Archdiocese of Seattle
Secondary Teacher Leader Institute

August 17, 2017

Outcomes for the year

- Begin to develop a common language and shared vision for high-quality instruction with a focus on Student Engagement.

- Begin to develop nonjudgmental methods for observing and analyzing instruction.

- Beginning development of a broader, deeper culture of public practice.

- Development of strengths-based, evidence-based approaches to providing feedback as teacher leaders.

Goals for today

- Begin to develop shared vision, understanding and language for student engagement and identity in secondary classrooms in our Catholic high schools,

- Begin to develop a process for observing and analyzing instruction,

- Practice a process for preparing feedback,

- Begin planning for the year.

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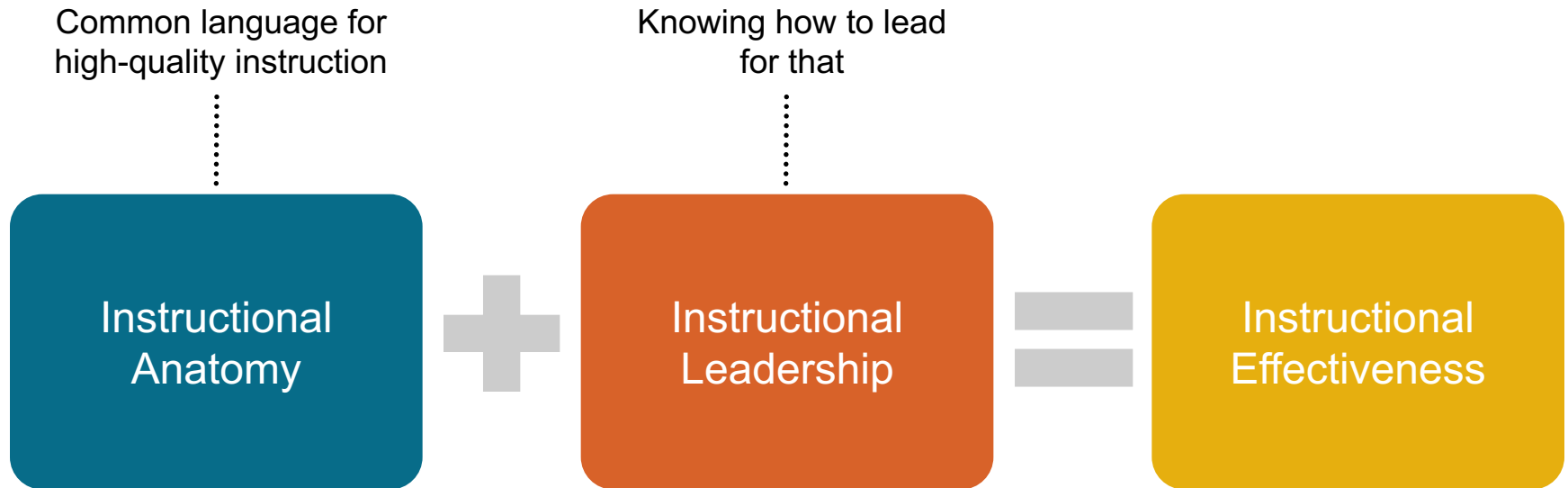
5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.

6. Leaders cannot lead what they don't know.

Two-Part Equation

Common language for high-quality instruction

Knowing how to lead for that

Instructional Anatomy **+** **Instructional Leadership** **=** **Instructional Effectiveness**

1 – 5

Write it down and reveal

From 1 = very ineffective to 5 = very effective
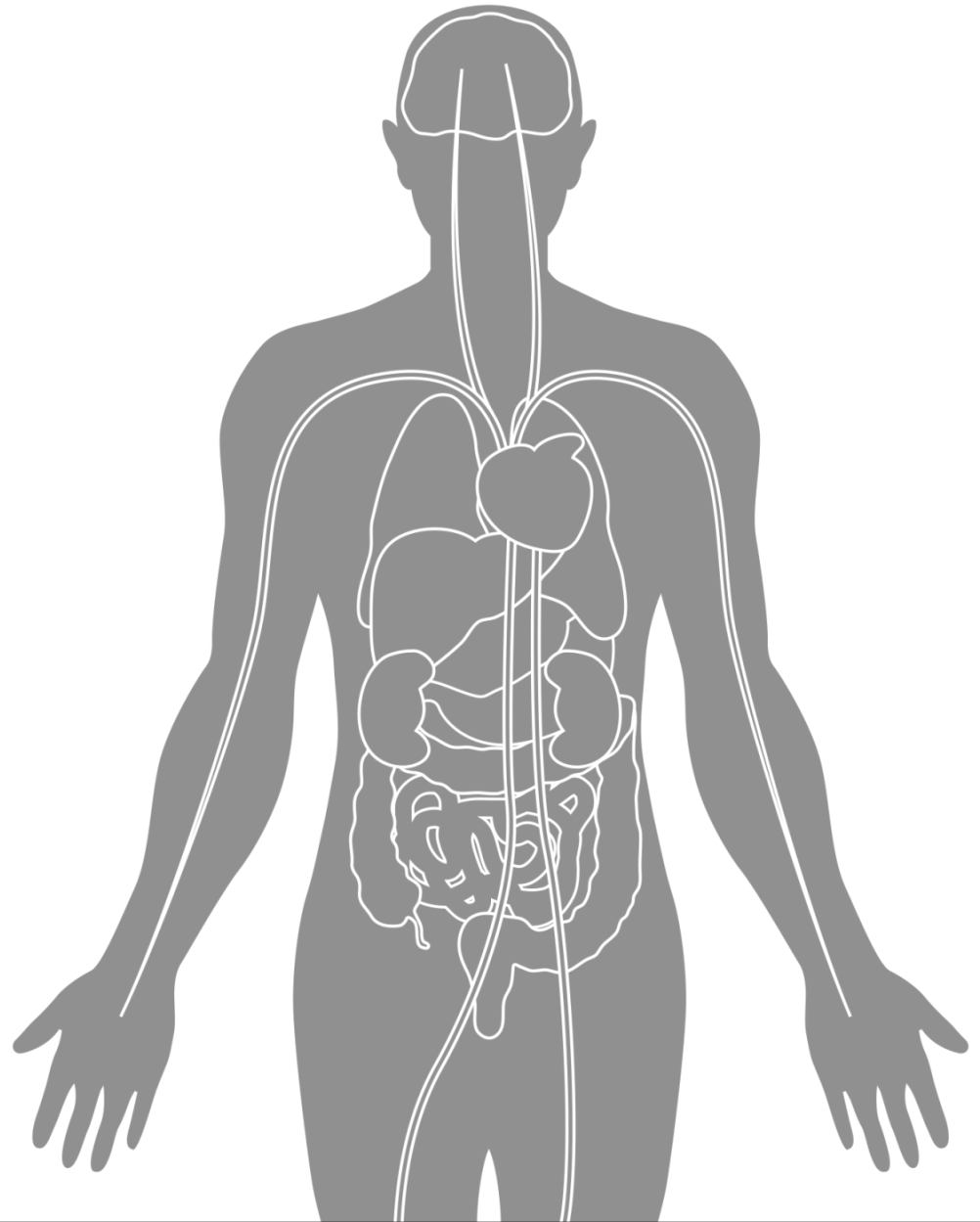
1   2   3   4   5

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?

Human Anatomy

Physician

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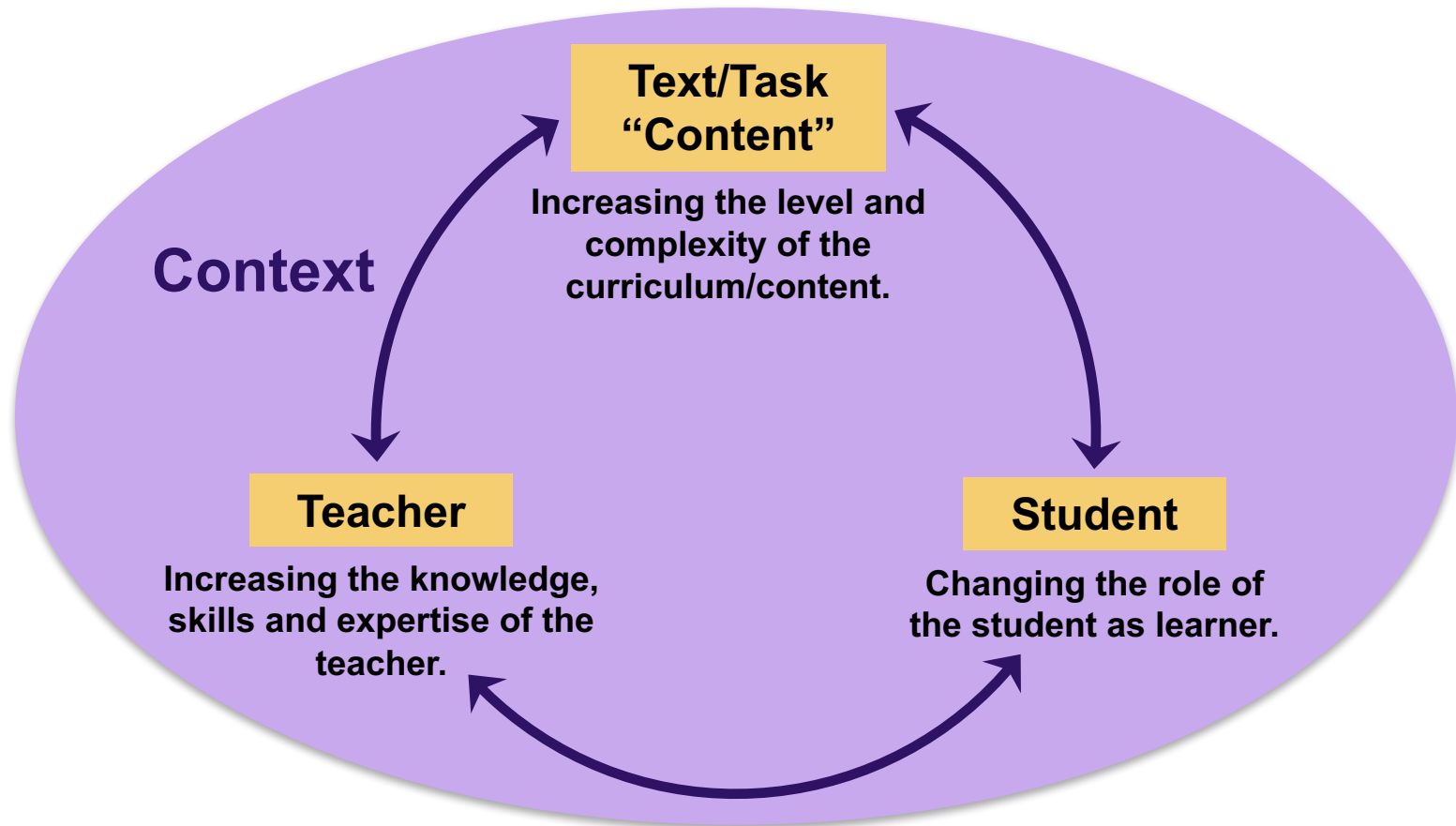- Lymphatic
- Endocrine
- Nervous
- Cardio-vascular
- Urinary

Teacher Observation

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

The Instructional Core:
We can increase student learning by…

Text/Task "Content"

Increasing the level and complexity of the curriculum/content.

Context

Teacher

Increasing the knowledge, skills and expertise of the teacher.

Student

Changing the role of the student as learner.

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

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 5 Dimensions of Teaching and Learning

- Dimension

- Subdimension

- Guiding questions

Student engagement (chalk talk)

- How do you currently define student engagement?

- When you visit a classroom or in your own clasroom, what do you typically *look for* or *listen for* that tells you students are engaged?

Student engagement

- Intellectual work

- Engagement strategies
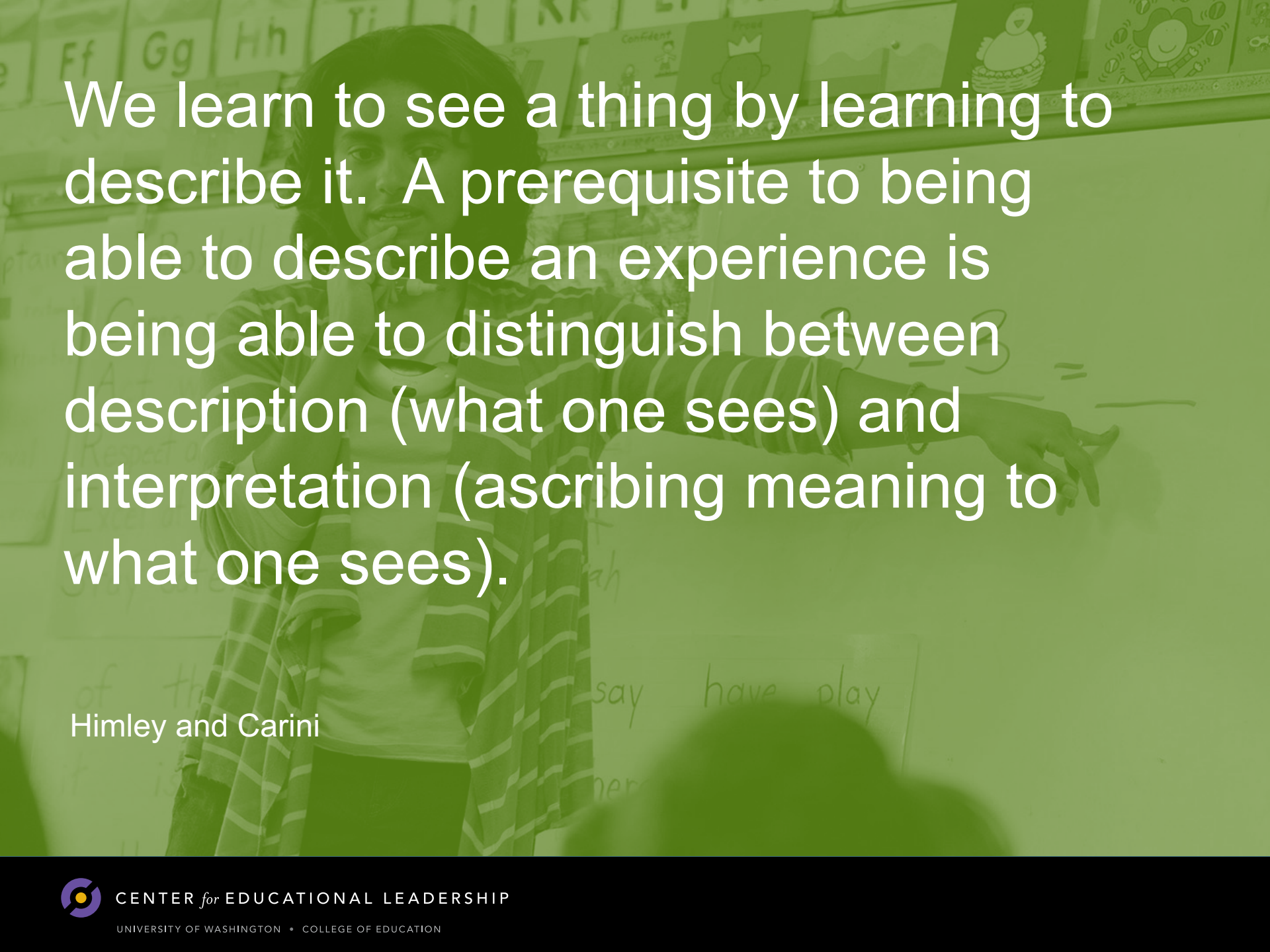
- Talk

Starting to envision and calibrate

- You will be in a small group by cohort with a subdimension.

  - Read your entire subdimension and reflect on the below prompt.
  - What does this subdimension look like in your content area?
    - Take apart the language in the vision statements and use the guiding questions as a support. Think about all three parts of the instructional core.

    - Discuss your ideas as a group and create one chart reflecting your common ideas. Push for specificity!

    - Share with the other subdimension groups.

Reflect and connect

- What connections are you making between the 5D language/ideas and language/ideas in your own instructional framework/tools?

- In what ways might 5D be helpful in your work with your department? In what ways might it not be helpful?

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.

FreeImages.com/AtifGulzar

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

00:01:50

Case Study: Carrie

Carrie's professional goal and focus

Carrie is a 12th grade language arts teacher. She wants her students to become less dependent on her for feedback in writing and more dependent on each other. She wants her students to discuss their writing with each other and provide feedback.

She is specifically focused on improving the quality of their ability to revise their writing.

Carrie's professional goal and focus

- **Where do you see Carrie's focus lining up with the language in the three subdimensions in student engagement?**

Carrie is a 12th grade language arts teacher. She wants her students to become less dependent on her for feedback in writing and more dependent on each other. She wants her students to discuss their writing with each other and provide feedback.

She is specifically focused on improving the quality of their ability to revise their writing.

Getting ready to observe

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

Carrie is a 12th grade language arts teacher. She wants her students to become less dependent on her for feedback in writing and more dependent on each other. She wants her students to discuss their writing with each other and provide feedback.

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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** with respect to Carrie's focus?

Carrie is a 12th grade language arts teacher. She wants her students to become less dependent on her for feedback in writing and more dependent on each other. She wants her students to discuss their writing with each other and provide feedback.

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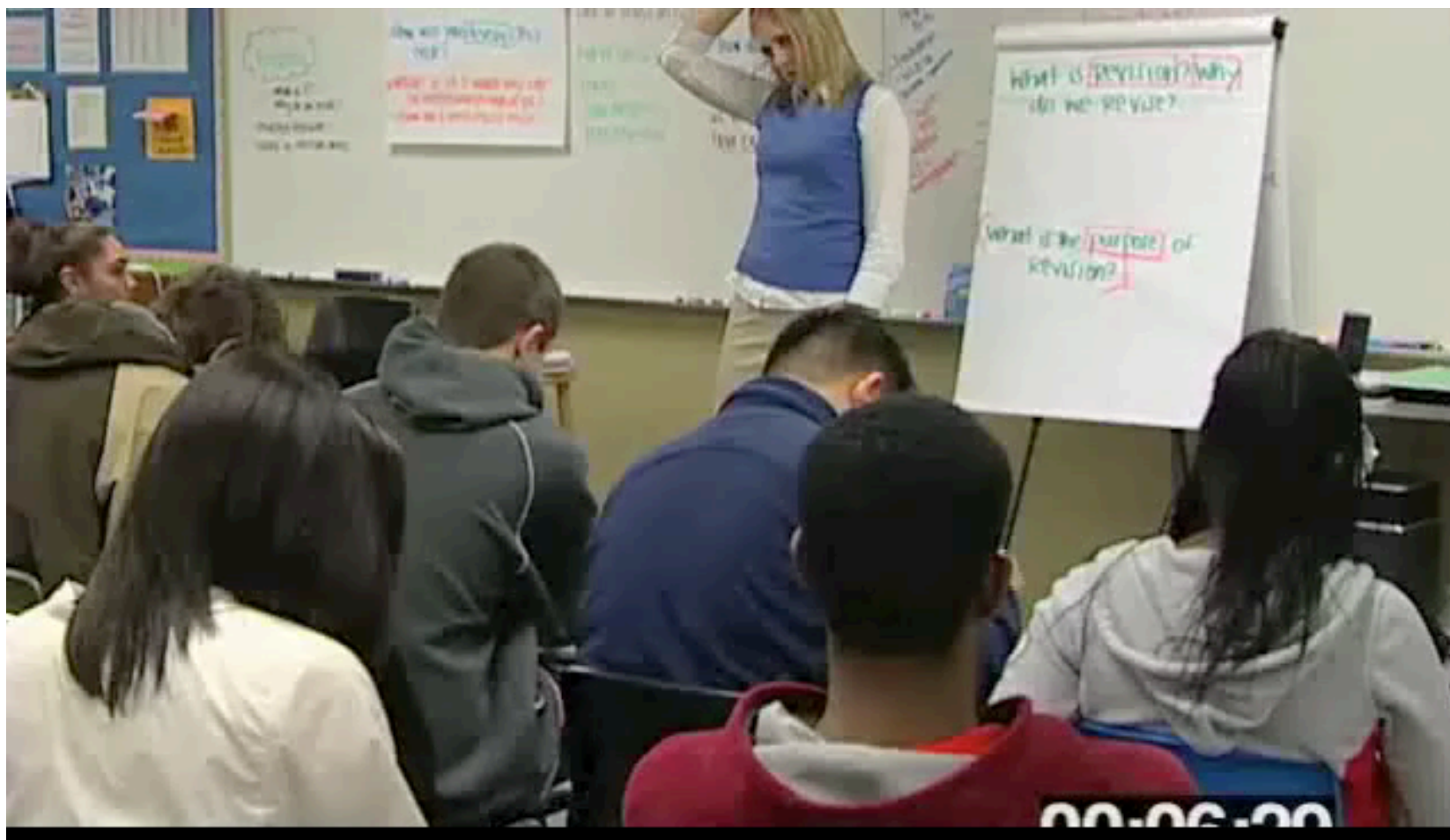
Noticing

- When thinking about _____(subdimension) ____, I noticed_____.

    - What did you see that makes you say that?

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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

- We noticed _____ and so we wondered_____

  - 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?

Reflection on the process so far

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

LUNCH

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Reflection

- Describe a time when you received feedback that you considered effective.

- What were the characteristics of that feedback?

Research on Effective Feedback

- Timely.

- Descriptive.

- Positive.

- Clear and specific.

- Differentiated.

Source: *How to Give Effective Feed back to Your Students,* by S.M. Brookhart (2008).

Characteristics of Effective Targeted Feedback

- Framed around actionable improvements.

- Based on evidence of instructional practice data and student response.

- Situated within a context.

Characteristic 1: Actionable improvements

Directions:

- Take out *Characteristics of Effective Targeted Feedback*. Read characteristic 1.

Characteristic 1: Actionable improvements

Answer the following questions:

- What do you notice about this specific characteristic?

- What skills do you think you need to develop?

- What difference do you see between expert and novice?

- Where would you place your own practice? (More novice? More expert? Somewhere in the middle?)

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. This is also the teacher's zone of proximal development.

Characteristic 2: Evidence

Answer the following questions:

- What do you notice about this specific characteristic?

- What skills do you need to develop?

- What difference do you see between expert and novice?

- Where would you place your own practice? (More novice? More expert? Somewhere in the middle?)

Preparing and Sharing Evidence

- Based on strengths – "cans."

- Links teacher practice to student learning

Share evidence using the following stem:

"I saw you _____ and it resulted in

students _____."

Characteristic 3: Situated within a context

Directions:

Take out *Characteristics of Effective Targeted Feedback*. Read characteristic 3.

Characteristic 3: Situated within a context

Answer the following questions:

- What do you notice about this specific characteristic?

- What skills do you need to develop?

- What difference do you see between expert and novice?

- Where would you place your own practice? (more novice? More expert? Somewhere in the middle?)

Reflect

- How do all three characteristics of feedback help you think about providing actionable feedback for your colleagues?

Quick review of the case study

- What evidence and strengths would you share with Carrie?

- What would you need to ask her?

- What would you suggest she try immediately?

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Reacting to our conversation tool

- I am noticing…

- I have a question about…

- I could use this part right away…

- I would adjust this part…

Planning a conversation

- Use the tool to plan a conversation with Carrie.

- Role play the conversation.

Reflection on the feedback conversation

- How might this type of feedback conversation (as you adapt it) be helpful to you in your role this year?

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Department time

Carrie's English department – a case

- Carrie's colleagues meet as a team of 5 people for 45 mins twice a month – the goal is to focus on student engagement.

- The school is focused on academic talk with monthly PD.

- The teachers do not have a habit of using student work in professional development or department meetings.

- Her colleagues' goals:

  - Creating rubrics for each unit (2 people)

  - Differentiation for students with special needs

  - Improving the quality of literary essay writing

Case study analysis

- What are some strengths and opportunities you notice in this description of the department?

- What would you recommend Carrie try next in order to plan for and lead effective department meetings?

Reflection on your department time

- What is the purpose of your department meeting time?

- What do teachers understand as the purpose?

- How does the time fit with the school's professional development?

- What would be ideal outcomes for a year of department meetings?

- What strengths does your department already have?

- What is a next step you can imagine for that time?

Looking ahead

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 assistants who know how important principals are as instructional leaders:

    - Solve first line problems that arise.

    - Protect principal's time.

Implications for the year

- What will it take if you wanted to align your department's thinking about student engagement?

- What will it take to open up more opportunities for classroom observation in your department?

- What will it take to provide more frequent feedback?

- What are your goals for your department chair work between now and late October?

Homework, next steps

- Between now and your first cohort meeting:

    - Practice descriptive observation

    - Focus your observation on student engagement

    - Be ready with at least one script where you have identified your: noticings, wonderings, strengths, verges and an idea for feedback

Final Reflection/Evaluation