

Autonomy,  
Accountability,  
and Professional Learning

*www.radicallearners.com*

ACCOUNTABILITY

*or*

TEACHER AUTONOMY

ACCOUNTABILITY

*and*

TEACHER AUTONOMY

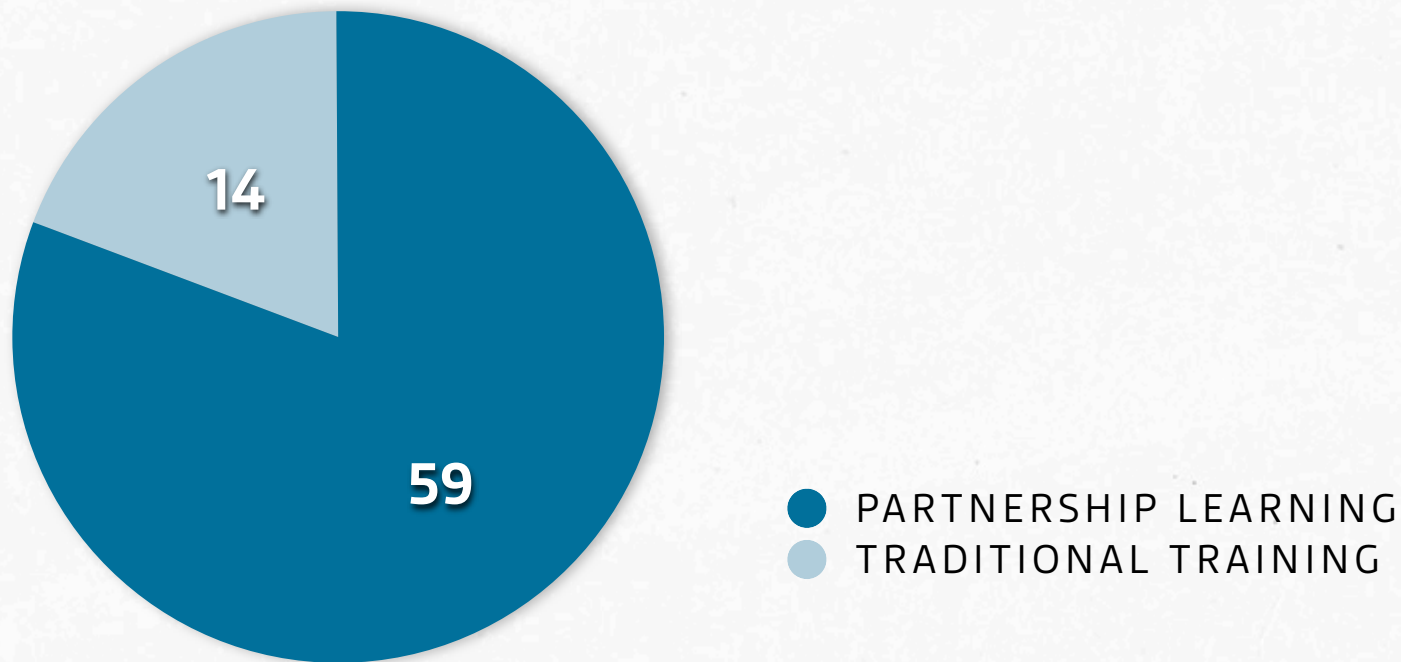
*What do we mean  
by autonomy?*



# *Partnership*

# *Implementation Question*

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





# *Partnership*

» Voice





*How does Mr. Rogers  
encourage Jeff to share his  
ideas?*

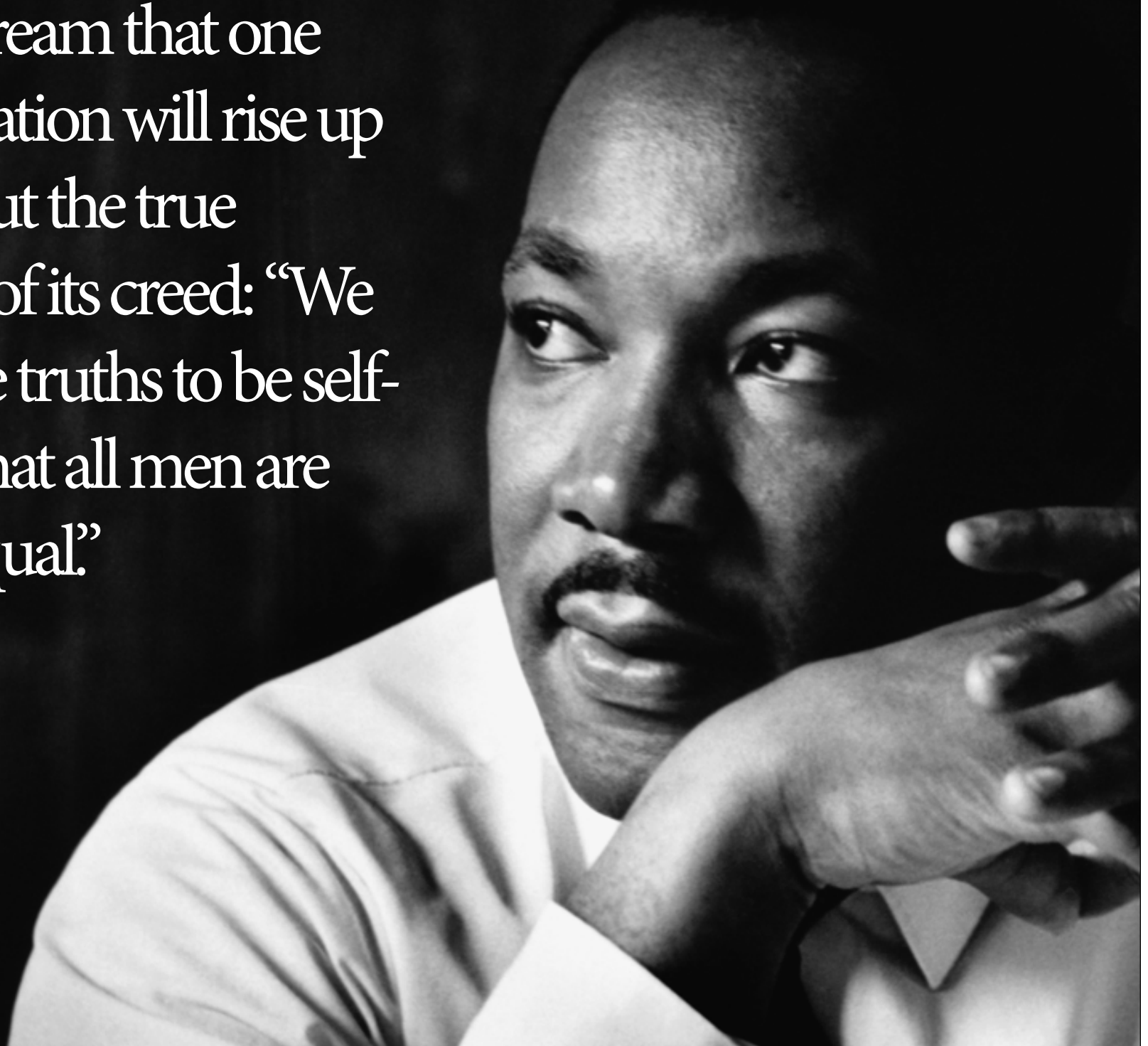


# *Partnership*

- » Voice
- » Equality



I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”



*Is equality a guiding principle of your professional development? If not, should it be? Why? Why not?*



# *Partnership*

- » Voice
- » Equality
- » Choice







# *Partnership*

- » Voice
- » Equality
- » Choice
- » Reflection

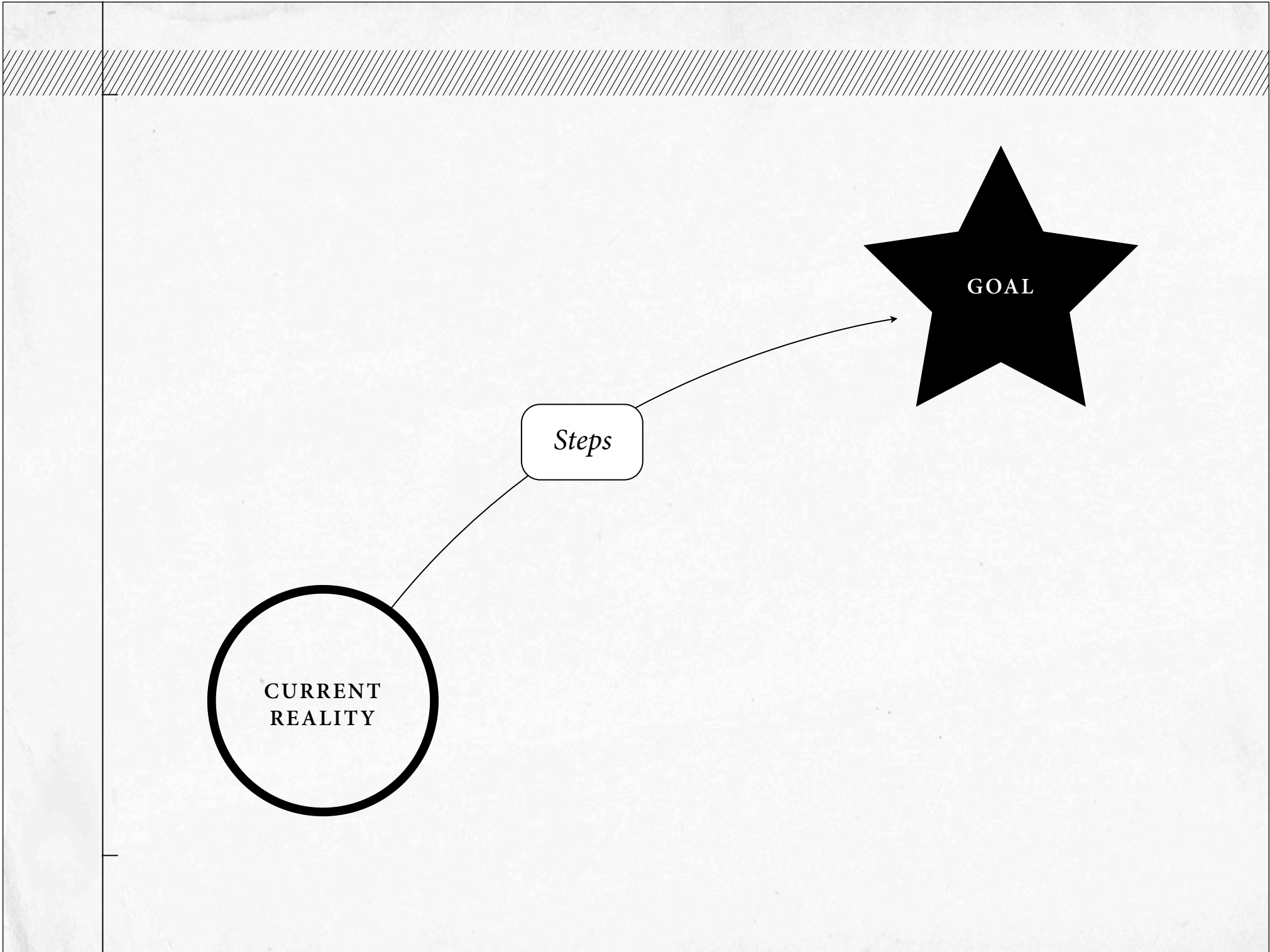


# *Partnership*

- » Voice
- » Equality
- » Choice
- » Reflection
- » Dialogue

*Should teachers have a voice  
in their professional  
learning? Why? Why not?*

*What do we mean  
by accountability?*



CURRENT  
REALITY

*Steps*

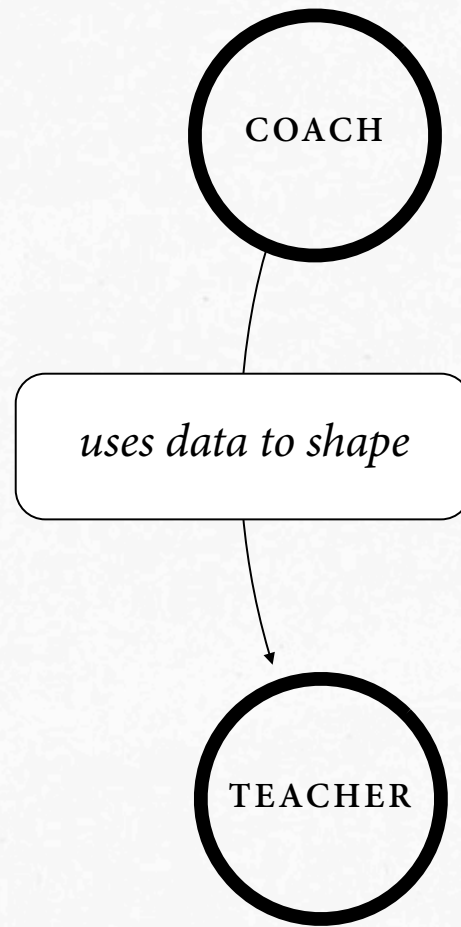
GOAL



NO. 1

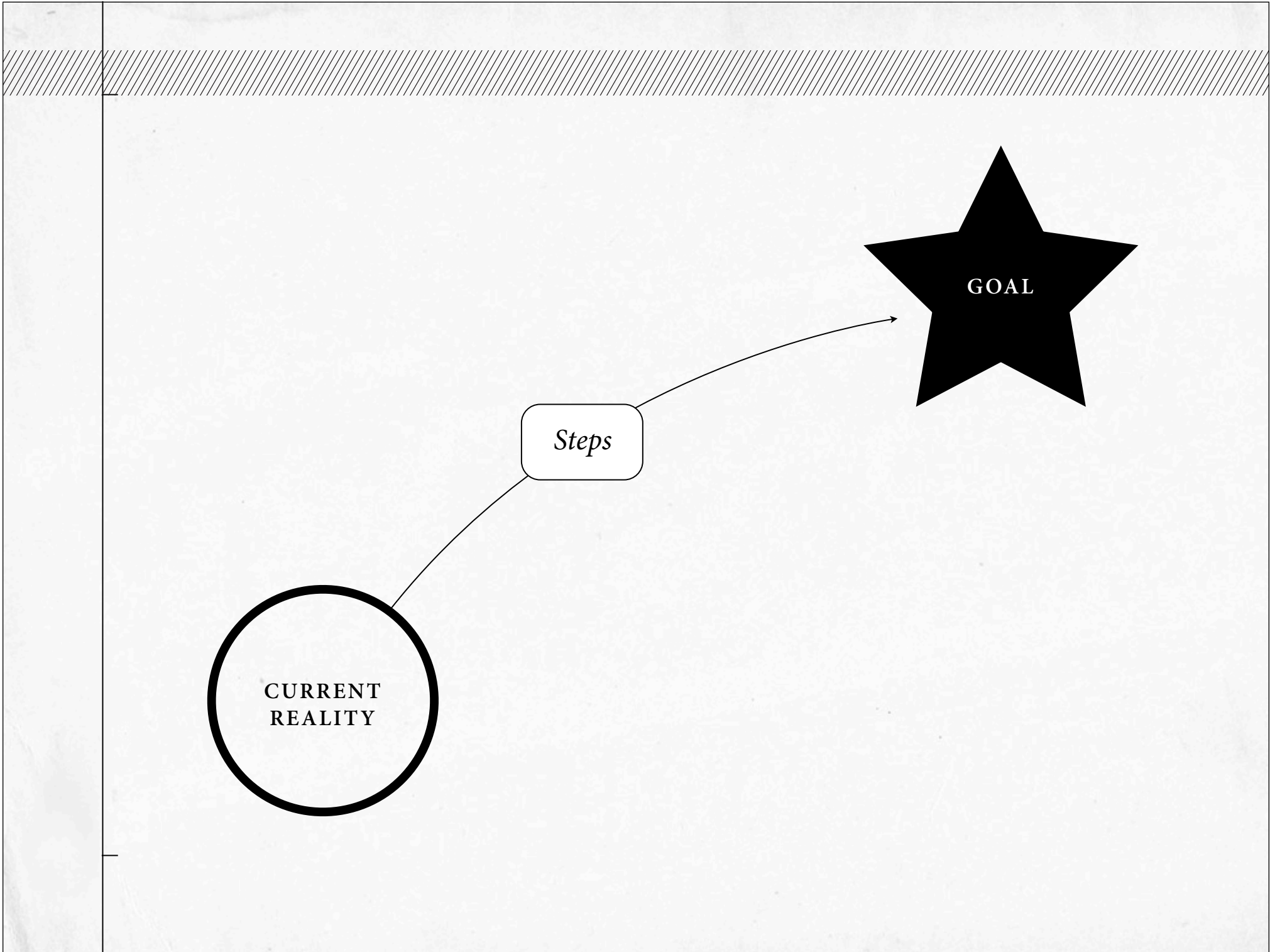
*Accountability through  
coaching*

# *Top-down Coaching*









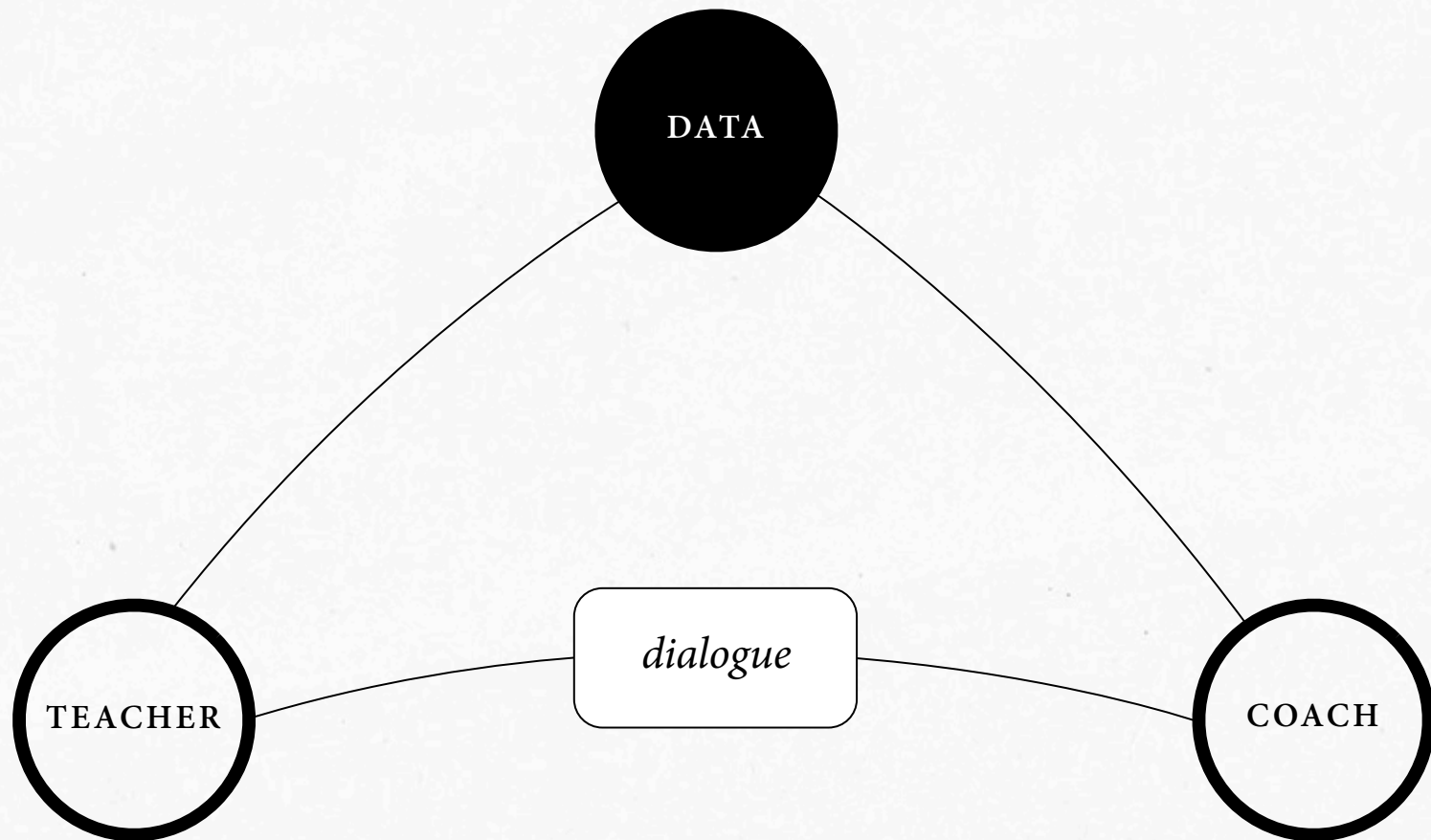
CURRENT  
REALITY

*Steps*

GOAL

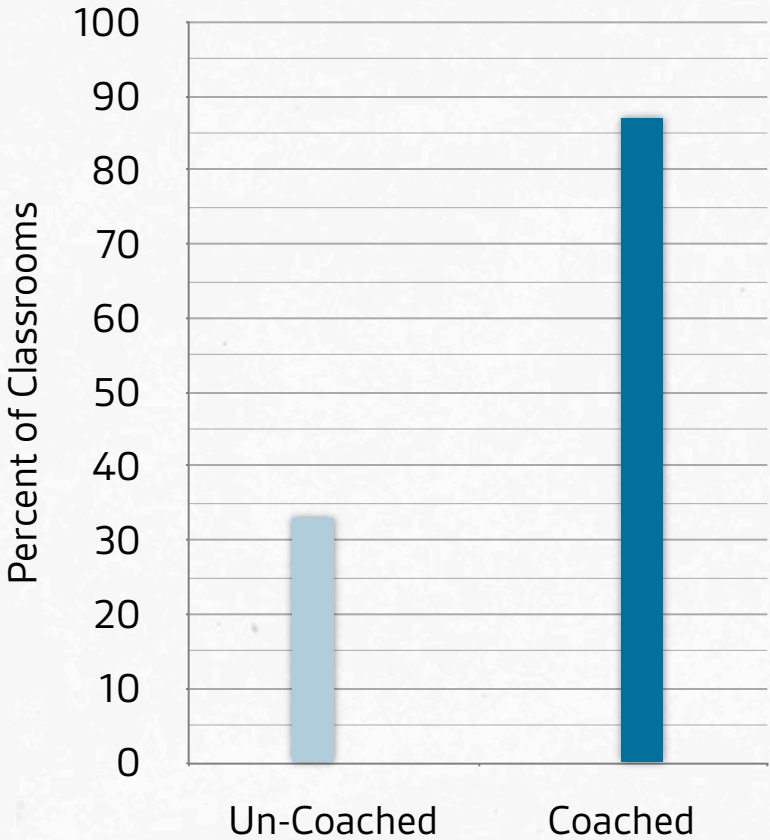


# *Partnership Coaching*



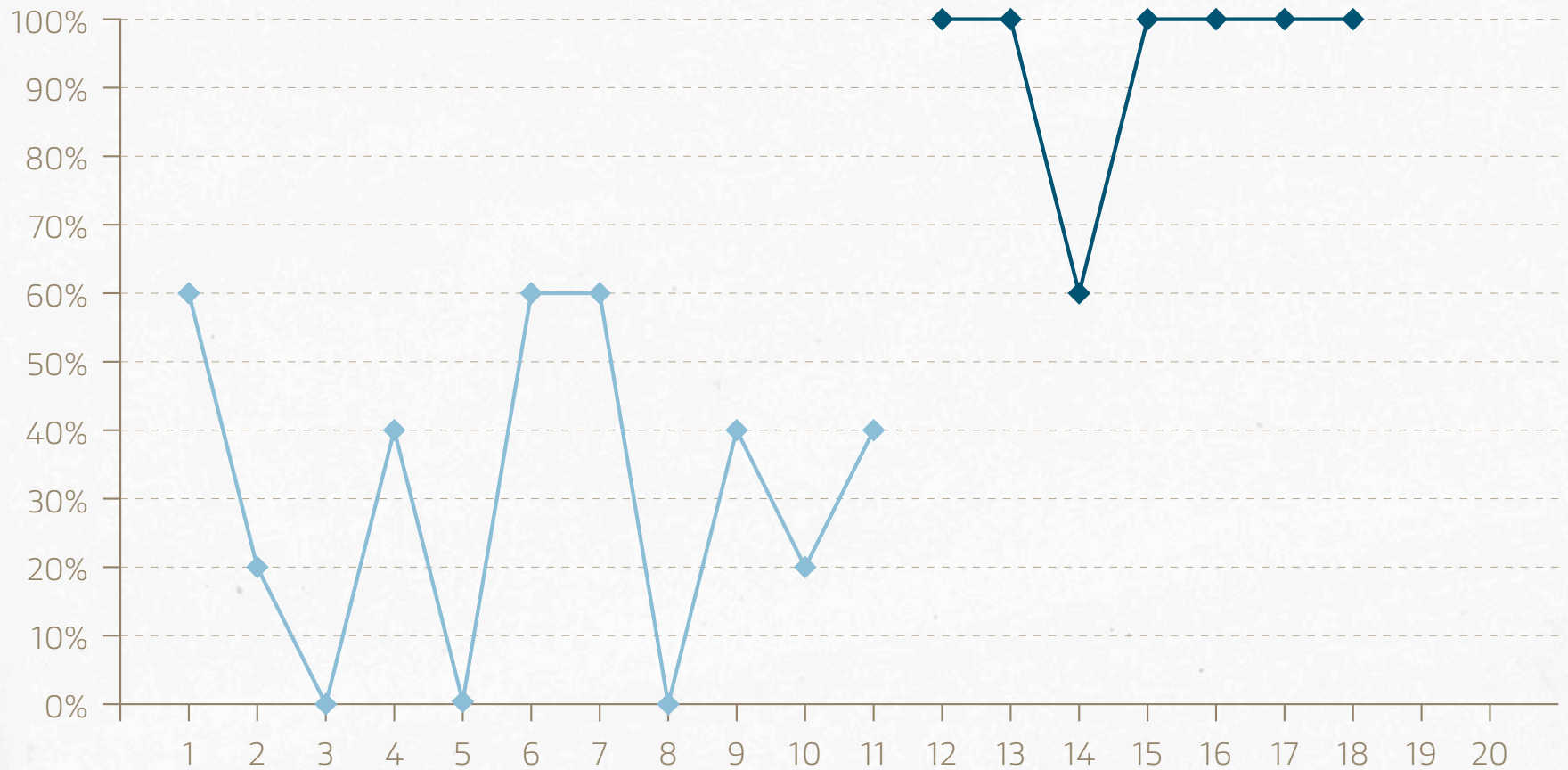
# INSTRUCTIONAL COACHING

Was there any evidence of use of the Unit Organizer?



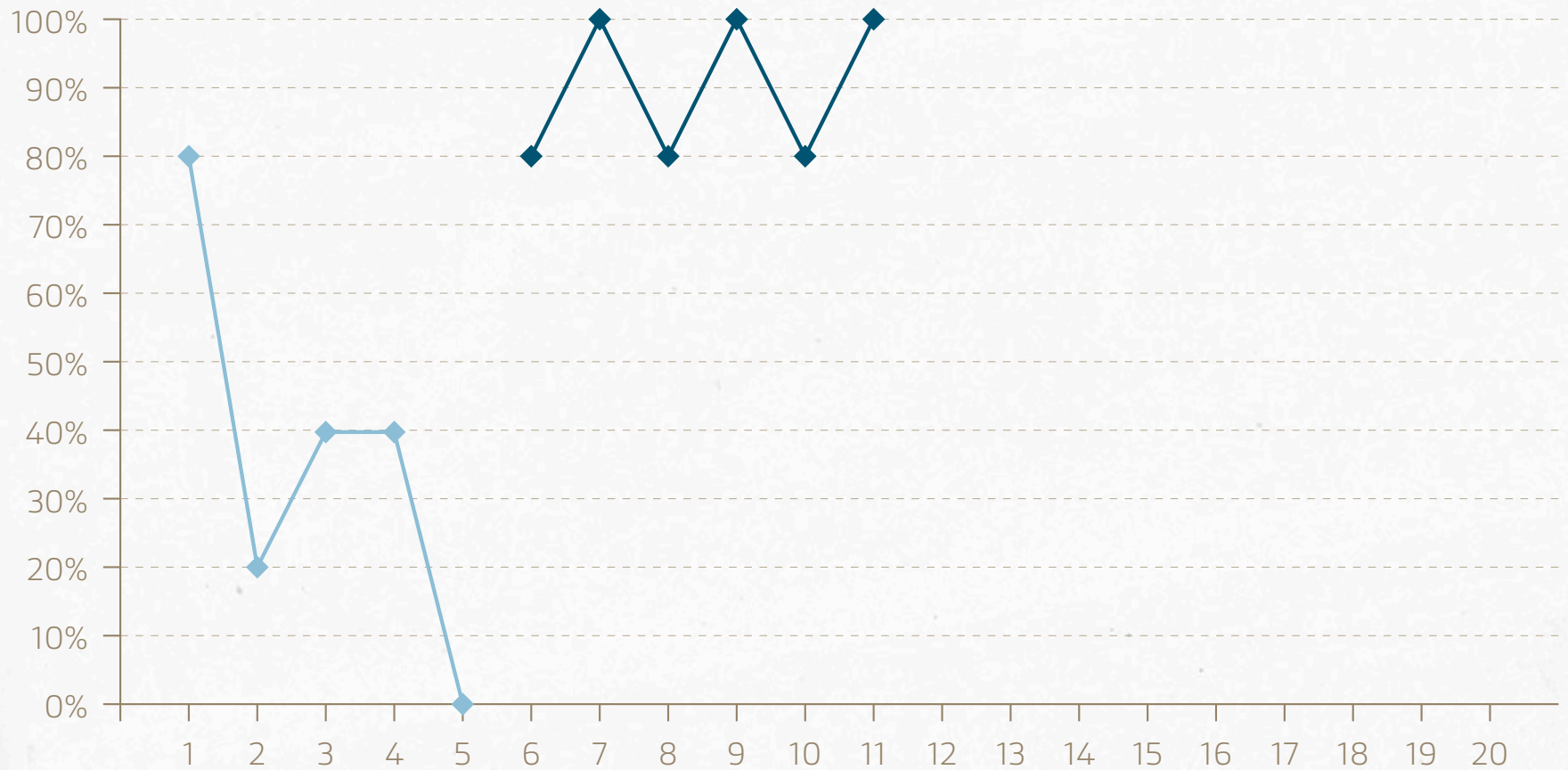
*87% of coached classes exhibited use of the Unit Organizer, compared to 33% of un-coached classrooms.*

# Teacher 7 | SARAH L.



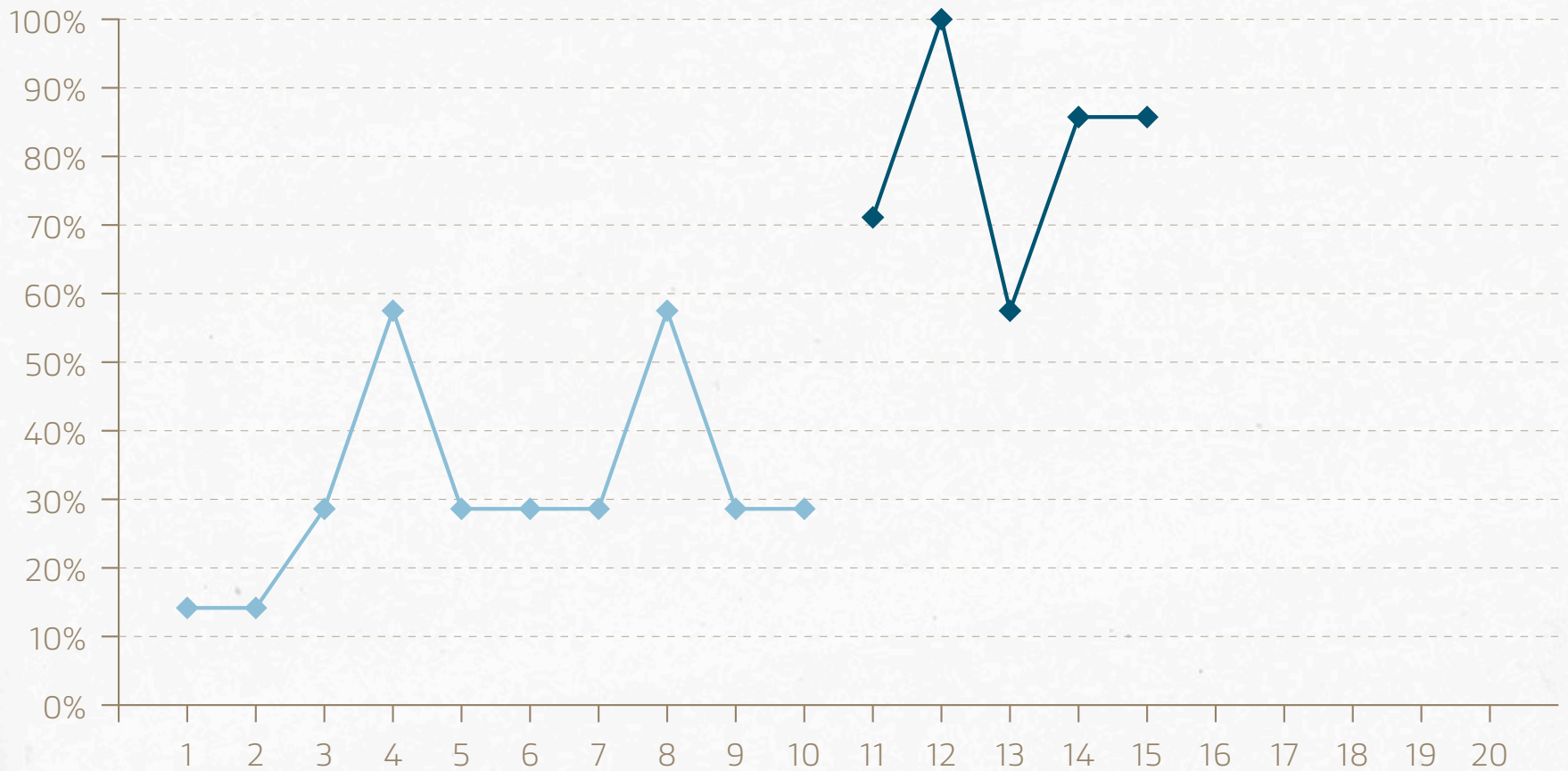
# Teacher 4 | ROBIN T.

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# Teacher 6 | EVAN T.

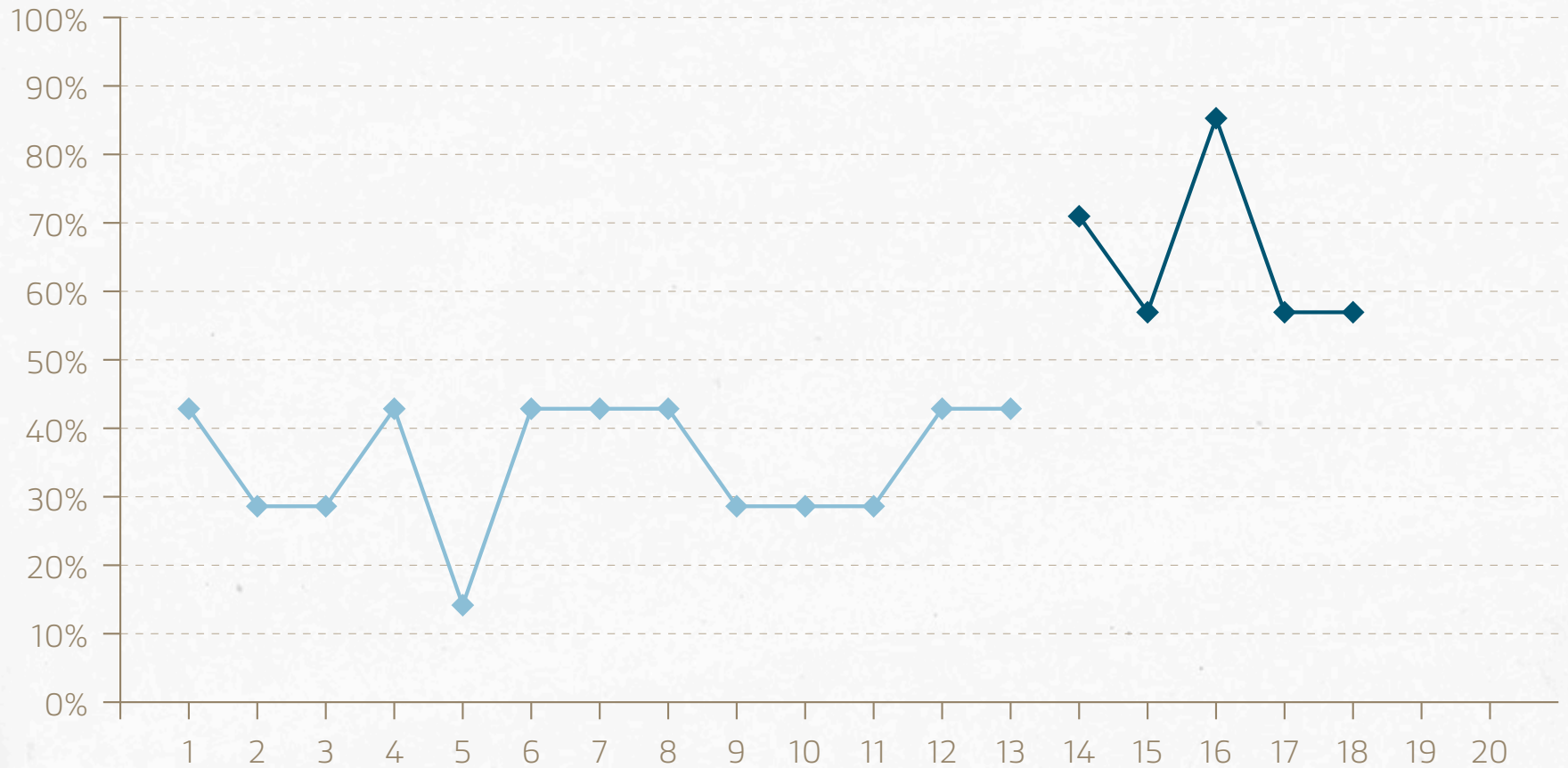
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# Teacher 8 | SOPHIE S.

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*Coaching done well may be the most  
effective intervention designed for  
human performance.*

ATUL GAWANDE

*“Personal Best,”* The New Yorker



*Coaching done well may be the most effective intervention designed for human performance.*

ATUL GAWANDE

*“Personal Best,”* The New Yorker

*Do you agree or disagree  
with Dr. Gawande?*

NO. 2

# *School-Wide Accountability*





*The Target*

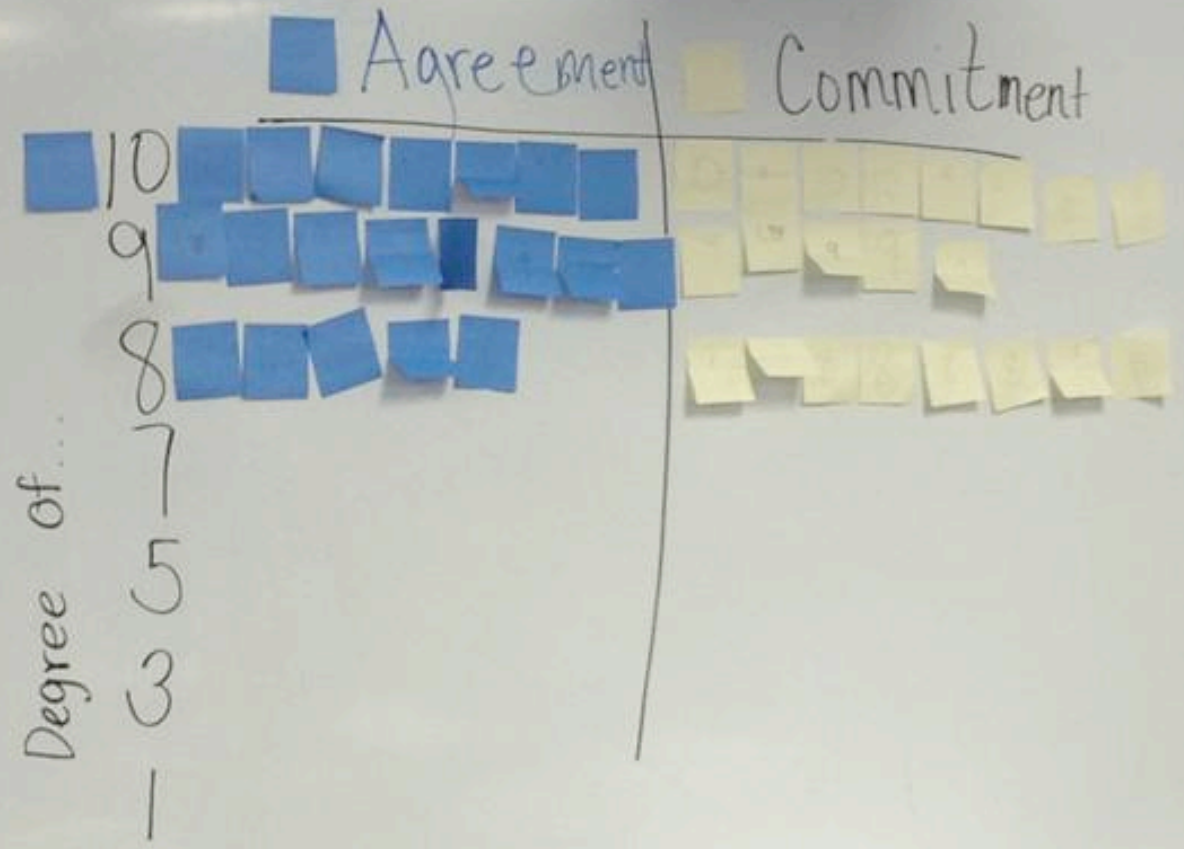
# A Single Page

## Sample Improvement Target Every Student, Every Opportunity

(T) = Teacher Practice / (S) = Student Behavior / **Bold** = immediate priority

- (T) **Designs lessons** designed to reduce student mathematics misconceptions
- (T) **Clearly posts and explains expectations** for learning activities and transitions
- (T) **Interacts with at least a 3:1 ratio of reorienting to correcting actions**
- (T) **Creates opportunities for students to respond to the learning**
- (S) **Are on Task at least 90% or more of the time**
- (S) **Respond appropriately and follow directions given by the teacher**
- (S) **Limit disruptions to no more than 3 disruptions per 10 minutes**
- (S) **Minimize the starting of others or the teacher's teaching**

**Planning**  
Less and major plans are clearly developed and written within collaborative teams  
(T) **Uses graphic organizers / visuals to explain what will be learned or taught**  
(T) **Explains why the learning is important**  
(T) **Connects lessons to the larger unit**



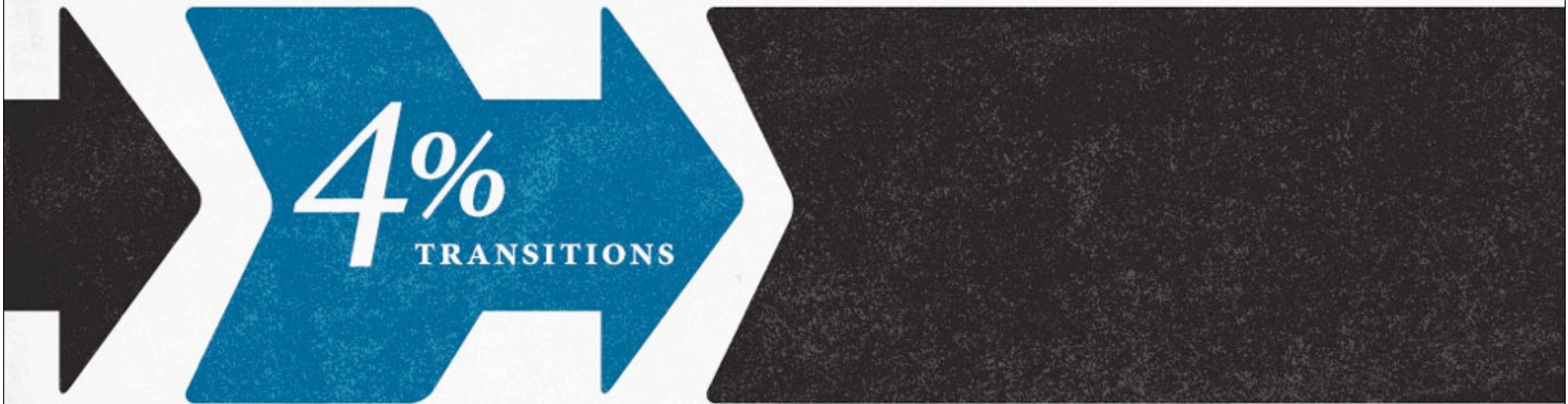




22%

TRANSITIONS

*20 months later...*

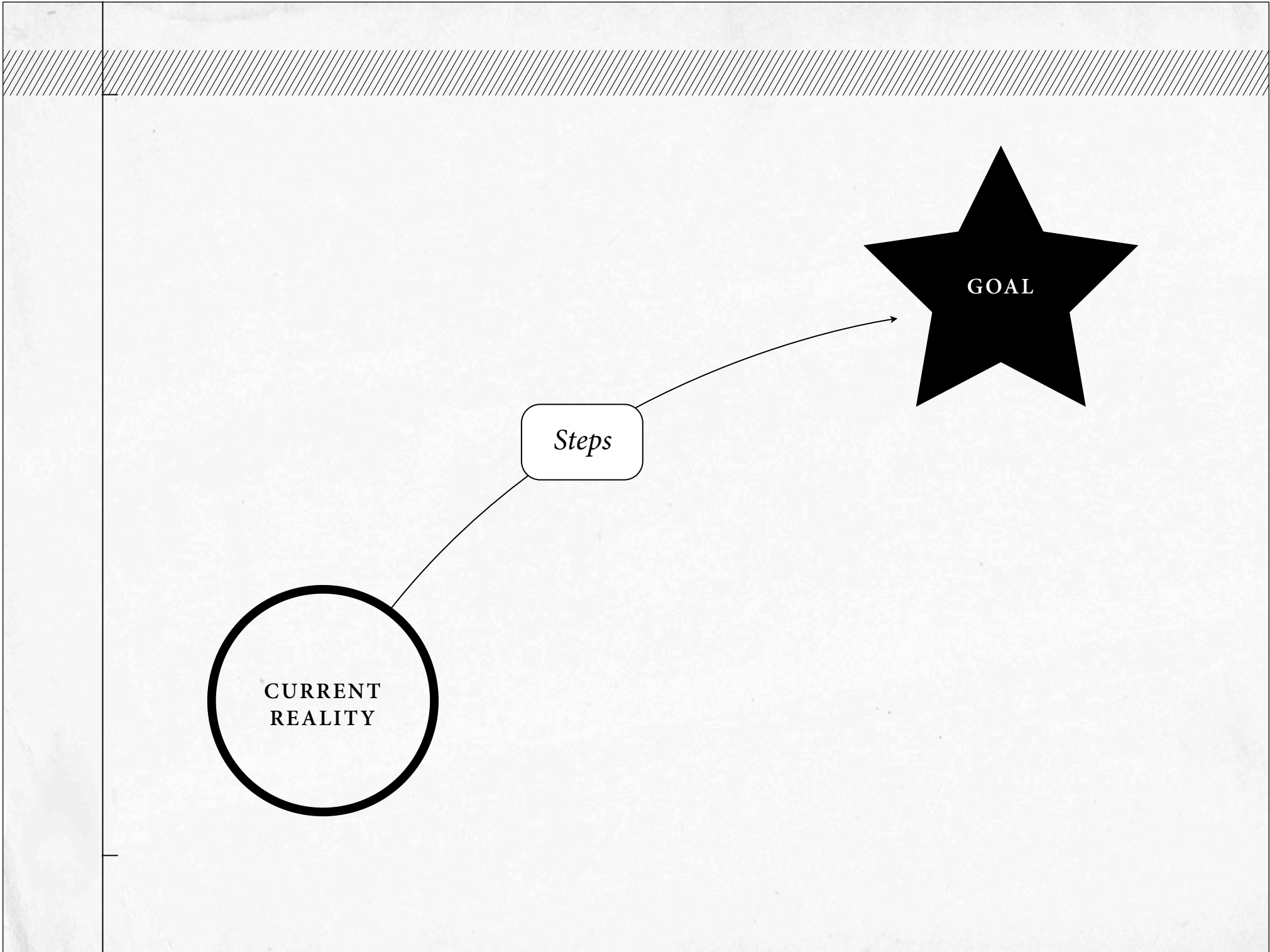


*Can your school(s) move  
forward without  
understanding, agreement, and  
commitment?*



# *Partnership*

- » Choice
- » Equality
- » Reflection
- » Dialogue



CURRENT  
REALITY

*Steps*

GOAL

ACCOUNTABILITY

*and*

TEACHER AUTONOMY



Level  
of  
Performance

Analyze

What tools do  
available to  
a word

00:00:30

00:00:30

ACCOUNTABILITY

*and*

TEACHER AUTONOMY



*Jim Knight*

INSTRUCTIONAL COACHING GROUP

[JIMKNIGHT@MAC.COM](mailto:JIMKNIGHT@MAC.COM)

Thank you.