab experiment using a 5 step inquiry method to measure transfer of energy in plants. Students asked questions of each other: How can we be sure our findings are accurate, and How will we validate our findings?”

Adapted from A Presentation of the National Reading Technical Assistance Center.



# Classroom Observation

- Factual vs. judgmental scripting.
- Evidence – describe, count, script. Be as specific as possible. What are the teacher and students saying and/or doing?



# Specificity of Evidence

“The students talked to each other.”

VS.

T. asked students to turn and talk to a partner about the focus for their learning.

Sts. sat on rug in front of rm and turned to their partner and took turns talking about what they would be learning today.

T. knelt on the ground next to three partner groups and listened to their conversation





## CASE STUDY:

### Debbie's professional goal and focus

Debbie is a second grade teacher. She wants her students to talk about their different strategies for their thinking and reasoning in math.

She is specifically focused on developing student talk through providing opportunities for students to share their strategies with the whole class and in small groups and for students to listen and respond.

What connections can you make between this goal and student engagement in 5D?





# Getting ready to observe

Debbie is a second grade teacher. She wants her students to talk about their different strategies for their thinking and reasoning in math.

She is specifically focused on developing student talk through providing opportunities for students to share their strategies with the whole class and in small groups and for students to listen and respond.

- What will you *look for* and *listen for* in the classroom?



# Collect Descriptive Data

## **Collect data that is:**

- Descriptive, not judgmental: Just the facts!
- Specific: Describe, count, script.
- Based on the instructional core: What the teacher is saying and doing, what the students are saying and doing.





# Noticing

- What did you notice that aligned to our 'look fors' in terms of Debbie's focus or about student engagement in general?

Debbie is a second grade teacher. She wants her students to talk about their different strategies for their thinking and reasoning in math.

She is specifically focused on developing student talk through providing opportunities for students to share their strategies with the whole class and in small groups and for students to listen and respond.



# Wonderings are Not Feedback

- The purpose of wondering is to assume positive intent and not become overly committed to our initial judgments.
- Because of this, wonderings are not feedback.
- Wonderings are a way to collect additional evidence needed to provide feedback to the teacher.



# The Rules of Wonderings

- If you know the answer to the question, it is not an authentic “wondering.”
- ***Always*** assume positive intent on the part of the teacher.
- The ‘wondering’ should generate conversation.
- Every wondering needs an associated noticing but every noticing does not need a wondering.



# Wondering Stems

- How do you/did you make decisions about ... ?
- What is your vision for ... ?
- How do you typically ... ? How was that like or not like what you did today?
- What did you learn from/about your students today when you ... /when they ... ?
- Talk me through ...



# Strengths

- What are some strengths you see in this teacher's practice around her goal?
- When you \_\_\_\_\_, it resulted in students\_\_\_\_\_.

Debbie is a second grade teacher. She wants her students to talk about their different strategies for their thinking and reasoning in math.

She is specifically focused on developing student talk through providing opportunities for students to share their strategies with the whole class and in small groups and for students to listen and respond.





# Defining Can and “Verge of”

- Can means there is strong evidence that the practice is in place (with intention) and effective.
- Verge of means there is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.



# A NON EXAMPLE of the Can / Verge Connection

Teachers can plan end of lesson activities to collect learning data.

Teachers are on the verge of making in the moment adjustments, having quality accountable talk, and facilitating critical thinking.



# An EXAMPLE of the Can / Verge Connection

Teachers can plan end of lesson activities to collect learning data.

Teachers are on the verge of using their data to plan for the next lesson.



# Verges

- What might be this teacher *on the verge of doing* in her practice around her goal?

Debbie is a second grade teacher. She wants her students to talk about their different strategies for their thinking and reasoning in math.

She is specifically focused on developing student talk through providing opportunities for students to share their strategies with the whole class and in small groups and for students to listen and respond.



# Reflection on the process so far

- How might this way of analyzing instruction support your practice of observing your teachers?



# LUNCH



## CASE STUDY:

### Lori's professional goal and focus

Lori is a fifth grade teacher. She wants her students to talk about their interpretations of what they read, build on each other's ideas, and cite evidence.

She is specifically focused on creating scaffolding for partner and whole-group talk so all students can participate.

What connections can you make between this goal and student engagement in 5D?



# Getting ready to observe

- What will you look for and listen for in the classroom in a lesson on interpreting poetry?

Lori is a fifth grade teacher. She wants her students to talk about their interpretations of what they read, build on each other's ideas, and cite evidence.

She is specifically focused on creating scaffolding for partner and whole-group talk so all students can participate.





# Collect Descriptive Data

## **Collect data that is:**

- Descriptive, not judgmental: Just the facts!
- Specific: Describe, count, script.
- Based on the instructional core: What the teacher is saying and doing, what the students are saying and doing.





# Noticing

- What did you notice that aligned to our ‘look fors’ in terms of Lori’s focus?

Lori is a fifth grade teacher. She wants her students to talk about their interpretations of what they read, build on each other’s ideas, and cite evidence.

She is specifically focused on creating scaffolding for partner and whole-group talk so all students can participate.



# Wondering Stems

- How do you/did you make decisions about ... ?
- What is your vision for ... ?
- How do you typically ... ? How was that like or not like what you did today?
- What did you learn from/about your students today when you ... /when they ... ?
- Talk me through ...



# Strengths

- What are some strengths you see in this teacher's practice around her goal?
- When you\_\_\_\_\_, it resulted in students\_\_\_\_\_



# Defining Can and “Verge of”

- Can means there is strong evidence that the practice is in place (with intention) and effective.
- Verge of means there is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.



# A NON EXAMPLE of the Can / Verge Connection

Teachers can plan end of lesson activities to collect learning data.

Teachers are on the verge of making in the moment adjustments, having quality accountable talk, and facilitating critical thinking.



# An EXAMPLE of the Can / Verge Connection

Teachers can plan end of lesson activities to collect learning data.

Teachers are on the verge of using their data to plan for the next lesson.





# Verges

- What might be this teacher *on the verge of doing* in her practice around her goal?

Lori is a fifth grade teacher. She wants her students to talk about their interpretations of what they read, build on each other's ideas, and cite evidence.

She is specifically focused on creating scaffolding for partner and whole-group talk so all students can participate.



# Reflection on the process so far

- How might this way of analyzing instruction support your practice of observing your teachers?
- How might this way of analyzing instruction support your work with new teachers? What limits do you see?
- How might this way of analyzing instruction support teachers in visiting each other? (if they learned it)



# What is a Teachable Point of View (TPOV)?

- The essence of leading is not commanding, but teaching.
- A teaching organization is one in which everyone is a teacher, everyone is a learner.
- Leaders need to teach using a teachable point of view. A TPOV is a cohesive set of ideas and concepts that a person is able to articulate clearly to others.
- The teachable point of view is an intellectual framing of a leader's key ideas in important areas.
- Creating a TPOV requires first doing the intellectual work of figuring out what our point of view is, and then the creative work of putting it into a form that makes is assessable and interesting to others

Noel Tichy in *Explain, inspire, lead: an interview with Noel Tichy* (2005) Journal of Staff Development



# What is our TPOV?

- **Brainstorm:** If your teachers asked, “What have you been thinking about and learning over the summer and what will we expect to see as a result?”, what would you say? What is your TPOV?
- **In groups of three, refine and organize** responses into a coherent sequence and develop an elevator talk.
- **In partners,** practice responses to the above question:
  - One responds, the other listens and takes notes.
  - Repeat.
- **Report out:** Listen, add and refine.



# Turning your TPOV into a letter to staff

- How could you incorporate these ideas into a communication to teachers?
- What will your letter say?



# What will it take and how will I manage my time?

Individually, pairs and tables:

- In order to observe and provide non-judgmental feedback and support to teachers what are one or two actions I may need to take or revise in my practice?
- What are one or two ideas on how to capture more time in your day to do this work?



# What we are learning?

- Principals who communicate regularly about how they are thinking and working differently begin to change the expectations and role of the principal.
  - Principals may also post their schedules in classrooms.
- Office assistances who know how important principals are as instructional leaders, so they:
  - Solve first line problems that arise.
  - Protect principal's time.



# Homework, next steps

- Between now and November 16:
  - Practice descriptive observation
  - Focus your observation on student engagement
  - Be ready to share your observations of trends in student engagement
- Principal PLCs in between:
  - Share scripts
  - Share how it is going with your calendar and observing more





# Final Reflection/Evaluation

- Please be sure to complete a session evaluation. We take these seriously!

Thank you!

Joanna Michelson [jlm32@uw.edu](mailto:jlm32@uw.edu)

[Sandy](#) Austin [sandy2@uw.edu](mailto:sandy2@uw.edu)

