

BEFORE YOU BEGIN WITH PLANNING SUPPORT FOR NEW TEACHERS

Hello!

We are excited you're taking the time and effort to support new educators with teaching and learning. Before we dive into the content itself, we thought it would be helpful to underscore some of the basic components of creating effective professional learning experiences.

ELEMENTS OF EFFECTIVE PROFESSIONAL LEARNING

In 2017, Linda Darling-Hammond and colleagues set out to answer the question: *What constitutes effective professional development?* Effective meaning it impacts both teaching practices and student outcomes. The study revealed that effective professional learning contains the following elements:

- Is content focused
- Incorporates active learning
- Supports collaboration
- Uses models of effective practice
- Provides coaching and expert support
- Offers feedback and reflection
- Is of a sustained duration

While the presentation of content (in this case, modules of *Welcome to Teaching!*) is important, what people DO with the learning is what matters most.

Ultimately, our goal is not just to transform teacher habits and practices; our goal is to enact practices that positively impact student learning. Throughout this guide, we will incorporate many suggestions for professional learning, but how you design the experience will be based on your time constraints, context, and capacity.

DISCUSSION QUESTIONS FOR LEADERS

1. How can you design opportunities that allow teachers to interact with the ideas of *Welcome to Teaching!* in a job-embedded context?
2. How can you foster collaboration and active learning to help deepen and spread pedagogical knowledge?
3. As a leader, how will you cultivate conditions in which it's safe to learn, safe to try on new practices, and safe to take risks?
4. In designing your plan, how will you schedule time for professional learning to build knowledge and opportunities for coaching?

ESTABLISHING LEARNING GOALS WITH NEW TEACHERS

The first three years of teaching can be challenging. Entering a new profession that is riddled with acronyms and new terminology, figuring out district systems and procedures, understanding the school's culture, balancing work and life, and adjusting to leading a classroom full of young people. It is important to consider all the issues new teachers face before deciding on goals.

Cognitive load theory is the idea that our brains can only handle so much information, and if that information is presented too quickly, we forget it. Our brains latch onto information that we can connect to and discard everything else. Therefore, it is crucial to understand what skills and knowledge your new teachers come bearing so that you can best target systems of support. While each section in the book is useful, and proficiency in all areas would be beneficial for student learning, understanding where a teacher is in their practice can help you pinpoint the highest-leverage section and practices with which to engage.

Knowing what assets new teachers have can help you leverage their existing knowledge and skills in order to enhance their teaching practice. Observations of teachers and informal talks can help you best assess their starting points. Working together to set a goal will allow you to be targeted in your approach to professional learning and will better help you determine which chapter of the book to focus on, which concepts or strategies need to be implemented first, and what supports and professional learning opportunities need to be provided and at what frequency.

DISCUSSION QUESTIONS FOR LEADERS

1. What goal do you have for your campus? What does success look like once you've achieved that goal? What role do new teachers play in helping you achieve success?
2. How will you decide in which areas teachers need the most support? What role will your novice teachers play in co-creating learning goals to enhance their teaching practice?
3. How will you communicate the agreed-upon new teacher goals with all staff (principals, assistant principals, mentors, coordinators, coaches) involved in supporting new teachers so that everyone has a clear message?
4. What aspects of teaching and learning need to be strengthened first?
5. How will you assess new teachers' current proficiencies?
6. Will you set aside time with a cohort of new teachers, or will you focus on individual needs?
7. Do new teachers have accessible mentors that can help support their journeys?

WELCOME TO TEACHING!

Welcome to Teaching! Features: The illustrated guide is organized around six sections, each containing explanations, QR-code videos, and sketchnotes around each of the evidence-based practices:

1. **Section 1:** Creating the climate for learning
2. **Section 2:** Planning for learning
3. **Section 3:** Engagement in learning
4. **Section 4:** Assessment of learning
5. **Section 5:** Instructional moves that ensure learning
6. **Section 6:** Strategies for learning

Recurring features in the book are as follows:

Sketchnotes: These drawings appear throughout the illustrated guide and are artistic representations of the big concepts. They function as a visual overview that supports the readings in each section.

Myths: Laying forth common myths and misconceptions can help teachers wrestle with their own understandings, allowing them to move forward with learning.

Elevate Your Practice: This feature at the end of each section provides teachers with some questions to consider to take their teaching to the next level.

My Checklist: These easy-to-follow checklists summarize the big ideas surrounding each question and provide a simple checklist of actions teachers can take to enhance their practice.

Notes: A space at the end of each question to take notes and create plans.

Coaching Strategies: Whether you're organizing learning walks with teachers or you're engaged in one-on-one observations and debriefs, these sections will give you some look-fors and listen-fors as well as questions to probe reflection and thinking

Strategies for Learning: Section 6 of the book provides 22 different classroom strategies for teachers at all levels to use. These strategies will be highlighted throughout this guide as a way to give teachers extra touchpoints with what the strategy could look like as they learn new content.

Additionally, the companion website (resources.corwin.com/welcometoteaching) contains **video links** from Doug Fisher and Nancy Frey to practices in action and to elementary and secondary templates and examples of practices from the illustrated guide.

OVERVIEW OF PROFESSIONAL LEARNING GUIDE FOR *WELCOME TO TEACHING!*

We strongly recommend using the book with a cohort of teachers. Having a group allows teachers to learn from and grow with each other, establish a culture of learning, and promote relational trust and a sense of belonging with peers, mentors, and/or facilitators.

Although you may not do every activity in every section, this guide will call out specific tasks to give a healthy balance of reading, watching, analyzing, discussing, and reflecting. Each section is not necessarily designed to be done in one sitting but rather as a continued cycle of professional learning with knowledge-building, implementation, collaboration, reflection, and next steps. In what follows, you will find the structure and components contained in this professional learning guide. Feel free to mix and match elements to fit your time constraints and context.

- **Overview + Key Points:** This section is intended for professional learning leaders to help organize thinking around salient information. It highlights the main takeaways of the section.
- **Building Connections:** Activate prior knowledge by asking teachers to answer the stated question. These opportunities give the presenter and participant a gauge of current practices and the knowledge base of teachers.
- **Knowledge-Building:** In keeping with the elements of effective professional learning, active learning and collaboration around content are important. Reading protocols are designed to promote cognitive engagement from all stakeholders, allow for equity of voice in collaborative conversation, and help educators confirm, consolidate, and revise their thinking. To build teachers' toolboxes of knowledge and skills, we will utilize reading and discussion protocols listed in Section 6 of the book to maximize impact. Harvard's Project Zero also provides dozens of additional free reading and discussion protocols for educators online.
- **Modeling:** The Modeling section of each module showcases models of effective practice. This section of the guide will give you questions and ideas to prompt educators' thinking as they engage in the analysis of the modeled examples.
- **Suggested Tasks:** We recommend incorporating and balancing some of the illustrated guide's features, such as sketchnotes, accompanying videos, and classroom examples.
 - Create a plan. We highly recommend teachers have the opportunity to plan "What does this look like for me?" This is an area that is helpful to do independently or in collaboration since this planning work is essential to implementation.

- If teachers need additional clarity on a module, watch a video from the illustrated guide. We recommend watching these after the text has been read. Ask questions about the video that help teachers connect their classroom practice to what they see in the video, e.g., *What would it look like for you? What would stay the same, and what might you change? Does this seem doable for your classroom? How would you expect it to impact your classroom?*
- Reflection is an important part of the learning process. The more teachers can reflect on what’s going well, what’s not going well, and what, if any, support they need, the more intentional teachers are in focusing their efforts on noticing and sensemaking around a new practice.
- Engage in classroom walks with or without students in the room. Opening up practice and engaging in feedback cycles is helpful for growing. We suggest tuning protocols, ghost walks, and learning walks as means to collaborate and facilitate deeper understanding around classroom strategies and practices.

Additionally, in this **Suggested Tasks** section of the guide, we have created tasks to deepen knowledge around key concepts. Some tasks require you to copy/paste information into a slide deck for whole-group engagement, while others require you to print and cut materials for participants to categorize.

- **Discussion Questions:** In this section, we have created discussion questions for the professional learning leader to pose to the group. These questions can be posted on slides or asked as questions that frame or guide the reading.

Time Allocations: *Welcome to Teaching!* can be sequenced in the order the book progresses. However, depending on your context, time constraints, and expertise, your professional learning plan with teachers could look very different. Following are some suggestions for incorporation. Because of the variety of content, we do not suggest that this book be consumed in one sitting; doing so may result in content overload for teachers, which results in little to no transfer to classroom practice. Microdoses of knowledge-building followed by teacher implementation and reflection are ideal.

While each section is important to the *Welcome to Teaching!* journey, there is not a prescribed order in which to take on the sections and questions. This will be determined by you and your leadership team, depending on teachers’ knowledge of the different aspects of the learning goals you’ve established for your staff.

- **Option 1:** This cycle is good for deep dives to create proficiency in a cohort. This can also be done one-on-one with teachers and a mentor.

LEARNING OPPORTUNITY	TIME ALLOCATION	TASK
Choose a section (or question)	20–45 minutes, depending on question	Activate prior knowledge by having teachers talk about how they would answer that question, e.g., “How do you foster a climate of inclusivity?” Read to build understanding, and make a plan for implementation.
Implement the new set of practices	1–6 weeks	In their classrooms, teachers will implement the practices and keep a reflection journal on what they notice as a result. Frequency of follow-up is important.
Collaboration and follow-up	20–45 minutes	Use discussion questions in the subsequent pages to push reflection in terms of classroom implementation, e.g., teachers use engagement continuum in their class; how did students respond? What was the impact on teaching and/or learning?
Decide on next steps	5 minutes	Determine whether teachers need more practice with this concept or if they’re ready to try something new.

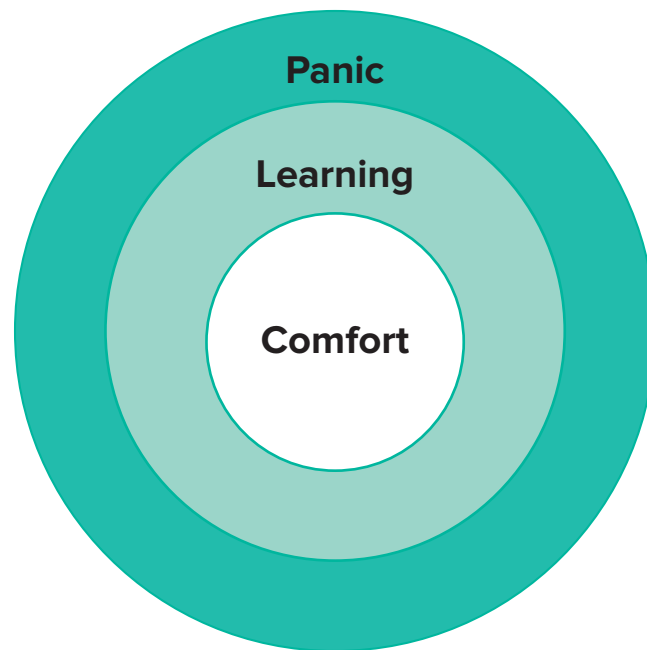
For this model, informal check-ins with teachers are helpful. When check-ins are infrequent, teachers often forget about the new practice as they wrestle with the daily goings-on of classroom life. Cycles in which teachers get to meet with fellow educators and discuss allow for more depth and, ultimately, proficiency of practice.

Option 3: Professional learning only.

PL OPPORTUNITY	TIME ALLOCATION	TASK
Set a goal for teaching.	10–15 minutes	Based on the current needs of their classroom, have teachers set goals for where they want to improve their practice.
Allow teachers to choose an area of focus.	30–45 minutes depending on the size of the group	Have teachers peruse the book or a section of the book based on their goals to determine a new practice to adopt. Discuss the what, why, and potential impact of teachers’ chosen strategies.

This is the least ideal practice for supporting new teachers; however, based on time constraints and capacity, it might be the only option for some. Spending time reading, discussing, and creating a plan for implementation can help jumpstart new pedagogy.

When to move on to a new skill: Earlier in the guide, we mentioned the concept of cognitive load: too much too fast, it won't last. Our natural tendency is to go on autopilot to avoid decision fatigue and becoming overwhelmed. If we move too quickly from skillset to skillset, teachers won't have time to become proficient, comfortable, and confident in engaging the skill, and any additional strategy implementation has the potential to overload their capacity. If teachers are working on their use of learning intentions and success criteria in the classroom and we add the engagement continuum on top of that and opportunities to assess in the moment on top of that, teachers might not get good at any of them. We want to stretch teachers, but we don't want to overwhelm them.



- Push teachers out of their comfort zone.
- Situate them in the learning zone until it becomes comfortable. Allow them to spend some time with the new skill in the comfort zone before adding a new skill.
- Avoid the panic zone. This is where teachers burn out, lose efficacy, and want to quit.

DISCUSSION QUESTIONS FOR LEADERS

1. What time allocations do you have for delivering the professional learning experience?
2. How will you communicate the information (e.g., administrative teams presenting the content to the whole group, individual coaching, new-teacher cohorts, department chairs working through *The Book* with teams, faculty meetings for reading tasks followed by grade-level planning in PLCs)?
3. How will you follow up with teachers to check on their progress?

INTRODUCTION

OVERVIEW + KEY POINTS (INTRODUCTION, PP. X–5):

- Teachers have many roles and wear many hats, but those roles influencing learning matter most.
- Teachers are assessors, instructors, communicators, leaders, and recordkeepers.

Suggested Tasks: Watch the welcome [video](#) from Doug and Nancy. Read pages 1–3. Put a checkmark next to the roles and responsibilities you feel most confident in. Put a minus next to the roles and responsibilities that seem most daunting.

After discussion, allow participants to flip through the book to gain familiarity.

Set goals for the year around which category teachers want to engage in first based on their classroom needs. It may be helpful to use a work plan document:

WHAT GOALS DO I HAVE FOR MYSELF AND STUDENTS? (1 OR 2)	WHAT WILL SUCCESS LOOK LIKE FOR MY STUDENTS AND ME IF WE ACHIEVE THOSE GOALS?	WHAT SUPPORT DO I NEED IN HELPING ME ACHIEVE MY GOALS?	HOW AND HOW OFTEN WILL I MONITOR MY PROGRESS?
Examples: My goal is to create a collaborative culture of learning in which students feel safe to take risks.	Students sharing ideas, building off of one another, seeking and receiving feedback, asking questions	I need support in classroom management, getting students to talk to one another and stay on topic. Maybe how to group students? How do I get them wanting feedback?	Reflection journal, checklist, student surveys, track the speaker in whole-class conversations
My goal is that all students set goals and seek supports they need to achieve their goals.	Students setting 9-week goals for my content and detailing plans about actions they take to achieve those goals	Is there a template I should use? How often should we set and check in on goals? How do I balance teaching goal-setting with the demands of my content?	Weekly? That could be tough with time constraints. I need to pay attention to student goals, meet with them regularly, provide the structures.

Lead a conversation about microgoals for the first 4 weeks.

Identify how teachers like to best be supported through a survey.

WHEN I NEED HELP OR SUPPORT, I ASK.			
Never	Sometimes	Often	Always
IF I GET CRITIQUED, I SHUT DOWN.			
Never	Sometimes	Often	Always
WHEN I AM OVERWHELMED, I LET MY ADMINISTRATION TEAM KNOW.			
Never	Sometimes	Often	Always
THE WAY YOU CAN BEST SUPPORT ME IS . . .			
Observations and coaching	Frequent check-ins	Emailing me feedback	Asking me questions
Other:			

DISCUSSION QUESTIONS

1. Based on the roles of a teacher listed on pages 1–3 and the roles Doug and Nancy call out, which role do you feel most confident in? Which role do you feel least confident in? Why?
2. What is the role of expertise in the teaching profession? Do educators have to be experts to communicate effectively?
3. How often do you reflect on the impact of your teaching?
4. Which categories of the book (page 4) excite you most?
5. What goals do you have for yourself and for your students by the end of this year?

SECTION 1: CREATE THE CLIMATE FOR LEARNING

OVERVIEW + KEY POINTS (PP. 6–37):

- Classroom communities should be student centered, promote social and psychological growth, and pair high expectations and supportive practices.
- Build relationships and trust to cultivate a positive climate.
- Foster a sense of belonging, student ownership, and inclusivity in the classroom.
- Create organization through attention to the physical environment and routines and procedures.

Building Connections: Watch the [video](#) at the intro of the model to give participants an overview of the section. Ask teachers what resonates with them and discuss current practices teachers utilize to create a climate for learning.

Knowledge-Building:

If working with a team of teachers (minimum of eight):

- Use Jigsaw (p. 176). Organize teachers in groups of four (home groups), with each taking a different reading: Foster a welcoming environment, Create a sense of community in the classroom, Foster a climate of inclusivity, and Create an organized learning environment. Give participants 8 to 10 minutes to read and peruse the question they're responsible for. Once time is up, have teachers meet with teachers who read their same question (expert group), and discuss the high-leverage points for 8 minutes. Each member will return to the home group and present the information from their section. Finally, members will meet again with their expert group to discuss how their question fit in with the other sections.
If working one-on-one with teachers, in a small group, or you just want to focus on one question at a time:
- Use the Text Rendering protocol (p. 185) or Five-Word Summary (p. 170). Share out.

Debrief the Jigsaw or Text Rendering and talk about how it could be used to support climate and foster a collaborative culture of learning.

Suggested Tasks: Ghost Walk: After securing permission, have teachers walk through each other's rooms WITHOUT STUDENTS PRESENT to see how the learning environment can foster learning.

1. **Purpose:** To examine classrooms without students present. The focus of the walk is on the physical learning environment.

2. What evidence do you see of a student-centered learning environment or an environment that supports collaboration and belonging?
 - a. Seating arrangement
 - b. Learning intentions/success criteria
 - c. Print-rich/anchor charts
 - d. Student work/exemplars
 - e. Access to materials

Walking with teachers:

- We are in the service of the teacher being observed.
- Silently walk the room and write down information about what you see and notice as well as questions you might have (2 to 3 minutes). No judgment. Just observations.
- We invite the teacher to share his/her/their thoughts about the classroom.
- We'll say something we noticed backed by data followed by a question.
 - Example:
 - I noticed you have the learning intention posted. How do you communicate it with your students?
 - I notice you have your desks in six groups of four. How did you decide on the arrangement?
 - Nonexample:
 - I noticed you had the learning intention posted. Would it be better for students if you simplified it?
 - What if you . . . ? Have you tried . . . ? I wonder if you should . . .

DISCUSSION QUESTIONS

1. How can we ensure that we create learning environments in which all students progress and achieve?
2. What role does the physical environment play in learning?
3. What routines and procedures do you currently use, and what might you need a routine for to better facilitate classroom management?
4. What tactics do you use to remember all of your students' names?

SECTION 2: PLANNING FOR LEARNING

OVERVIEW + KEY POINTS (PP. 38–65):

- Stephen Covey’s seven habits of highly effective people
- For students to learn, we have to elucidate the relationship between curriculum, assessment, instruction, and how students learn.
- When considering pacing guides and curriculum, distinguish between need to know and neat to know.
- Build student-facing learning intentions and success criteria to help students know the goal of the day’s learning and what success looks like.

These tasks and activities should NOT be completed in one sitting but should be part of a cycle of learning with ongoing knowledge-building and practice.

Knowledge-Building: Read “How do I flow through the curriculum?” (p. 47) to gain a high-level understanding.

Modeling

- Model how to break down a standard into concept and skills.

Suggested Tasks: It’s important for teachers to know what students need to learn. Using your own template or the template provided on page 45, practice analyzing standards to help teachers see to break them down.

For longer unit planning, use a [pacing guide](#) to help teachers think about the story of the unit, the big ideas, and the skills students need to master.

DISCUSSION QUESTIONS

1. Look at the “Common Skills That Students Need to Learn” on page 42. How do these show up in your standards and/or curriculum?
2. When you separate the standard into its concepts and skills, are you thinking differently about how to teach the content?
3. What are some ways you could share the big ideas of a unit with students so they know where they’re heading?

Knowledge-Building: For “How do I create learning intentions and success criteria?” use the “graphic organizers” strategy (p. 172). Have teachers read the text and use a Venn diagram to compare and contrast learning intentions (LI) and success criteria (SC). People often co-opt the terms, so knowing the similarities and differences can elevate practice.

After practicing writing LISC, watch the [elementary](#) or [secondary](#) video on implementing and using LISC in the classroom to support learning.

Modeling: Consider building a learning intention and success criteria for PL session.

- LI: We are learning how to clarify learning to better support students.
- SC: I can break down a standard. I can create a learning intention for my content. I can use scaffolded vocabulary to build success criteria.
- Use the checklists for quality learning intentions (p. 55) and success criteria (p. 56) to model how to create LISC from standards. For LI, it's helpful to think about the understanding you want students to walk away with, and the success criteria are constructed using the verbs to make that understanding visible.
- For LI, you should use language like “I am learning” or “We are learning.” For SC, use language like “I can.”

Suggested Tasks: Before diving into this Learning Intention and Success Criteria, consider using an Anticipation Guide (see p. 164) for the following statements:

Be sure to delete the answers in parentheses.

BEFORE LEARNING		AFTER LEARNING
TRUE OR FALSE?	STATEMENT	TRUE OR FALSE?
	Learning intentions focus on what students will learn in a lesson (TRUE).	
	Learning intentions focus on the activities students will complete in a lesson (FALSE).	
	Learning intentions can be written in first or third person (FALSE).	
	Learning intentions should focus on the goal for the day (TRUE).	
	Success criteria tell students how they will know they are successful in meeting the learning intention (TRUE).	
	Success criteria are aligned to the standards and learning intention (TRUE).	
	Success criteria should mention the percentage correct a student should score to master learning (FALSE).	
	Success criteria should give instructions on how to complete a task (FALSE).	

You can also review the “Myths” sections and have conversations to unearth misconceptions.

Practice analyzing standards and writing learning intentions and success criteria. Writing and using learning intentions and success criteria can take weeks to gain proficiency. Writing is initially cumbersome and difficult for many people, but with practice and the building of content knowledge, these can become quick exercises.

Watch [this video](#) to hear how teachers think about constructing and using LISC.

Have teachers use the LISC checklists (pp. 55, 56) to self-assess the quality of their LISC, or use a tuning protocol to help teachers think aloud about their LISC collaboratively.

Revisit the Anticipation Guide.

Tuning Protocol (modified): The structure of this protocol was initially developed by the Coalition of Essential School’s Exhibitions Project for teachers to give and receive feedback. We have adapted it for LISC. In this protocol, we have a presenting teacher and peers (those who will be listening and giving feedback). Our goal is to build collective efficacy and capacity among teachers, and this comes, in part, through noticing what quality learning intentions and success criteria look and sound like.

12-MINUTE PEER TUNING PROTOCOL		
	THE TEACHER	THE LISTENERS
4 minutes	<p>Explain learning intention and success criteria. What was your thought process in creating them?</p> <p>*What tasks did you design for students to demonstrate their understanding of each success criterion?</p>	<ol style="list-style-type: none"> 1. My learning intention for the end of this lesson is . . . 2. I developed my success criteria by . . . 3. The way I will engage students with the LI/SC is . . . 4. (If time allows) What I’m looking and listening for to see if students have mastered the learning is . . .
3 minutes	<p>Peers ask clarifying questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student learning.</p>	<ol style="list-style-type: none"> 1. How did you determine . . . ? 2. Why did you . . . ? 3. What are you . . . ?
3 minutes	<p>Offer feedback based on characteristics of LI/SC.</p> <p>Warm feedback includes comments about how the work presented seems to meet the desired goals.</p> <p>Cool feedback offers ideas or suggestions for strengthening the work presented.</p>	<p>Warm</p> <ol style="list-style-type: none"> 1. What I appreciate about your learning intentions is/are . . . 2. The success criteria make sense because . . . <p>Cool</p> <ol style="list-style-type: none"> 1. I wonder how you might . . . 2. One possibility for _____ could be . . .

12-MINUTE PEER TUNING PROTOCOL		
	THE TEACHER	THE LISTENERS
2 minutes	Presenter reflects on key takeaways and ideas that resonate with them.	<ul style="list-style-type: none"> • What I am hearing you say . . . • One thing I'd like to upgrade is . . . • Based on your feedback . . .

Move through each person in the group so that all participants have the opportunity to present and give and receive feedback.

DISCUSSION QUESTIONS

1. How are these learning intentions similar to or different from how you've planned learning intentions in the past?
2. How will you share learning intentions with students?
3. How can you scaffold the success criteria to create entry points into learning?
4. What is the highest level of cognitive complexity students will need to be successful?

Knowledge-Building: For “How do I design daily lessons . . .” emphasize that the direct instruction, tasks, collaboration, and assessment are all aligned to the verbs in the success criteria. It's how we create alignment.

Suggested Tasks: Focus on either the components of a lesson plan (p. 62), lesson closure (p. 63), or techniques for transition (p. 63), whichever will be most impactful. Talk about one, have teachers implement and reflect on the impact, then debrief. Focusing on one at a time will allow teachers to be more intentional with implementation.

DISCUSSION QUESTIONS

1. How will you establish purpose?
2. What hook and/or closure will you use?
3. How will you check for understanding?

SECTION 3: ENGAGEMENT IN LEARNING

OVERVIEW + KEY POINTS (PP. 66–97)

- Engagement is not binary; it flows on a continuum.
- Be intentional about designing for engagements.
- Personal relevance, personal association, and personal usefulness are different ways to think about and communicate relevance.
- It's important to build relationships with students and their families through effective communication.
- Apply factors for classroom management to make the most of your classroom; create classroom agreements; understand students' social ranges, skills, and behaviors.

Building Connections: Ask teachers what engagement means, what engagement looks like. Who bears responsibility for engagement?

Knowledge-Building: Watch [this video](#) from Doug and Nancy, and discuss the dimensions of engagement on page 69.

Suggested Tasks: Analyze the Engagement Continuum on pages 70, 71. Complete a sort of these that might be associated with each phase.

(Print out and cut the following table for the sort.)

DISRUPTING	AVOIDING	WITHDRAWING
Arguing	Looking for ways to avoid work	Checking out mentally
Fighting	Asking to leave the room	Distancing self physically
Complaining	Off-task behavior	Flying under the radar
Refusing to cooperate	Moving around unnecessarily	Being distracted

PARTICIPATING	INVESTING	DRIVING
Doing work	Asking questions	Setting goals
Paying attention	Sharing ideas and insights	Seeking feedback
Responding to questions	Being curious	Self-assessing
Turning in assignments on time	Feeling like what you are learning is important	Collaborating with others to drive learning

Either in groups or individually, have participants write sentence starters or question stems for each idea on page 72.

DISCUSSION QUESTIONS

1. How can you share the engagement continuum with students? (consider these [posters](#))
 2. Who bears responsibility for engagement?
 3. How can you design for engagement?
-

Building Connections: Take the “Passion Inventory” on page 78. Discuss results.

Knowledge-Building: Use Discussion Roundtable (p. 167) as a reading and discussion protocol for “How do I make learning relevant?” (p. 74).

Suggested Tasks: Focus on an upcoming lesson. Determine relevance for personal association, usefulness, and identification. Have teachers create relevance statements or relevance talking points for upcoming lessons.

DISCUSSION QUESTIONS

1. How can you share relevance with students?
 2. At what point in the lesson will you share it with students? Does it change?
-

Suggested Tasks: Choose sections on relationships or classroom management. Use K-W-L on page 178 to activate prior knowledge (K-W) before reading. Finish -L after reading.

Create a plan to implement strategies and tools discussed.

SECTION 4: ASSESSMENT OF LEARNING

OVERVIEW + KEY POINTS (PP. 98–127)

- Assessment is an integral part of the learning process.
- Use universal responses to check for understanding every 6 to 10 minutes throughout the lesson.
- There are multiple ways to document students' learning: matching, binary items, short-answer questions, multiple choice, and written responses.
- Homework should be intentional, given to practice and reinforce concepts.
- Feedback is a necessary part of instruction that moves learning forward.

Building Connections: What ways do you check for understanding in a lesson?

Knowledge-Building: Partner up. Use reciprocal peer tutoring (p. 180) for “How do I know students are learning during the lesson?” (p. 100, partner A) and “How do I assess students' learning outside of school?” (p. 114, partner B). Each partner will read and prepare a mini presentation, anchor chart, or synthesis poster on the content. The listening partner is responsible for explaining three pieces of information back to the presenting partner.

Modeling: Be sure to name the following concepts to ensure everyone is on the same page:

- CFU frequently, in multiple ways throughout the lesson.
- Plan for CFUs.
- Pay attention when students are not understanding and adjust accordingly.
- Be cognizant of two wait times.
- Homework should be intentional, given to practice and reinforce concepts.

Suggested Tasks: Use the prompts from the strategy “Exit Slips” (p. 169). Consider asking teachers to write down things they learned, things they're still confused about, and one thing they're going to implement within the week.

DISCUSSION QUESTIONS

1. Why is it important to check for understanding multiple times and in multiple ways throughout a lesson?
2. What are you looking and listening for that allows you to determine how students are progressing?
3. What checks for understanding do you use most often? Least often?

4. How can you build in multiple checks for understanding throughout the lesson cycle?

Knowledge-Building: Read the text and use the Note-taking strategy on page 179:

HOW DO I DOCUMENT STUDENTS' LEARNING?

Main ideas:	Notes from discussion:
Summary	

Suggested Task: Discuss the pros and cons of each item-type and when each would be useful for documenting learning. What information would it provide you if students answered the question correctly?

Practice building questions for each relevant item type. Use the checklist to check for validity and reliability.

OR

Comb through an upcoming quiz or test, and use the checklists to check the validity and reliability of the questions. Where might students get stuck?

DISCUSSION QUESTIONS

1. As a learner, have you ever struggled with any of these item types? What made them difficult?
2. How can you use success criteria to formulate aligned questions?

SECTION 5: INSTRUCTIONAL MOVES THAT ENSURE LEARNING

OVERVIEW + KEY POINTS (PP. 98–161)

- There are times in a lesson when teachers bear more responsibility and times when students bear more responsibility. This is the Gradual Release of Responsibility (GRR).
- Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning are all necessary components of a lesson cycle.
- Questions, prompts, and cues are all scaffolds to support student thinking, but they ultimately need to be faded.
- Student discussion is essential to consolidating learning.

Building Connections: How do you organize your lesson? Does it have the same flow, or does it change? Why?

Knowledge-Building: Look at the graphic on page 129 and discuss the gradual release of responsibility (GRR). Watch [this video](#) of Doug and Nancy discussing the GRR to build background knowledge.

Suggested Task: Use the Jigsaw strategy on page 176 for teachers to teach back the questions on pages 130, 139, 147, and 154.

Modeling

- Help teachers make sense of each aspect of the GRR.
- Use “I statements” during think-alouds. Be intentional about the information you are presenting; avoid extraneous content.
- Scaffolds are an important part of learning, but fading them is equally important.
- Collaborative Learning is often skipped, but it is an integral part of the framework.
- Homework needs to be intentional and aligned to the lesson to support learning.

Suggested Task: Have participants look at a lesson plan they’ve taught or are about to teach. Identify the Direct Instruction, Guided Instruction, Collaborative Learning, and Independent Learning. In their groups, discuss if any components are not represented or perhaps are disproportionately represented. Although the time spent in each element does not have to be equally distributed, the goal of this activity is to get participants reflecting on the choices they make in organizing instruction and how it impacts learning.

Use the Worksheet continuum and My Checklist on page 160 to analyze the quality of your tasks.

DISCUSSION QUESTIONS

1. What parts of the gradual-release-of-responsibility framework do you use most often in your lesson?
2. When might it be appropriate for Focused Instruction (I do) to come first in a lesson? When might it be appropriate to start with Guided Instruction (We do), Collaborative Learning (You do it together), or Independent Learning (You do it alone)?
3. Why is Collaborative Learning an important part of every lesson?
4. How do you determine what tasks, homework, and independent work students will engage in?

SECTION 6: TOOLS AND STRATEGIES THAT SUPPORT LEARNING

OVERVIEW + KEY POINTS (PP. 162–186)

- This section focuses on 22 instructional routines and strategies for engaging students and accelerating learning.

Knowledge-Building: Use the strategy Give One, Get Three for the strategies listed on page 163. Each teacher chooses one of the 22 strategies so that everyone has a different strategy. Each teacher reads their strategy’s text and watches the video in order to get an understanding of the strategy and how it can be used. Teachers then share their strategy with three different people.

Suggested Task: Print and cut the following table to sort the strategies into like groups. There are a lot of ways the strategies could be grouped; the goal is to get teachers talking about how they are alike, how they are different, and when would be best to use them. Teachers may need to explore the strategies individually to get an understanding.

Anticipation Guide	Daily Review	Jigsaws
Discussion Roundtable	Close Reading of a Complex Text	Interactive Read-Alouds
Exit Slips	Essential Questions	Five-Word Summary
Flipped Instruction	Graphic Organizers	Interactive Writing
Juicy Sentences Protocol	Teacher Modeling and Thinking Aloud	Text Rendering Protocol
K-W-L	Note-Taking	Peer Tutoring
RAFT writing	Reciprocal Teaching	Shared Reading
	Three-Read Protocol	

Microteaching: The volunteer teacher determines a teaching strategy from Section 6 for discussion. The teacher uses their phone or an iPad to record themselves explaining and/or having students engage in a strategy. The teacher then views the recording individually and isolates a segment for discussion with team colleagues. The teacher explains the context of the video to the team and poses his or her question. The team then watches the video segment selected by the teacher.

DISCUSSION QUESTIONS

1. How can you switch up strategies to design for engagement?
2. How can this strategy give you evidence of student learning?
3. What would it look like in your classroom to use this strategy?
4. Do you foresee any potential challenges with implementing this strategy?

A FINAL NOTE

Suggested Task: Have participants engage in Hexagonal Thinking to consolidate their understanding of the concept represented in *Welcome to Teaching!*. Hexagonal Thinking is a process by which people connect concepts via hexagons to show relationships between them. This activity provides a platform for discussion among teams as they consolidate their learning (activity on the final page). There are blank hexagons on which participants can write additional key concepts to connect.

Learning Walks: Organizing learning walks so that teachers can see how their colleagues are implementing targeted aspects of *Welcome to Teaching!* is a great way to build collective efficacy. Teachers do not need to see the grade and content they teach. The walks focus on pedagogy and student learning, seeing a variety of classrooms for 5 to 7 minutes, and debriefing on impact. Be clear from the outset about what particular practices are being observed.

Consider using a note catcher like the following based on what is being observed:

Indicate the Area(s) of Focus for This Observation:

Critical elements to observe (check all that are observed):

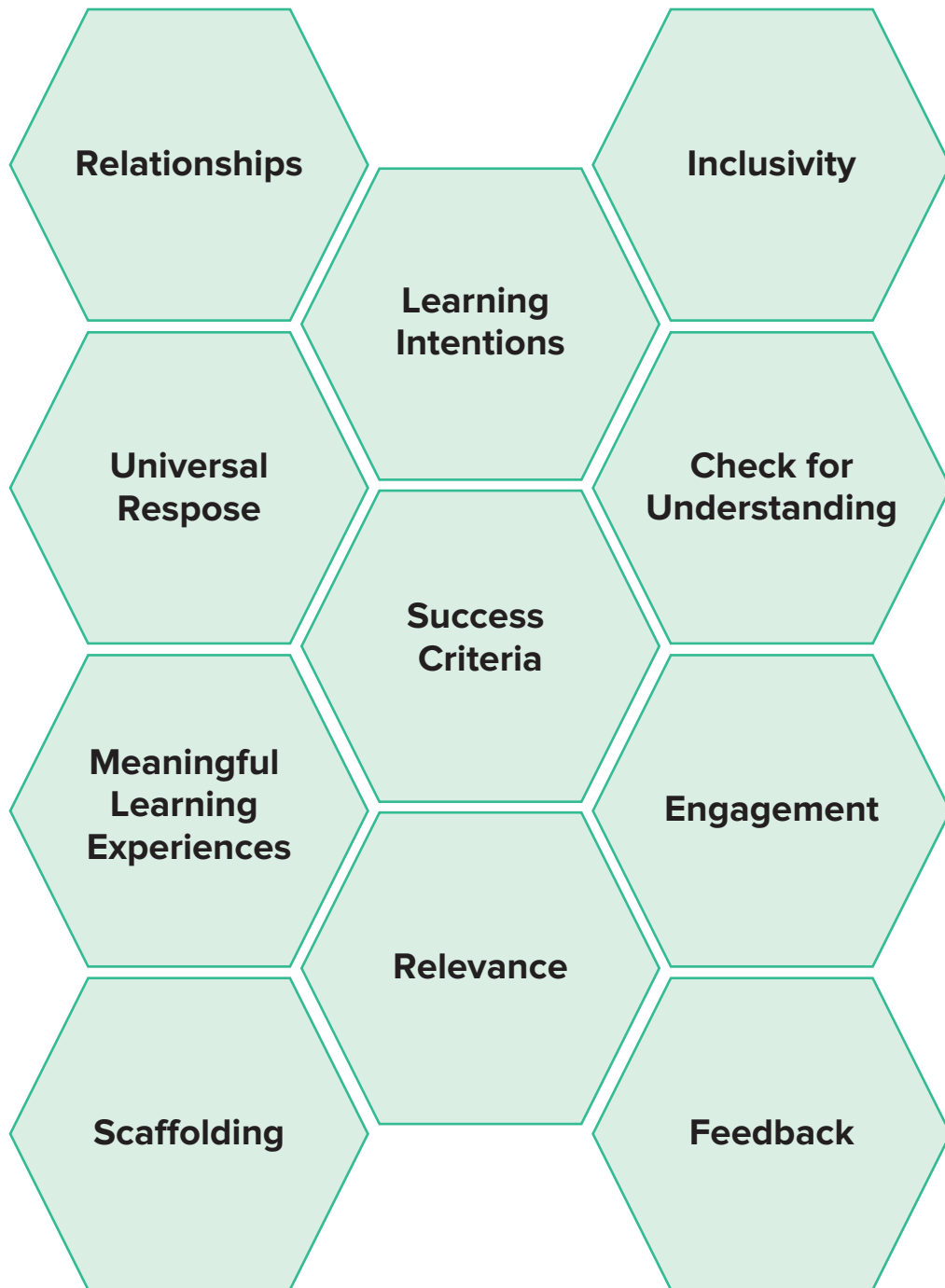
- Learning Intentions posted and in student-facing language
- Success criteria posted and clearly aligned to a progression of learning/ learning intention
- Teacher seamlessly references the learning intention and/or success criteria to help tie learning together
- Students have opportunities to reflect on progress toward learning. Reflections are aligned to success criteria and/or learning intention
- Students engaged in tasks & activities that are aligned to the learning intention & success criteria

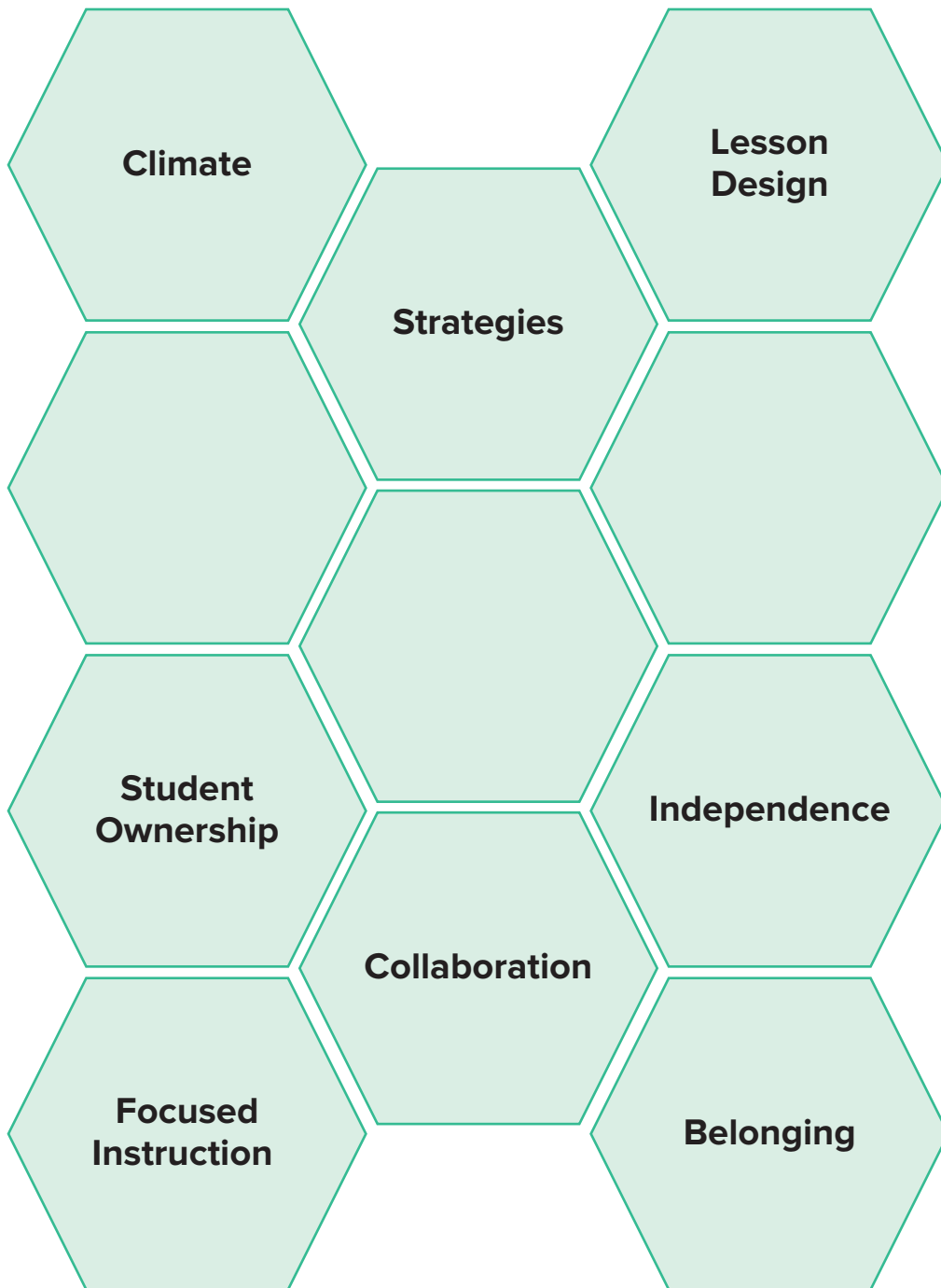
	NOTICINGS (SAYING, DOING)	WONDERINGS
Teacher		
Students		

Stay up-to-date on the latest Corwin information

- Visit the [Corwin Connect blog](#), where practitioners and thought leaders share their implementation journeys.
- Engage with the [Visible Learning MetaX website](#) to track all of the latest effect sizes.
- Join the [Visible Learning Community on Facebook](#) to hear about the Meta of the Month and see research in action from teachers across the globe.

Suggested for Summative Activity: Hexagonal Thinking





REFERENCES

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.

Desimone, L.M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38:3, pp. 181–199.