High-Impact Professional Development

6 IDEAS

1. Instructional Coaching

2. Impact Schools

3. Helping & Partnership

4. Current Reality

5. Goals

6. Teaching Strategies

A closer look at word level reading…

Their peaceful drifting halted suddenly with the approach of a mother and her two small children. The appearance of humans often signaled fine dining for the hungry flock. As if attached by some invisible string, the whole flock immediately set sail in the direction of the oncoming trio. At the pond's edge, the geese scrambled out of the water in waves and scattered over the bank. Their smooth, graceful glide across the water became a clumsy, stiff-legged waddle. The children squealed with delight as the geese moved closer, drawn by the trail of crackers laid down by their mother.

What did you think and feel as you listened to Marcus read?

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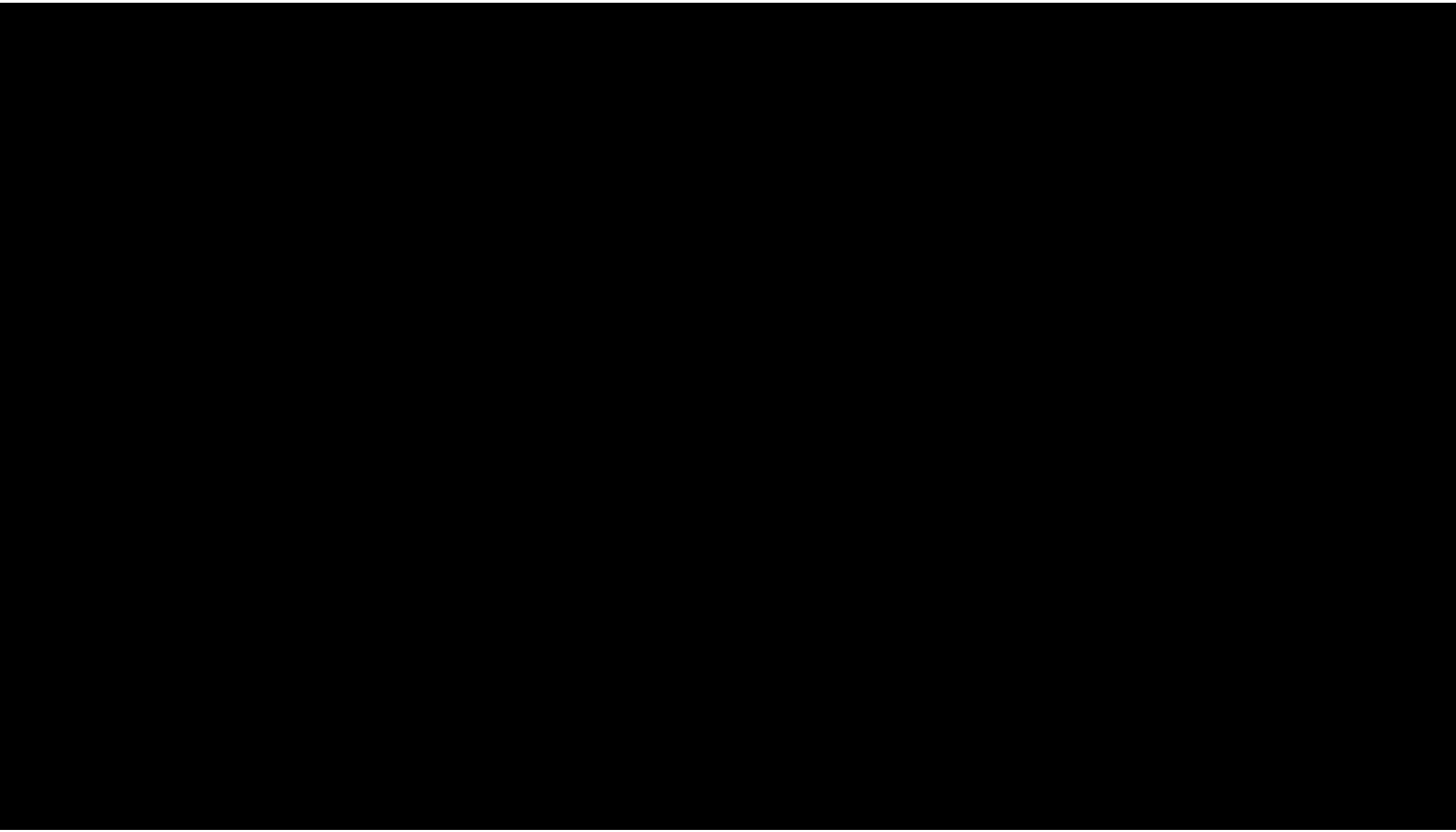
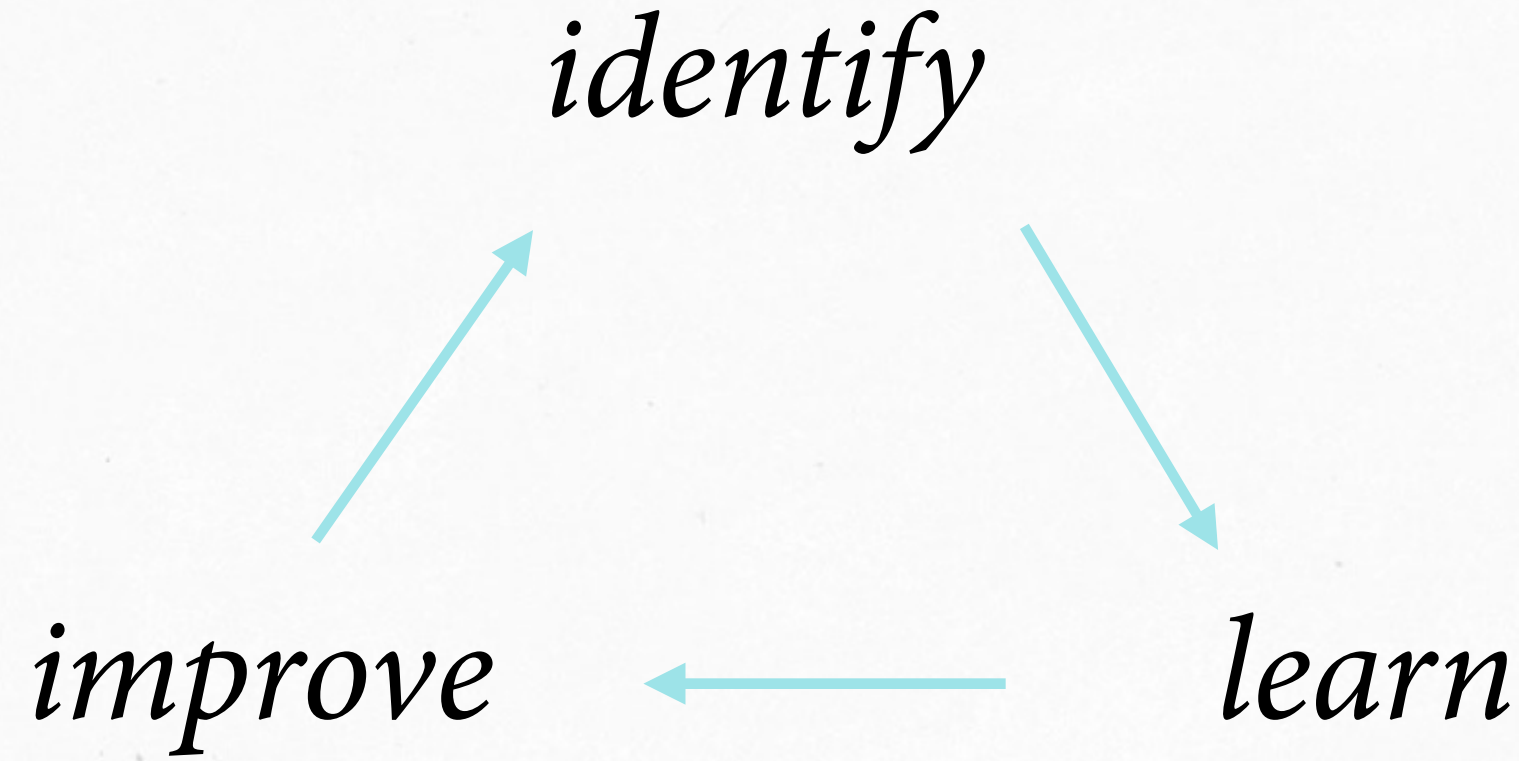
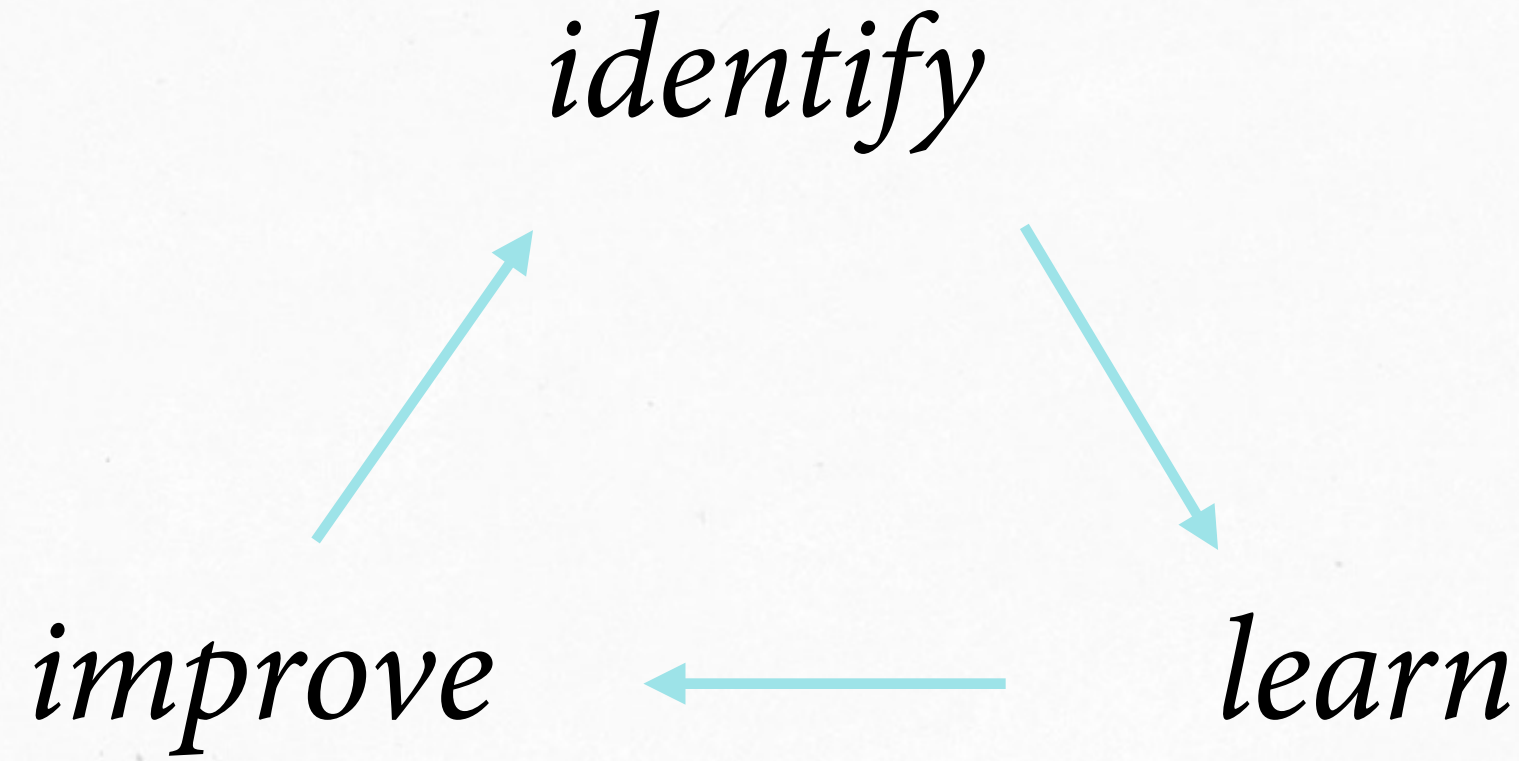
Swiffer
Swiffer

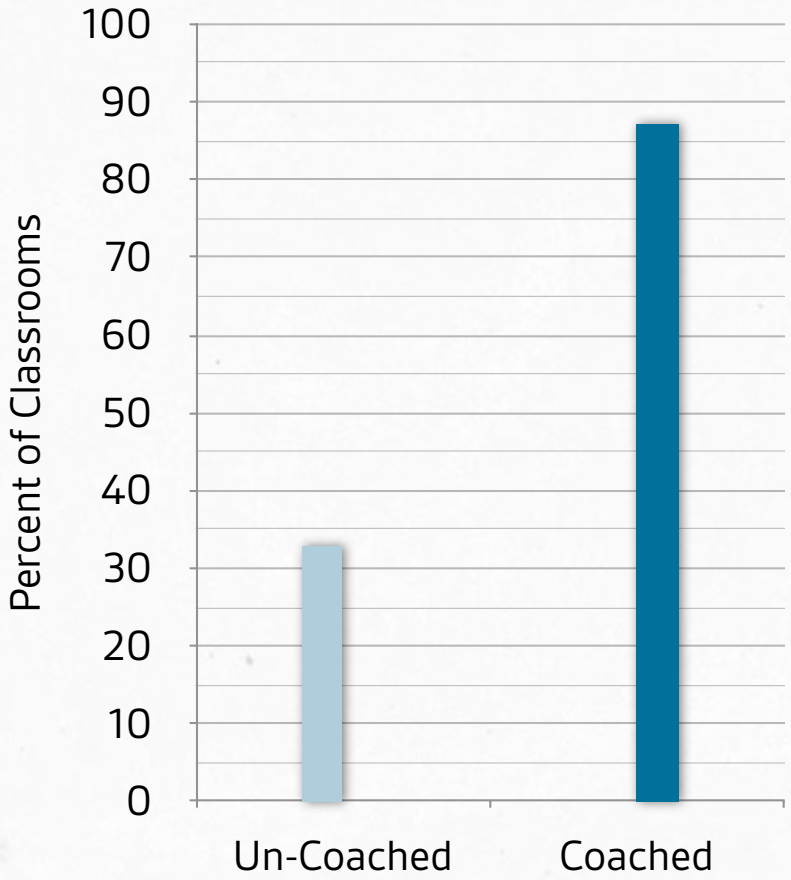



identify
learn
improve


identify
learn
improve

INSTRUCTIONAL COACHING

Was there any evidence of use of the Unit Organizer?



87% of coached classes exhibited use of the Unit Organizer, compared to 33% of un-coached classrooms.

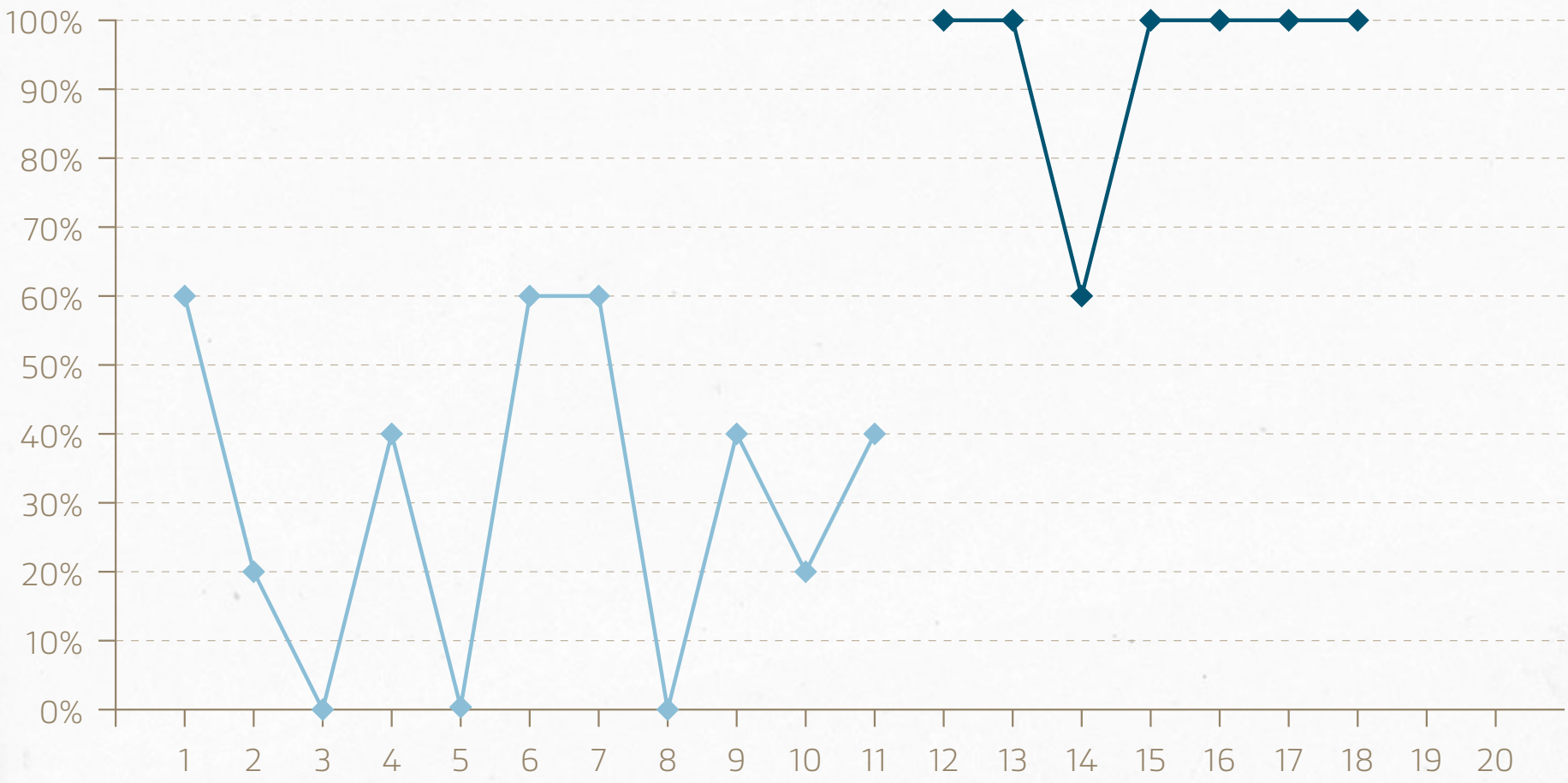
Classroom Observation Form

Teacher and Coach name: _____

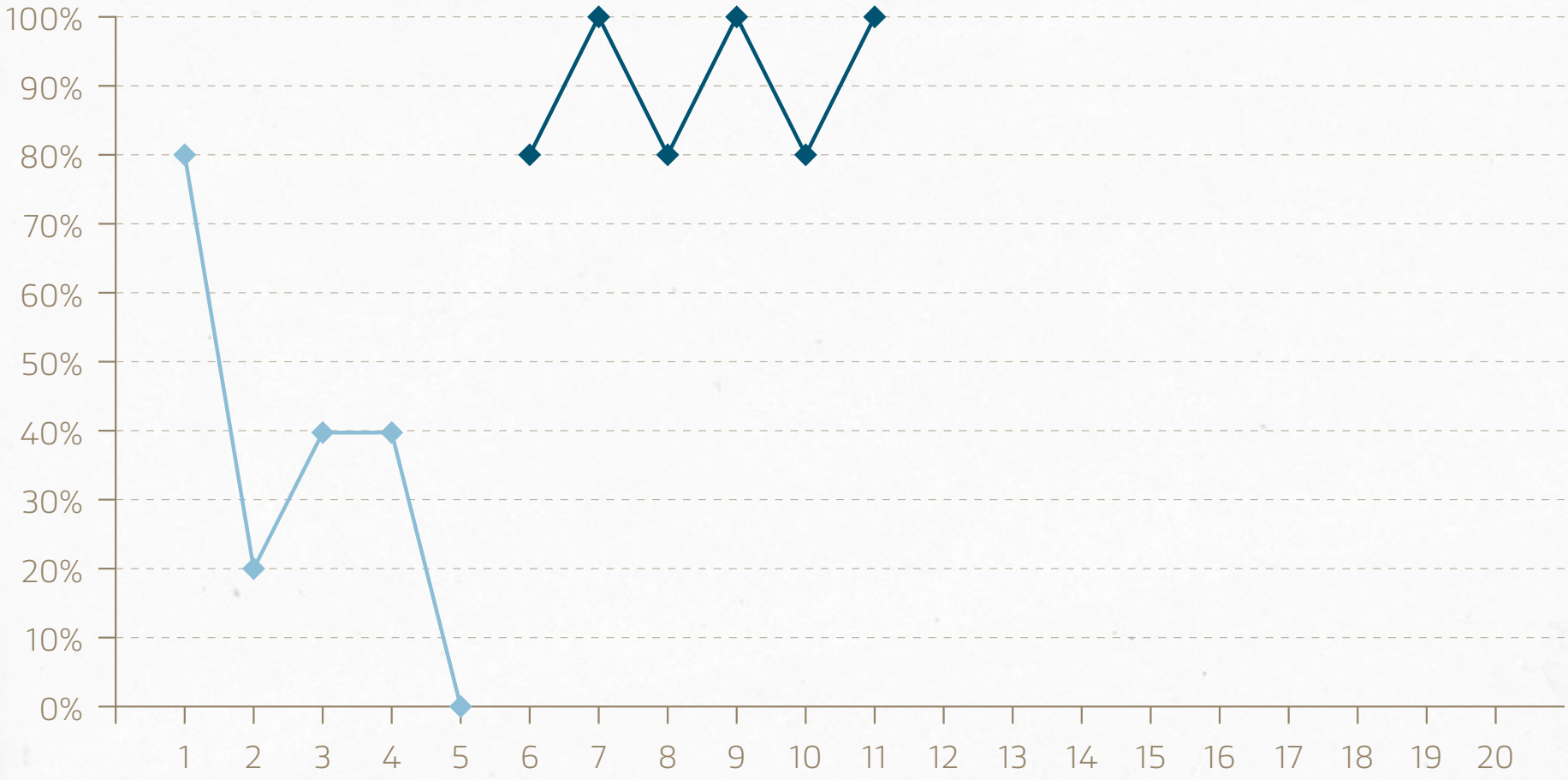
Date: _____ Observer:_____ Reliability? _____ Lesson Topic:_____

1. Planning Content 1. Lessons are linked to state standards 2. Guiding Questions (GQ) are linked to standards 3. Learning Maps (LM) are created and used for the unit 4. Within first 10 min., an Advance Organizer is given • Rationale for lesson is given • Student expectations for learning are shared by teacher • Current lesson is placed in context of unit 5. Students and the teacher co-construct the LM (even though it's already created, they do it again together).	Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ **Total ____/_8__**	**Comments**
2. Formative Assessment The Teacher: 1. Selects an informal assessment tool (check all used) White board? _____ Graphic organizer? _____ Quiz? _____ Thumbs up/down? _____ Other? _____ _____ 2. Is assessment tool clearly linked to the lesson target? 3. Informally assesses ALL students 4. Teacher provides feedback to students 5. Adjusts instruction based on the assessment	Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ **Total ____/ 5__**	
3. Community Building 1. Behavioral expectations for all instructional activities 2. Behavioral expectations for student-student interactions 3. Behavioral expectations for all transitions 4. General classroom expectations are posted 5. Teacher exhibits respectful behavior toward students 6. Number of times students are praised / corrected 7. Time on Task 7a. At 10 minutes in: ___# on task ____ # in class 7b. At midway point of class: ____ / ____ 7c. With 10 minutes left in class: ____/____	Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ Yes ___ No___ **Total ___/ 5** Pr.____/ Cor._____ ___ Percentage ___ Percentage ___ Percentage ___ Average	

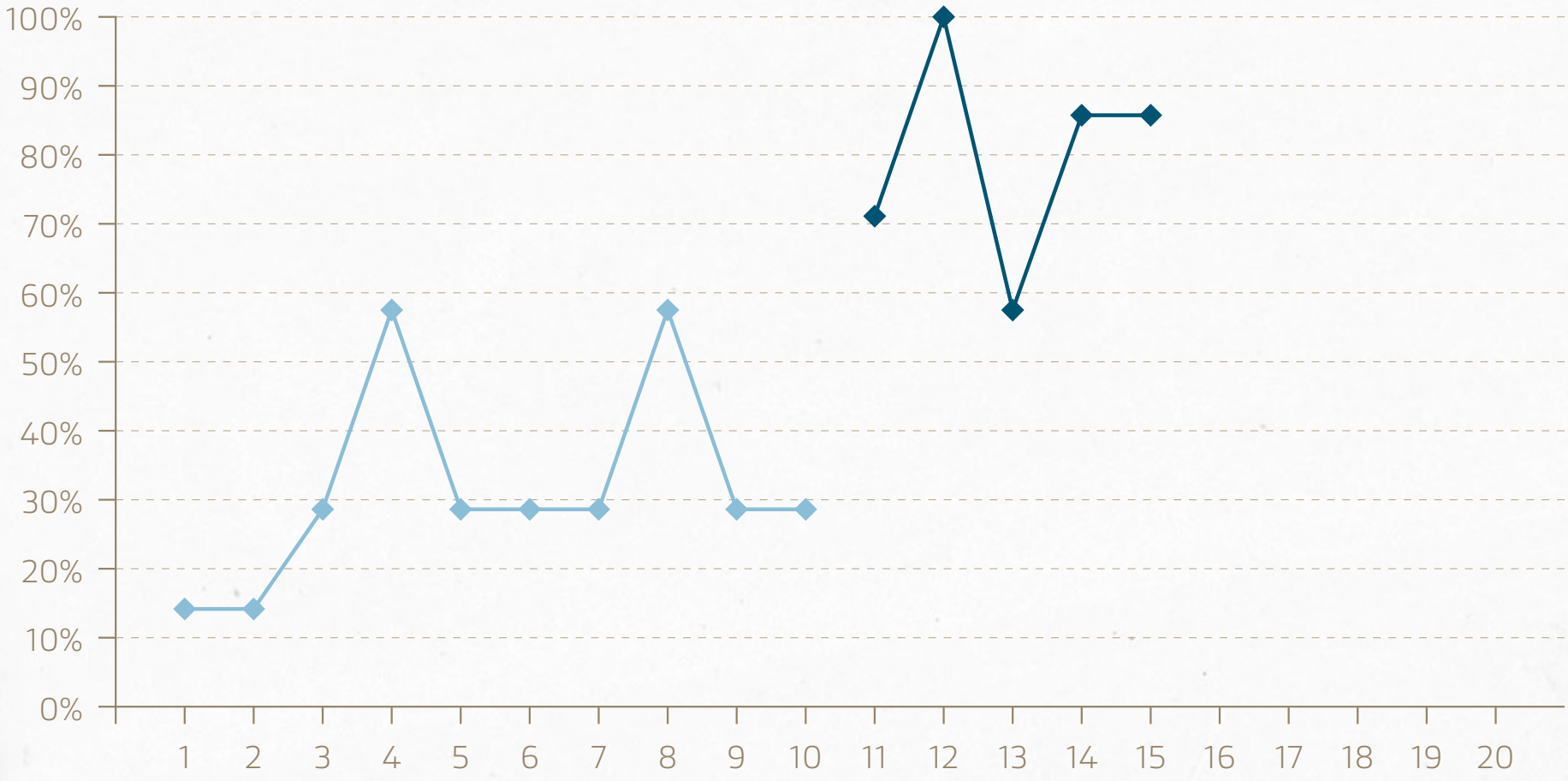
Teacher 7 | SARAH L.



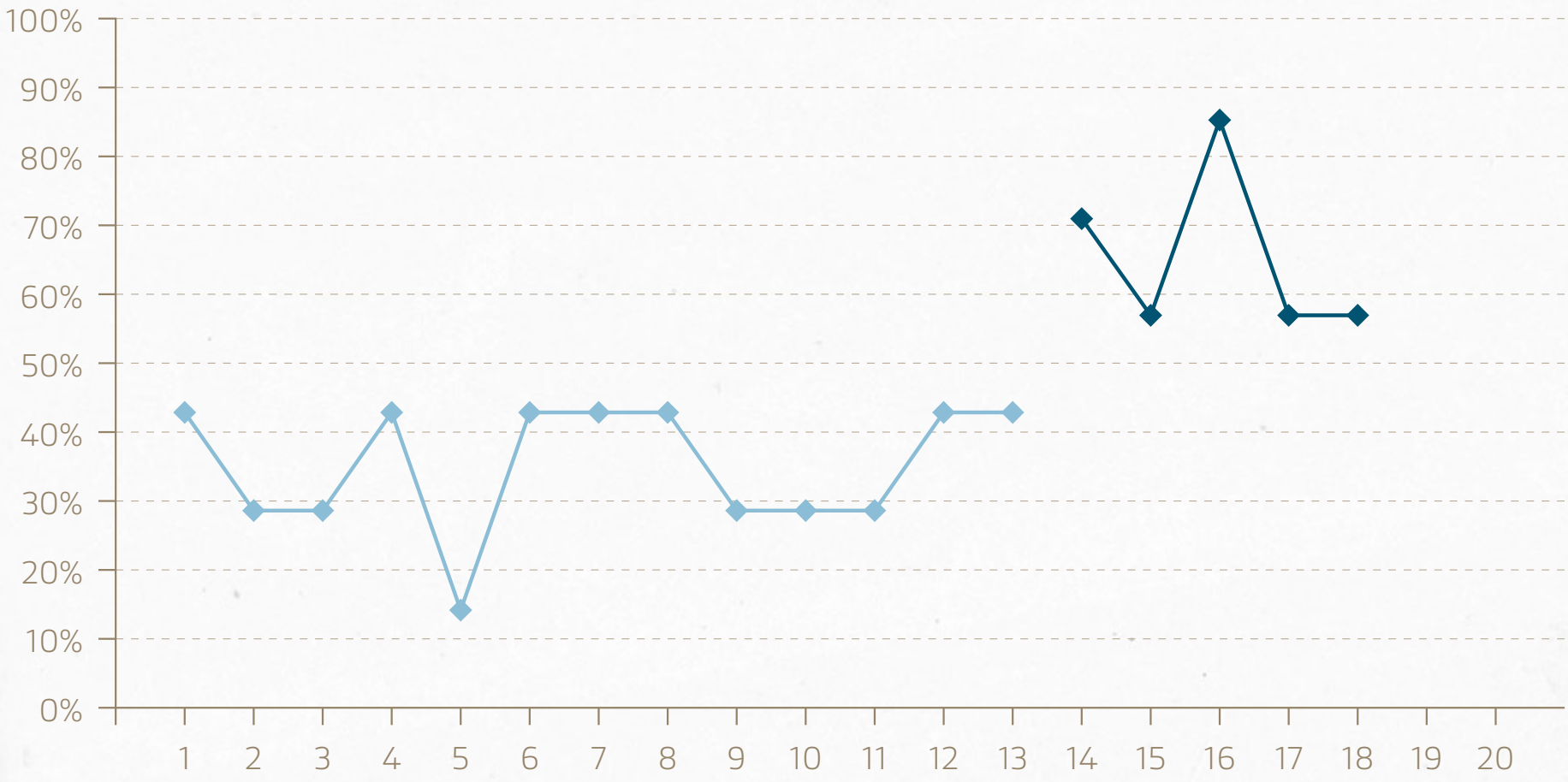
Teacher 4 | ROBIN T.



Teacher 6 | EVAN T.



Teacher 8 | SOPHIE S.



What are your thoughts about instructional coaching?

6 IDEAS

1. *Instructional Coaching*
2. *Impact Schools*
3. *Helping & Partnership*
4. *Current Reality*
5. *Goals*
6. *Teaching Strategies*

Understanding

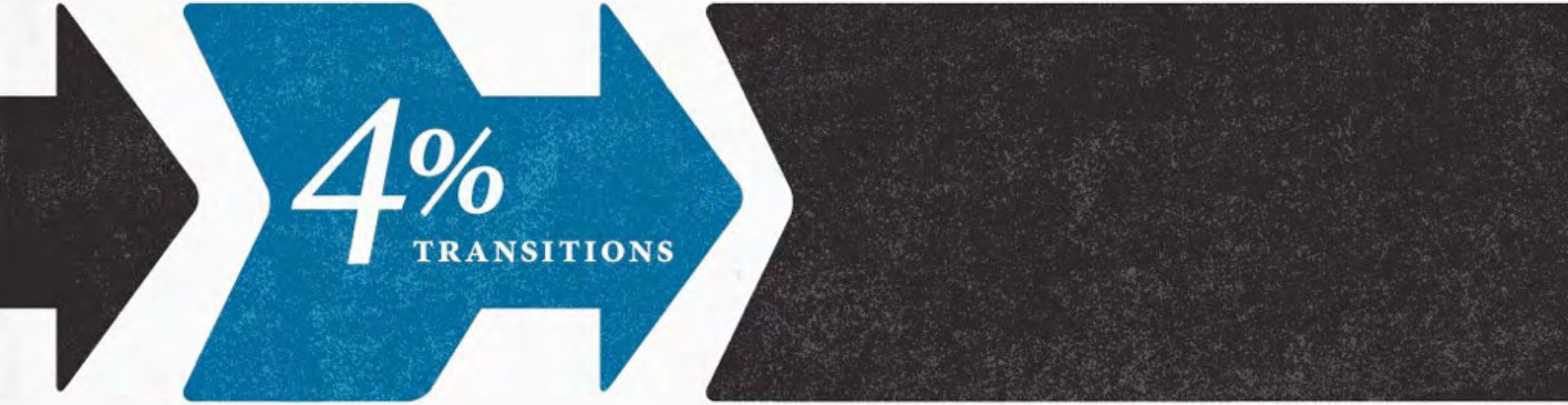
Agreement

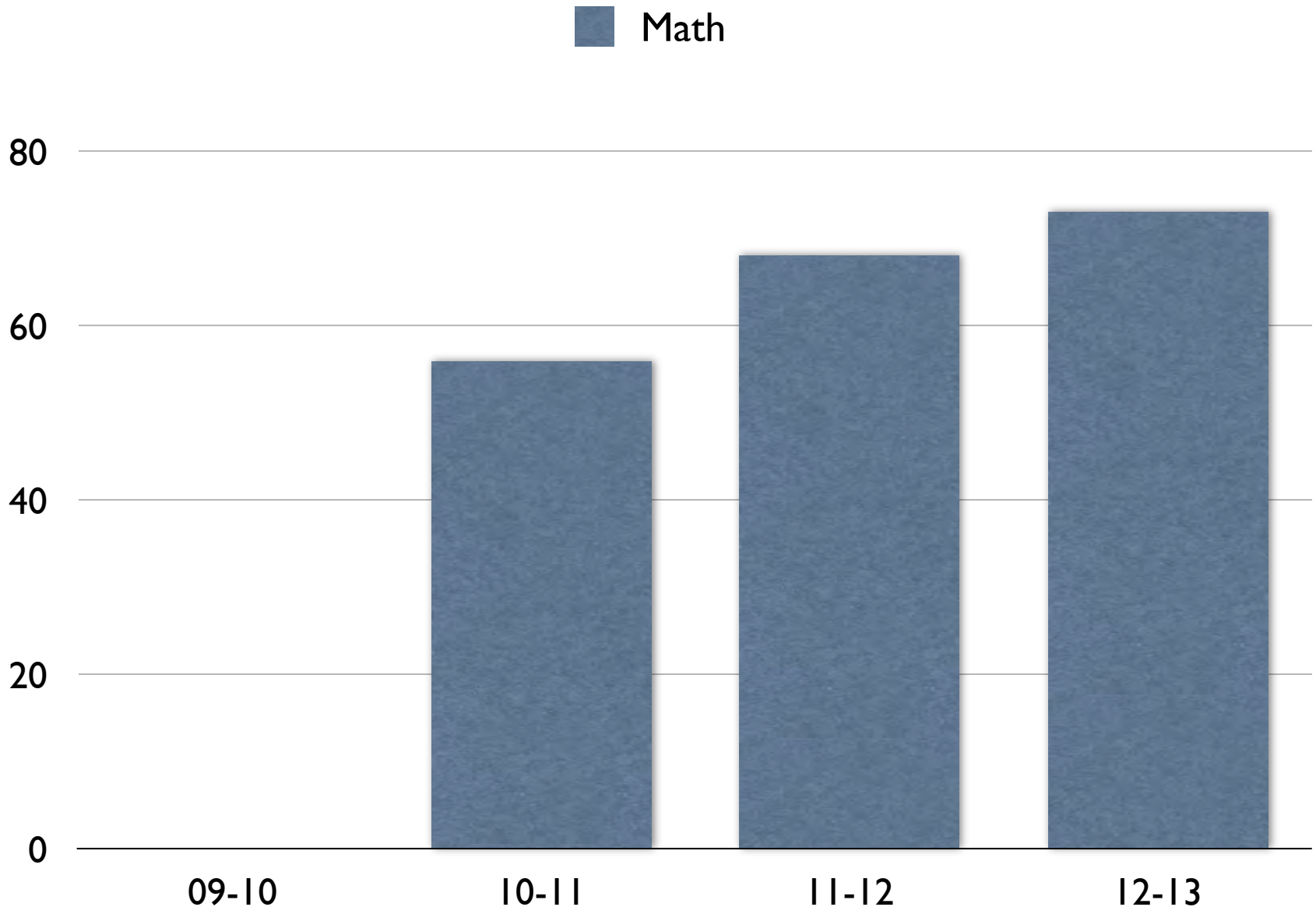
Commitment

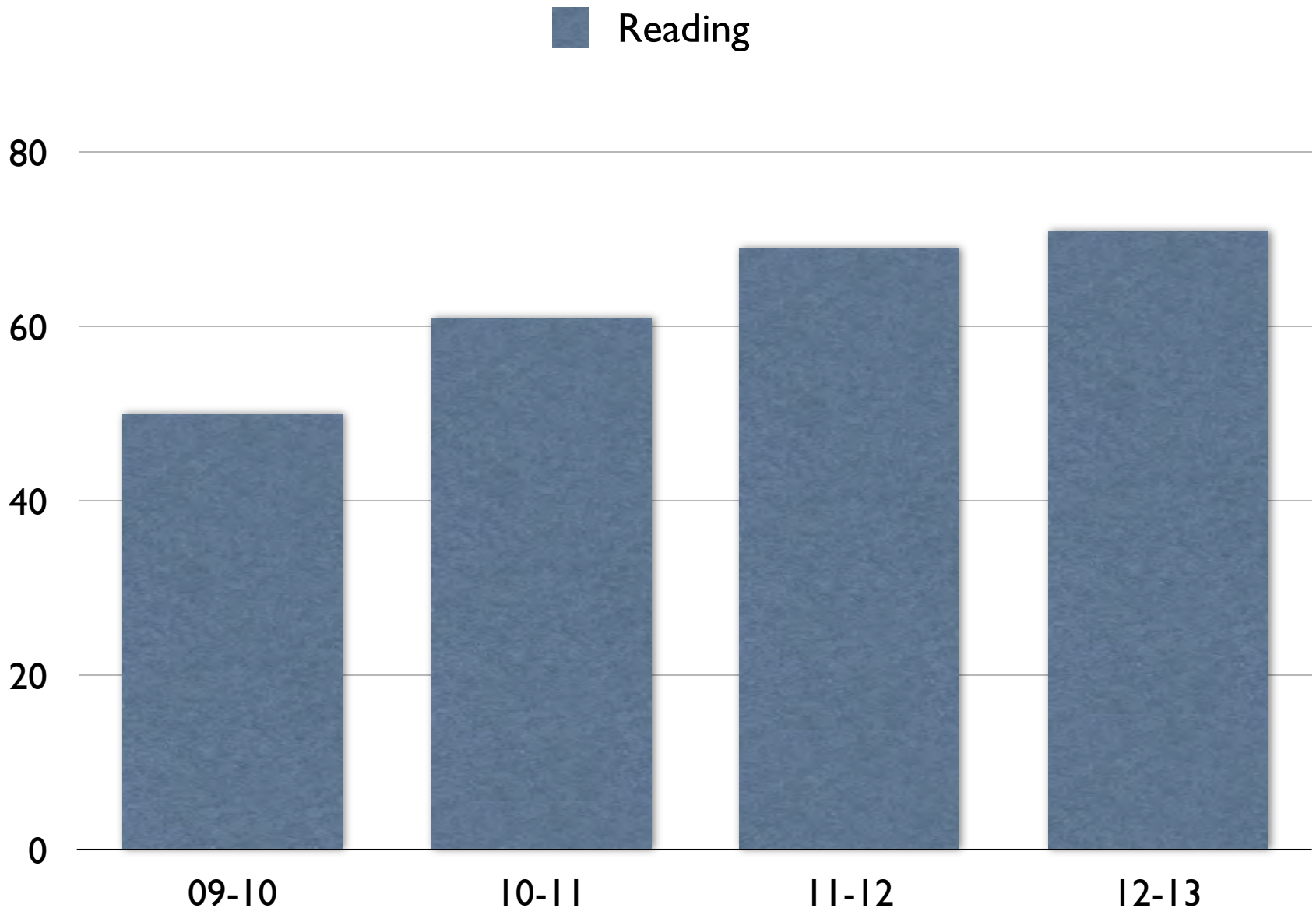
ELLIOTT
ELEMENTARY
SCHOOL

22%
TRANSITIONS

20 months later...




Math
80
60
40
20
0
09-10
10-11
11-12
12-13


Reading
80
60
40
20
0
09-10
10-11
11-12
12-13

Can school(s) move forward without understanding, agreement, and commitment?

6 IDEAS

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Helping

Identity

LITTLE
PEANUT

Identity

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THANKS FOR THE FEEDBACK

MUCH LARGER

THE SCIENCE AND ART OF RECEIVING FEEDBACK WELL

EVEN WHEN IT IS OFF-BASE, UNFAIR, POORLY DELIVERED, AND FRANKLY, YOU'RE NOT IN THE MOOD

~~SWITCH?~~
DS says no

Douglas Stone & Sheila Heen

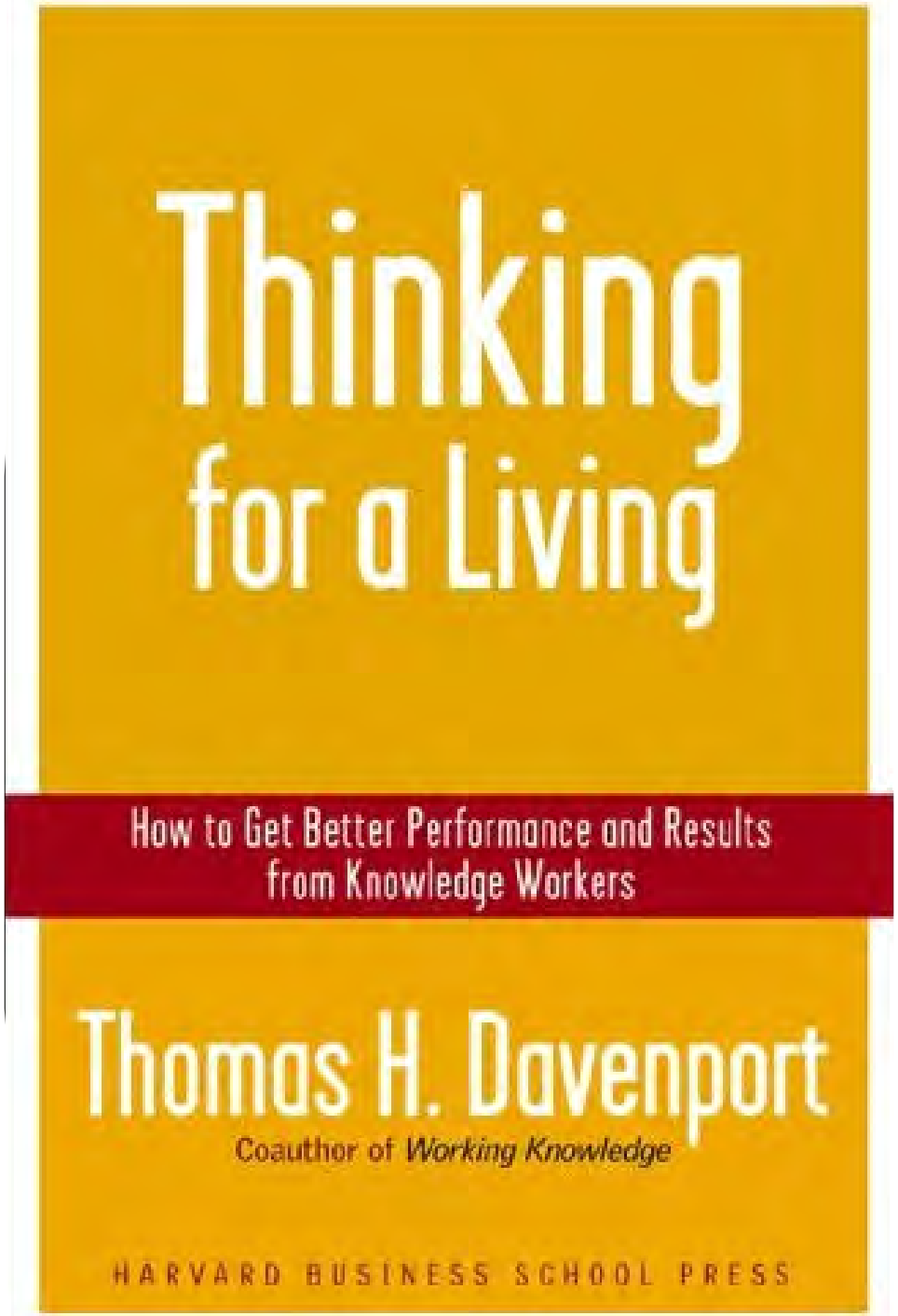
of the Harvard Negotiation Project
co-authors of DIFFICULT CONVERSATIONS

Copyrighted Material

The story we tell ourselves about who we are.

STONE AND HEEN

Thinking


Thinking
for a Living
How to Get Better Performance and Results
from Knowledge Workers
Thomas H. Davenport
Coauthor of Working Knowledge
HARVARD BUSINESS SCHOOL PRESS

Status

HELPING

HOW TO OFFER, GIVE, AND RECEIVE HELP

Understanding Effective Dynamics in One-to-One, Group, and Organizational Relationships

EDGAR H. SCHEIN

Motivation

Daniel H. Pink

author of the *New York Times* bestseller

A Whole New Mind

The Surprising Truth About What Motivates Us

Helping

1. Identity
2. Thinking
3. Status
4. Motivation

Partnership Principles

Equality

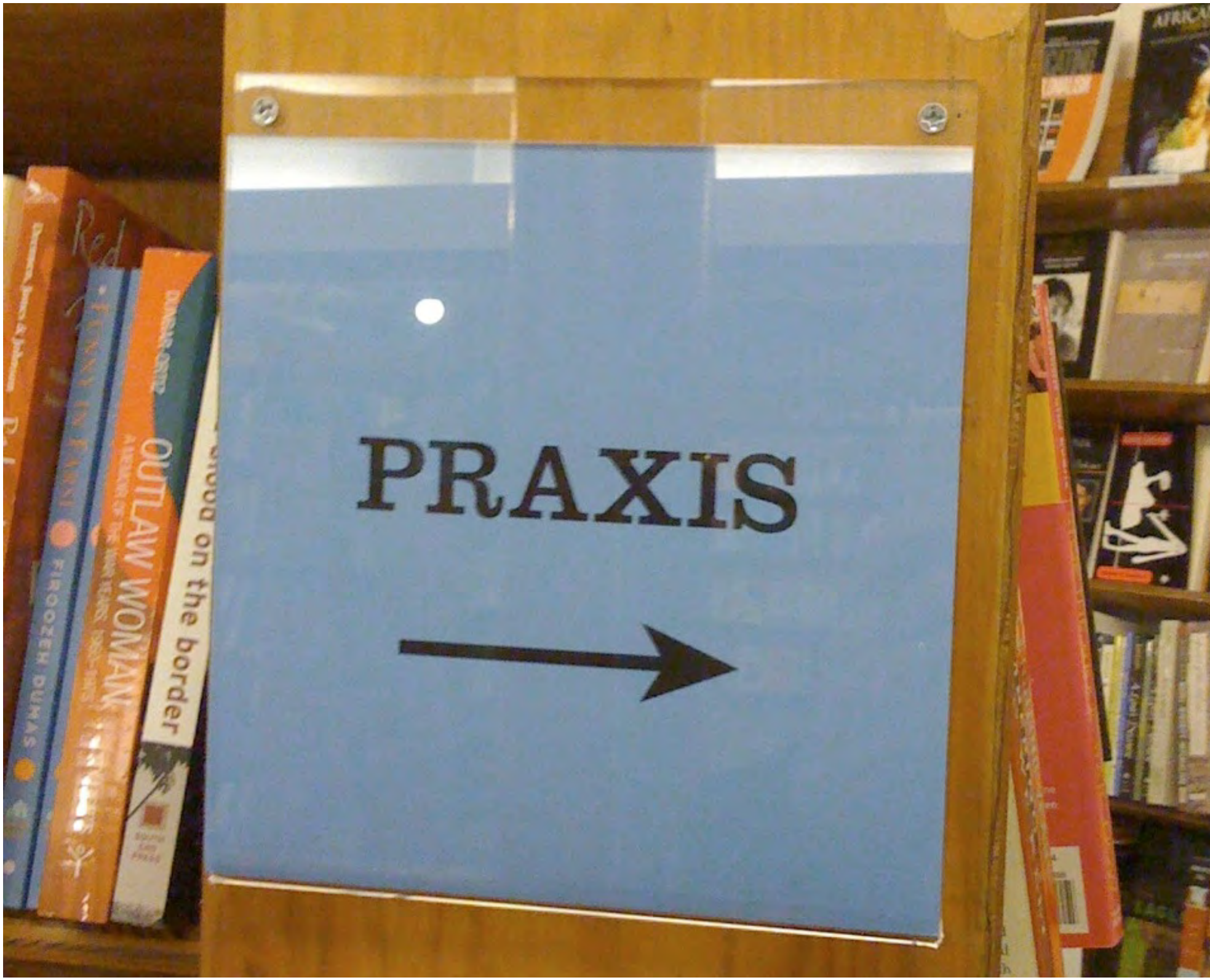
We the People
insure domestic Tranquility, provide for the common defen
and our Posterity, do ordain and establish this Constitution
Article. 1.

Choice
EXIT NOW

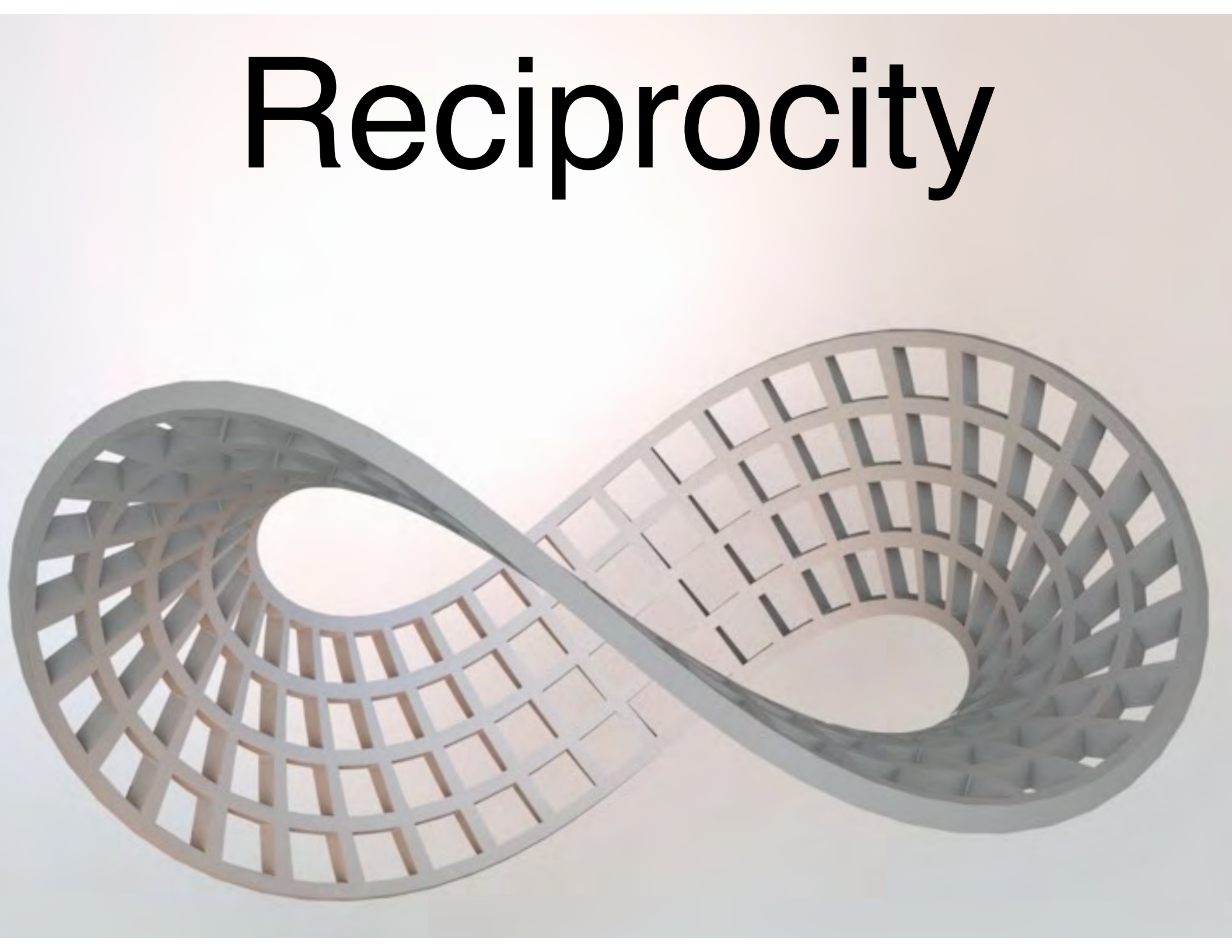
Voice

Dialogue

Reflection


PRAXIS
Red
FIROOZEH DUMAS
OUTLAW WOMAN
Blood on the border

Reciprocity

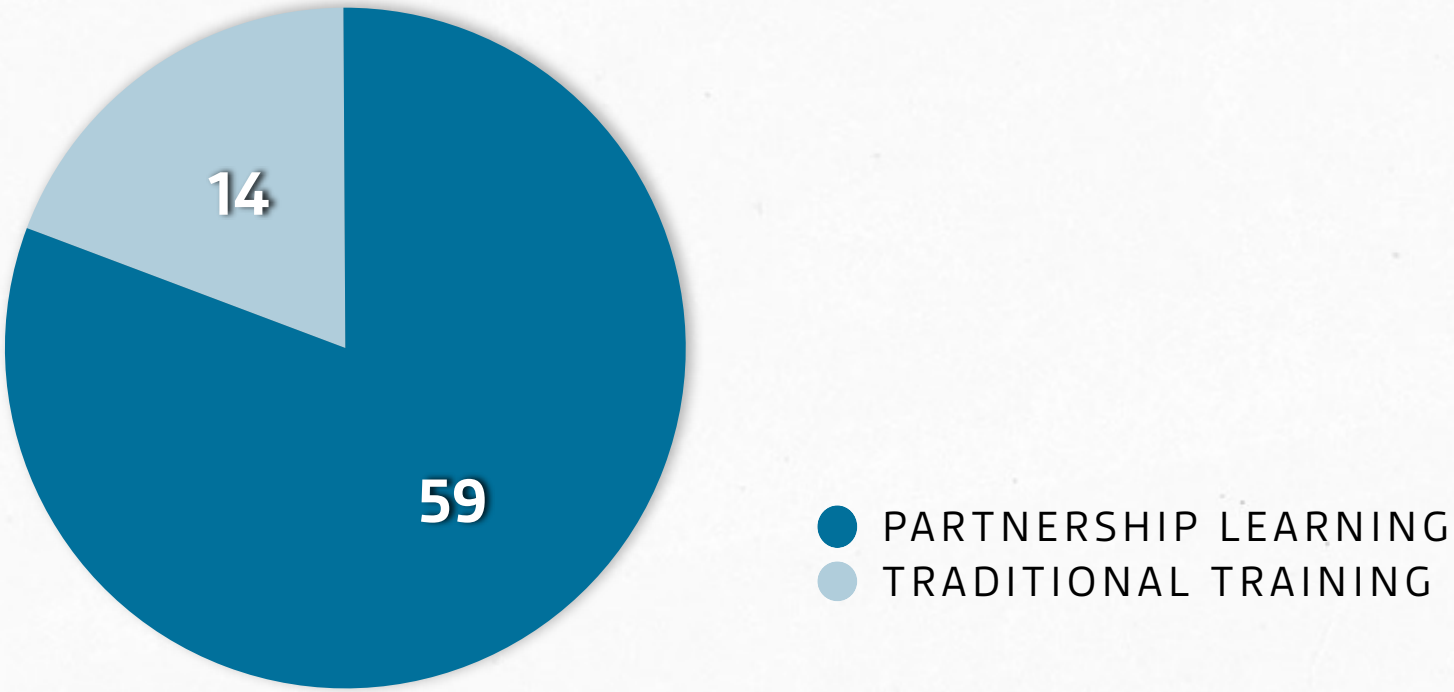


Partnership

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity

Implementation Question

Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?



Should teachers have an authentic voice in their professional learning?

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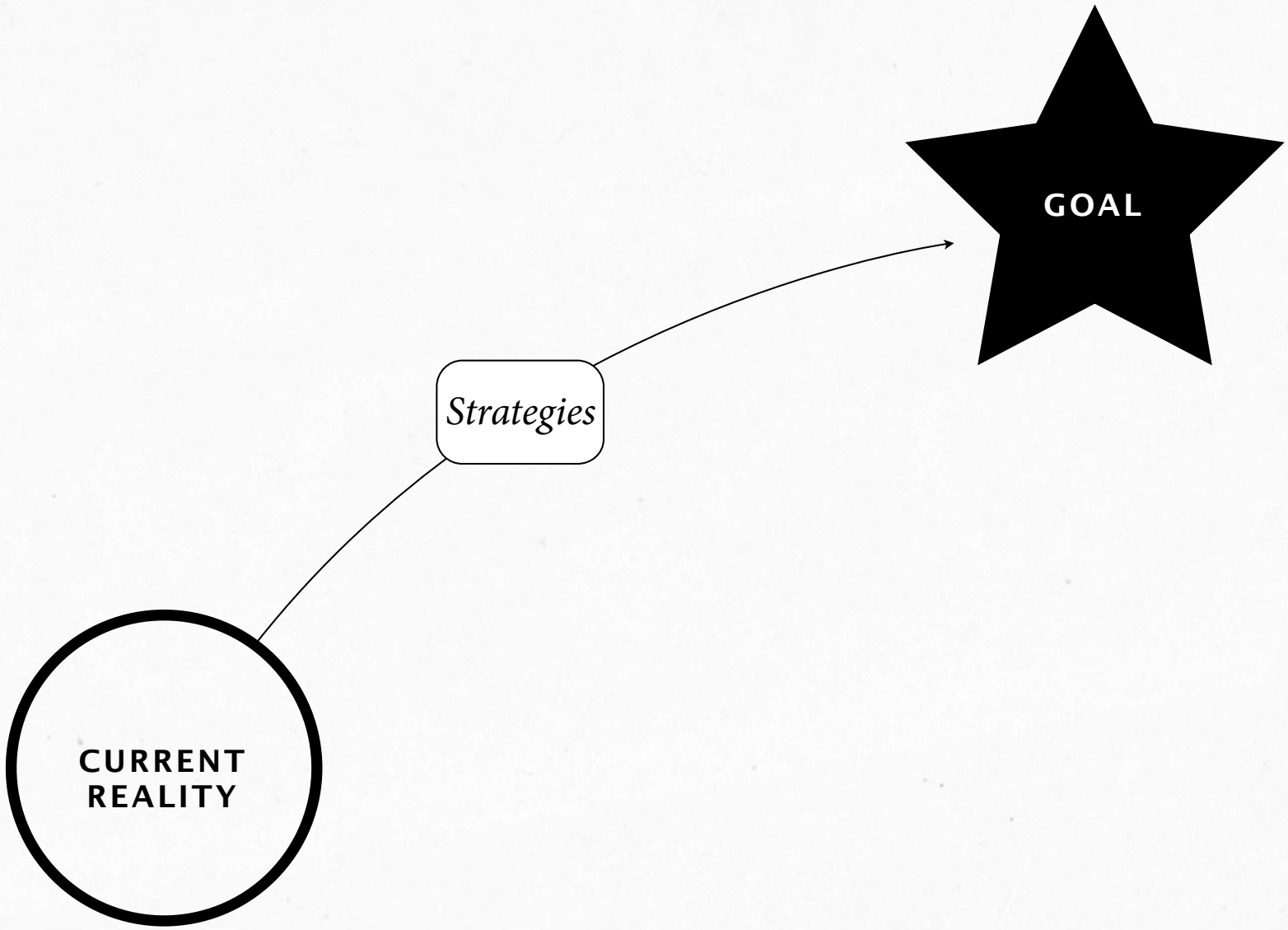
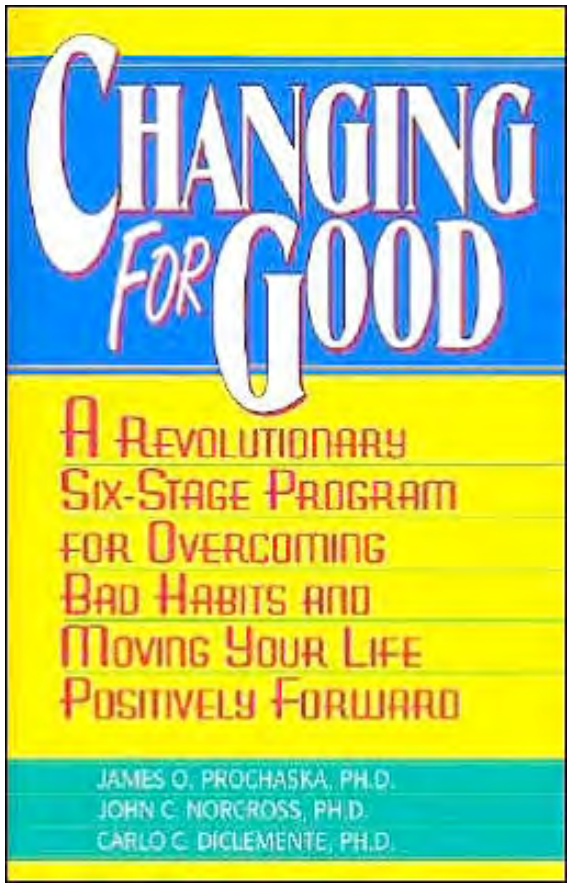
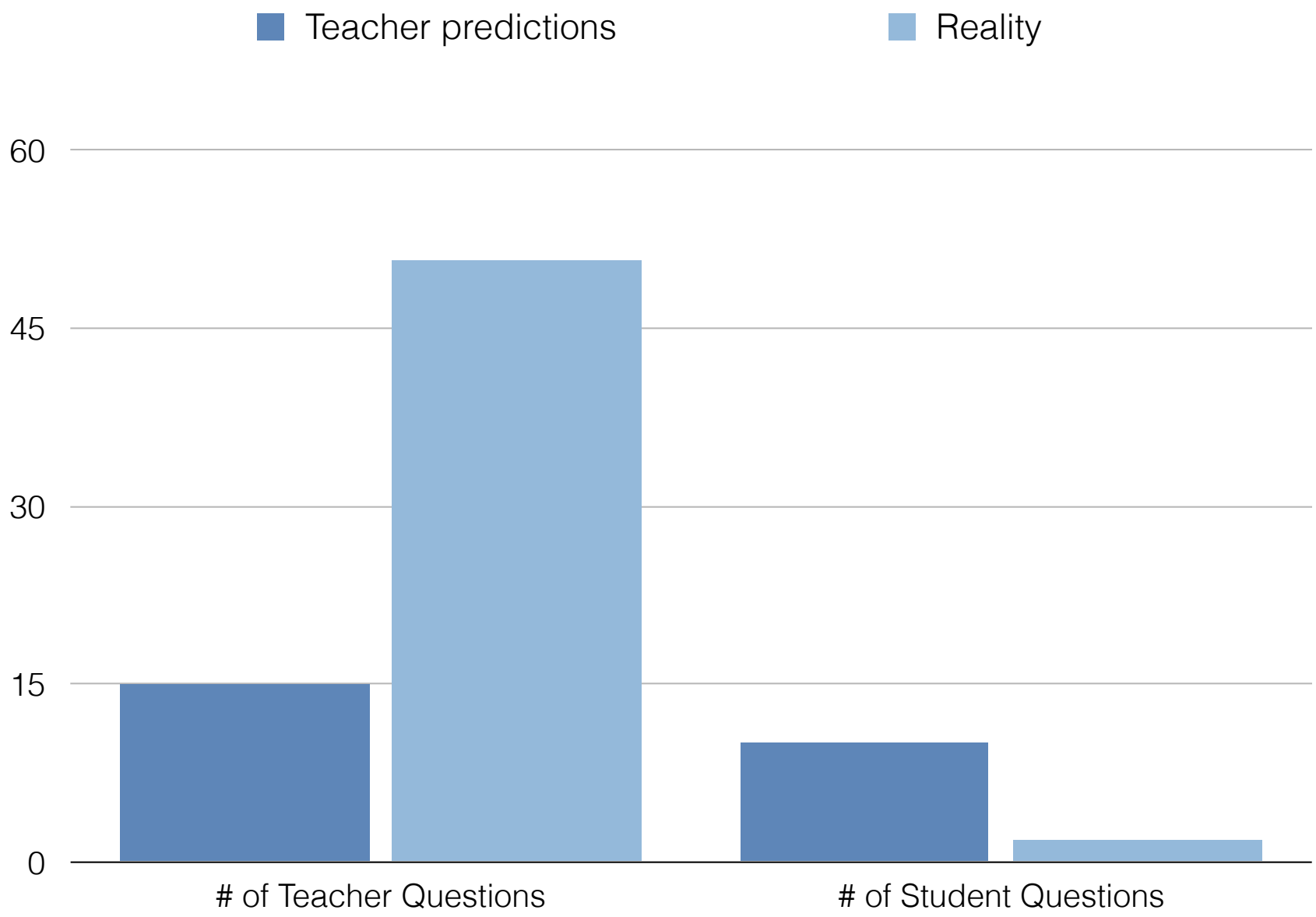

GOAL
Strategies
CURRENT
REALITY

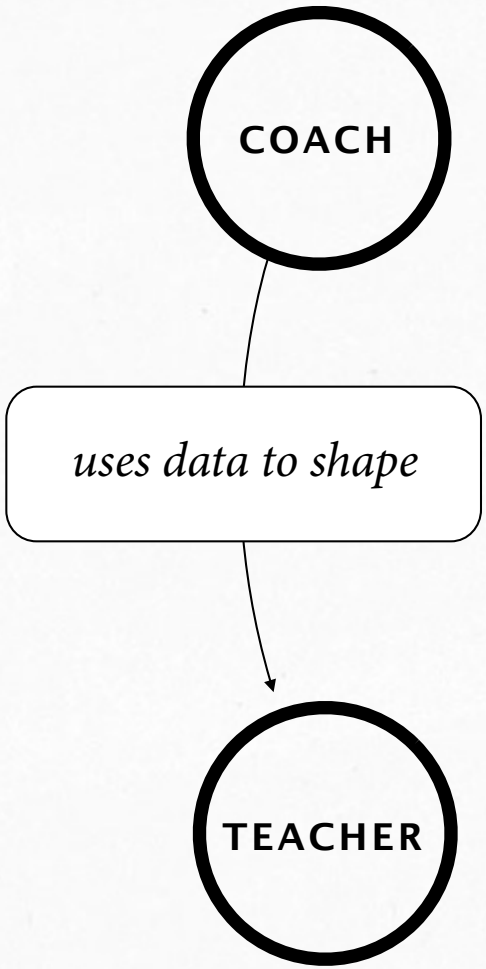
Prochaska, Norcross, DiClemente, & Crawley. (1994). *Changing for good.*



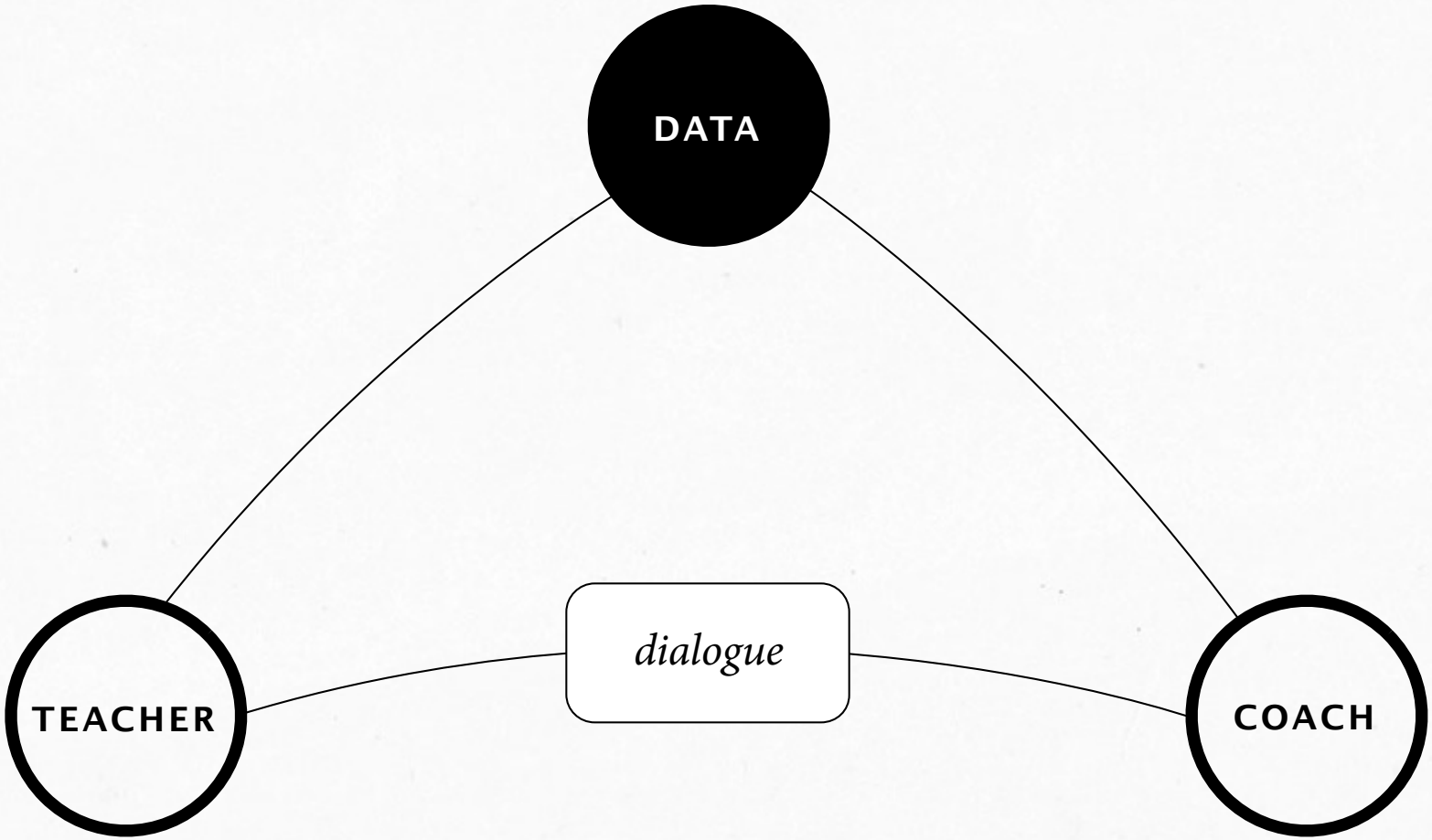

Teacher predictions
Reality
60
45
30
15
0
# of Teacher Questions
# of Student Questions

AT&T
10:37 AM
80%
Messages
Friday
21
Calendar
Photos
Camera
Videos
280
Maps
73°
Weather
Passbook
Notes
2
Reminders
Clock
Stocks
Newsstand
iTunes
App Store
2
Game Center
Settings
245
Phone
Mail
Safari
Music

Top-down Coaching



Partnership Coaching



COACHING TOOLS

20-minute high-impact survey

COMMUNITY BUILDING

Time on task

MINUTES	STUDENTS	ON TASK	% ON TASK
:10			
:20			

Ratio of Interactions

REINFORCING	CORRECTING

Expectations

CLEARLY POSTED OR STATED

○ YES ○ NO

Respect

SHOWN TOWARD TEACHER AND OTHER STUDENTS

○ YES ○ NO

INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

CHECK	PRACTICE/ACTIVITY	MINUTES
	Beginning routine	
	Stories	
	Thinking prompts	
	Cooperative learning	
	Experiential learning	
	Labs	
	Seat work	
	Direct instruction	

CHECK	PRACTICE/ACTIVITY	MINUTES
	Transition time	
	Quizzes	

Kinds of questions

OPEN	CLOSED

Levels of questions

KNOWEDGE	SKILL	BIG IDEA

CONTENT PLAN

	YES	NO
Teacher explains what will be learned/taught today		
Teacher explains why the day's learning is important		
Teacher explains what students need to do		
Teacher explains how lesson fits into a larger unit plan		
There is evidence teacher has a plan for the unit		

ASSESSMENT FOR LEARNING

	YES	NO
Teacher uses informal assessment at least twice		
All students respond to informal assessments		

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Is a clear picture of reality an essential part of improving instruction? Why? Why not?

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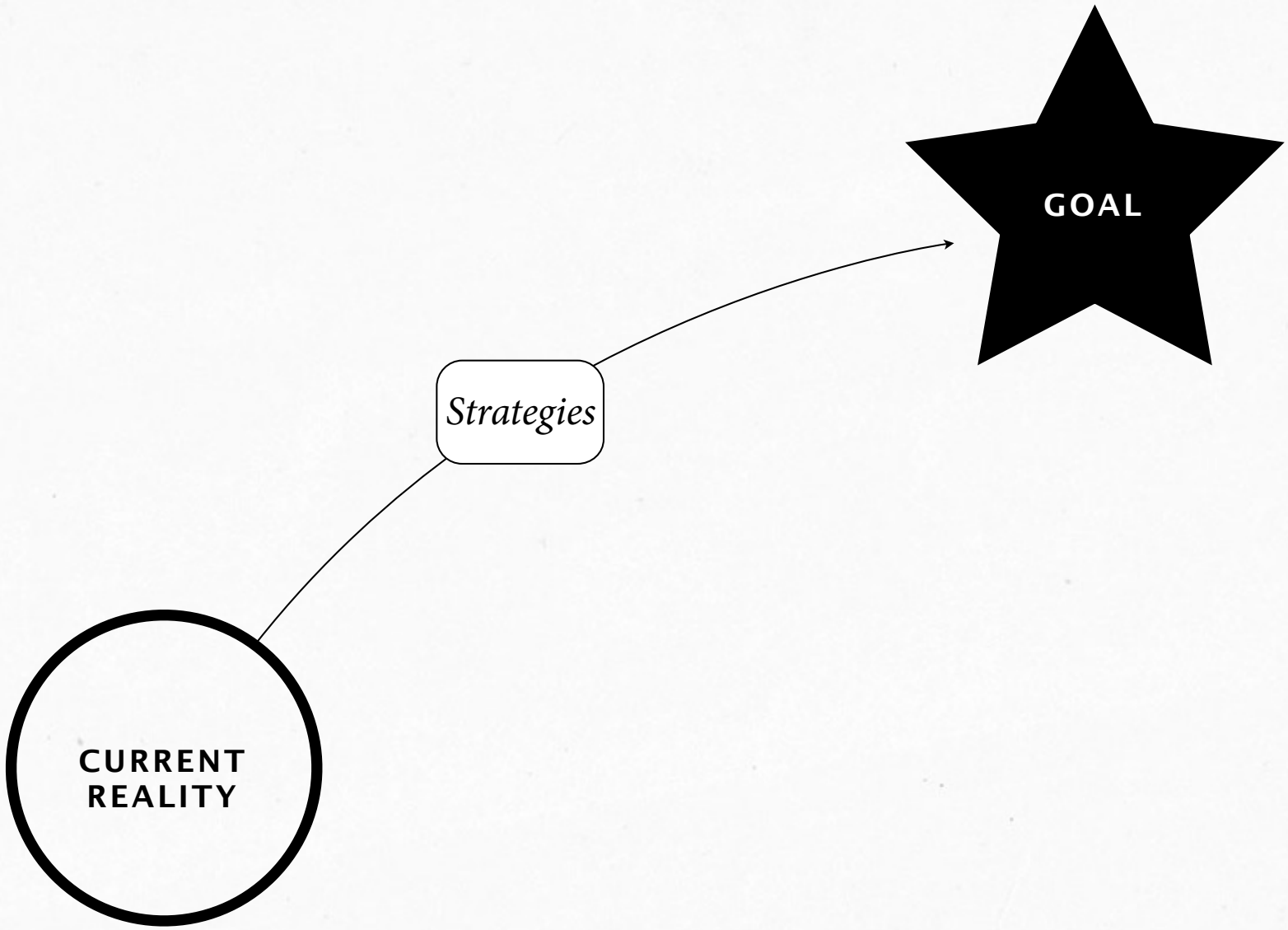
GOAL
Strategies
CURRENT
REALITY

PEERS Goals

1. Powerful
2. Easy
3. Emotionally compelling
4. Reachable (measurable; strategy is identified)
5. Student-focused

Are goals essential for professional growth?

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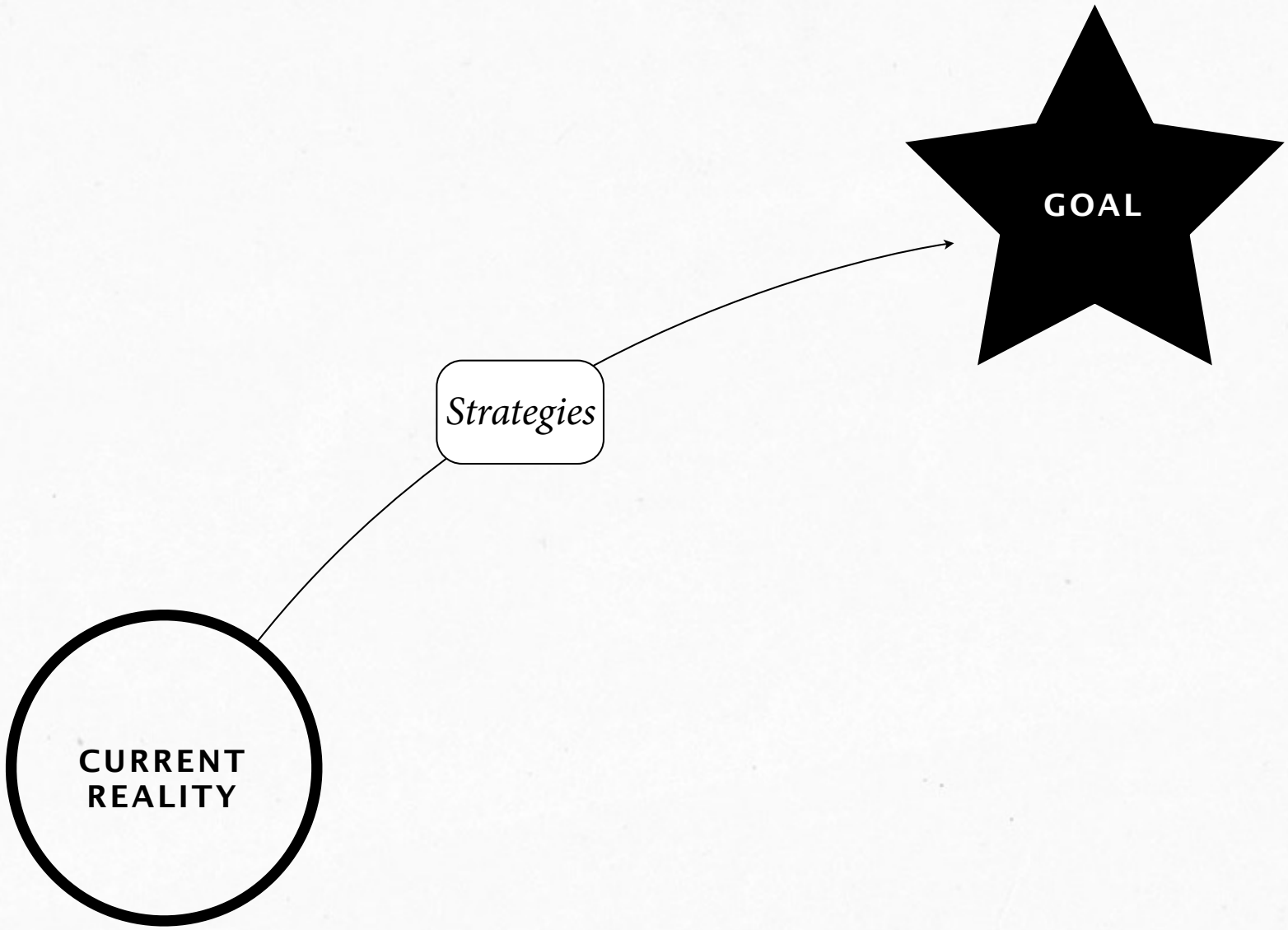

GOAL
Strategies
CURRENT
REALITY

Practices

1. Comprehensive Model
2. High-Impact
3. One page document
4. Checklists
5. Help us be our best

Comprehensive

4

1. Content Planning
2. Assessment for Learning
3. Instruction
4. Community Building

High-Impact Teaching Practices

Content Planning

- Guiding Questions
- Learning Maps

Formative Assessment

- Specific Proficiencies
- Checks for Understanding
- Teaching Modifications

Instruction

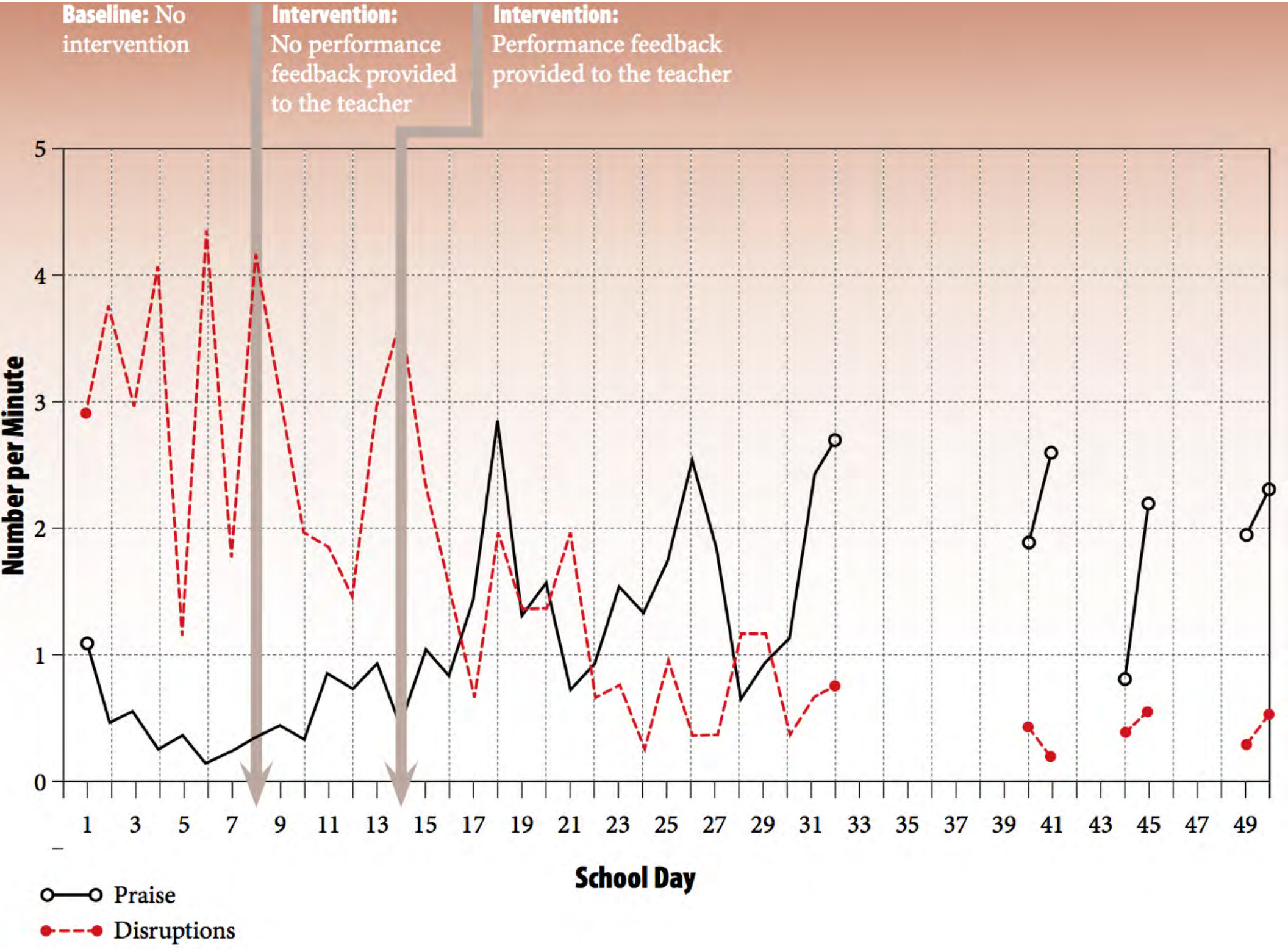
- Thinking Prompts
- Effective Questions
- Cooperative Learning
- Stories
- Authentic Learning

Community Building

- Learner-Friendly Culture
- Power With, not Power Over
- Freedom Within Form
- Expectations
- Witness to the Good
- Corrections

Positive Attention

5 to 1


Baseline: No intervention
Intervention: No performance feedback provided to the teacher
Intervention: Performance feedback provided to the teacher
Number per Minute
0
1
2
3
4
5
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49
School Day
Praise
Disruptions

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