

Fall Series for Campus Leaders

Supporting and Monitoring Instruction

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NORMS

- Mute Individual Audio
- Video On
- Active Participation
- Learner Mindset
- Student-Centered

*Working together today
to optimize learning
and foster equitable
collaboration!*

Today's Agenda

- ➔ **WHY: Effective Instruction → # 1 Factor**
- ❑ **HOW: Support for Effective Instruction**
- ❑ **HOW: Monitoring for Effective Instruction**

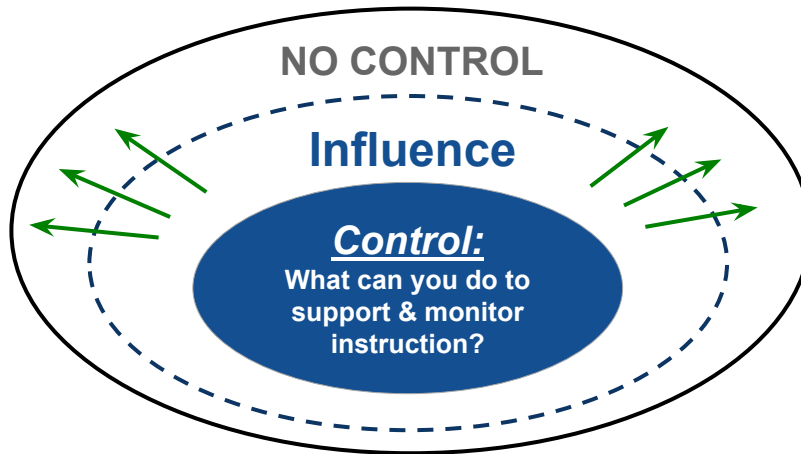
Why:

Effective Teachers are the #1 factor in determining student achievement.

Why:

Don't let this public health crisis turn into a generational education crisis.

Why:



Today's Agenda

- ❑ WHY: Effective Instruction → # 1 Factor
- ➡️ ❑ HOW: Support for Effective Instruction
- ❑ HOW: Monitoring for Effective Instruction

HOW: Support for Effective Instruction

Support for Effective Instruction

- ❑ Clarity of Commitments & Expectations
- ❑ Systems that Support the Work
- ❑ Instructional Coaching

Clarity of Commitments & Expectations

- Defined Instructional Model
- Consistent Communication

Documents, Structures, PD & Coaching
ALL Aligned with this!

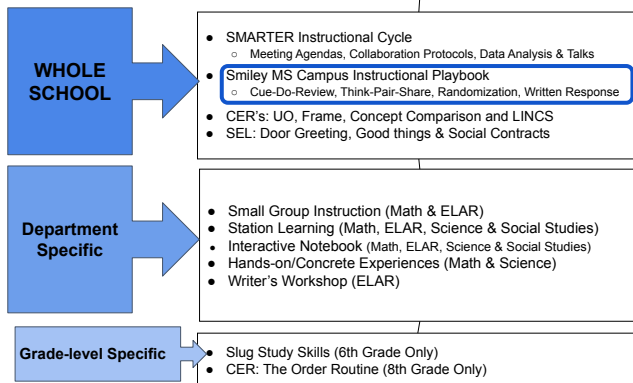
Smiley Middle School Instructional Model

- ☐ How WE teach
- ☐ Strategies WE use



Example-Instructional Model Documents

OUR Campus Instructional Model



Learn to Love to Learn! Smiley Sample Middle School Campus Instructional Playbook

is about Go Slugs!

providing a clear and consistent set of effective instructional practices that all teachers will use in all classrooms to ensure success for all students.

Think, Pair, Share <small>Think for 1 minute</small>	CU-DO-REVIEW <small>Think for 1 minute</small>	Randomization <small>Think for 1 minute</small>	Written Response <small>Think for 1 minute</small>
<p>Why: Provides structure and accountability for student collaboration and academic talk.</p> <p>How:</p> <ol style="list-style-type: none"> 1. Ask a high level question or give a prompt 2. Give silent think time (ensure anchor of support and/or sentence stems are available for students) 3. Direct students to share for a specified amount of time (tell them who to talk to/monitor /listen) 4. Use randomization to call on some students to share their response with the class 	<p>Why: Ensure students understand the connection between the what, why, and how of the day's learning - metacognition benefits for students.</p> <p>How:</p> <ol style="list-style-type: none"> 1. Review the learning objectives students will engage 2. Describe how learning will happen 3. Review why we are learning the content in the way (students engage) 4. Give clear expectations for the lesson 5. Do the lesson 6. Review by following steps 1-4 as reflective questions. 	<p>Why: Ensure all students are active participants in and feel accountable for academic thinking & discussions</p> <p>How:</p> <ol style="list-style-type: none"> 1. Set up a method (popcorn sticks, name picker app, etc.) 2. Ask a high level question 3. Provide wait time and anchors of support 4. Choose a name 5. Thank them for contributing 	<p>Why: Daily opportunities to practice writing across content areas (supporting a deeper understanding and demonstrating learning)</p> <p>How:</p> <ol style="list-style-type: none"> 1. Prepare a prompt to assess either the previous or current day's learning 2. Support with anchors and/or student talk before writing 3. Allow students 3-5 minutes to write to the prompt 4. Remind students to write in complete sentences (use anchors) <p>Allow students to briefly share their writing with teacher or peer-feedback.</p>

The Smiley Middle School Instructional Playbook will ensure all students have consistent access to effective learning environments across our campus. We will practice these strategies in our classrooms frequently and with fidelity. We will participate in professional learning and ask for any needed support for implementing these strategies. These strategies will be part of classroom observations and feedback.



Support for Effective Instruction

- Clarity of Commitments & Expectations
- Systems that Support the Work
- Instructional Coaching

Systems that Support the Work

- Collaboration Structures
 - Time to Collaborate
 - Structures with Fidelity
 - Active Leadership Participation



Systems that Support the Work

● Collaboration Structures-Example

- Consistent Structure
- Focuses collaboration on student learning
- Lead by teachers
- Accessible to all

Collaboration		Collaboration
Our students have the opportunity of consistency of teachers who believe in themselves, respect each other and work hard to ensure student health, excellence and high standards of learning.		We are a community of learners who respect a safe environment, collaborate with others, and provide high-quality learning experiences to ensure care of students' body and mind.
Self-Accountability	Self-Commitments	
Collaboration	We will actively engage in collaboration with a teacher/colleague.	
Accountability	We will proactively seek collaboration with students and each other through strategic, intentional and explicit practices.	
Accountability	We will have each other accountable to aligning our professional practice with our shared beliefs, vision and values.	
Student-Centered	We will plan and facilitate high-quality instruction that engages research-based practices based on what our students need.	
Urgency	We will engage with urgency in the study of our content and analysis of data to continuously improve our instructional plans.	

Today's Date		Start time: 8:00	Today's Focus and Participants		End time: 8:45
Facilitator	Teacher	Scribe	Teacher	Teacher	Collaborator
Time	Topic	Notes			
8:00-8:05	Why are we here?	<ul style="list-style-type: none"> 1 no-brain time, 2 min share: Choose topic: <ul style="list-style-type: none"> ○ Refer and share in OUR VISION ○ Refer and share in OUR MISSION ○ Choose a standard and share how you have used it to inform this work. High school on the way and will identify <ul style="list-style-type: none"> ○ Plan for next meeting 			
8:05-8:10	What's happening this week?	<ul style="list-style-type: none"> • Check a commitment at day • Instructional effectiveness • Team effectiveness 			
8:10-8:40	What are students learning?	<ul style="list-style-type: none"> • Choose collaboration topic: <ul style="list-style-type: none"> ○ Content-based practices ○ Instructional practices ○ Learning practices ○ Instructional practices 			
8:40-8:45	What will we do next?	<ul style="list-style-type: none"> • Choose collaboration focus for next meeting and determine what to prepare ahead of time • Verify that Next Steps form today • Thank each other for your time! 			

[Click for Example](#)

Support for Effective Instruction

- ✓ Clarity of Commitments & Expectations
- ✓ Systems that Support the Work
- Instructional Coaching

Systems that Support the Work

- **Instructional Coaching**

- **Who coaches?**

- ALL Instructional Leaders
 - Leaders are Aligned & Accountable

- **Purpose?**

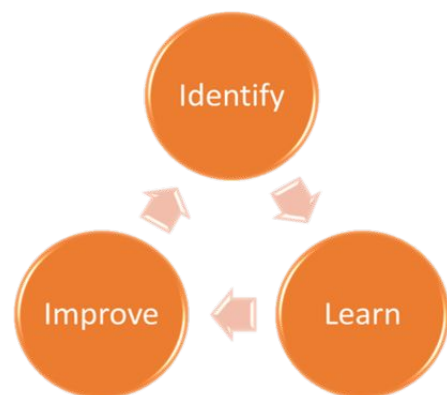
- Student Focused Goals
 - Supports Campus-wide Efforts

- **Types?**

- Individual
 - Group
 - Campus

Individual Coaching

- **ALL Leaders can Coach**
- **Leaders Align & Communicate**
- **Student-Centered Goals**



Knight's Impact Cycle

Group Coaching

- Identified by Shared Need
- Differentiated Support
- Aligned with Campus Focus



Department or Content Area



Grade Level Team



New-to-Campus or Profession



Intervention

Campus Coaching



1

Whole Campus PD during Staff Meeting Structured Student Talk for Remote Students

2

Instructional Leaders focus on Structured Student Talk through Observation & Feedback Cycles

3

Admin, IC's and Teacher Leaders all coach and support focus on Structured Student Talk

Support for Effective Instruction

- ✓ Clarity of Commitments & Expectations
- ✓ Systems that Support the Work
- ✓ Instructional Coaching

Breakout

Facilitator be prepared to share a single thought whole group.

Discussion Focus:

Which of these is a supportive leadership practice alive and well on your campus? How does it work?

- Clarity of Communication
- Systems of Support
- Coaching (all types)

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- ❑ HOW: Support for Effective Instruction
- ➔ ❑ HOW: Monitoring for Effective Instruction

HOW: Monitoring for Effective Instruction

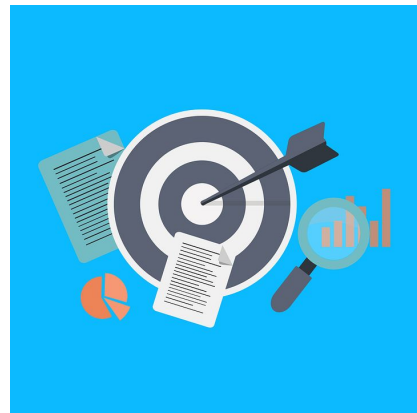
Monitoring for Effective Instruction

□ Collaboration & Planning

□ Teaching & Learning

Monitoring: Collaboration & Planning

- Participate in the Process
 - Attend Meetings
 - Documentation Review
 - Targeted Support



SAMPLE: Principal Weekly Calendar

**ALIGNED to the
RIGHT
priorities!**

TIME	MON	TUES	WED	THURS	FRI
8 AM					Elective Collab-PLC Room
9 AM	Coaches/AP Meeting-Principal's Office	Walkthroughs-Zone 1 and Tier 3	Mtg. w/ 7th Math Teacher	7th Team Meeting-PLC Room	Walkthroughs-Zone 1 and Tier 2
10 AM	Math Collab-PLC Room		Math Collab-PLC Room	Principal/AP Meeting-Principal's Office	6th Math Data Talk-PLC Room
11 AM	Office Work- CIP Updates	Science Collab-PLC Room	Office Work- HR and Budget	Walkthroughs-Zone 1 and Tier 2	Walkthroughs-Zone 1 and Tier 3
12 PM	Office Work- Prep Faculty Meeting	Mtg. w/ Secretary		Mtg. w/ Secretary	Social Studies Collab- PLC Room
1 PM	Mtg. w/ Secretary	Walkthroughs-Zone 1 and Tier 2	Mtg. w/ Secretary	6th Team Meeting-PLC Room	PRIDE Friday Celebration
2 PM	ELA Collab- PLC Room	8th ELA Data Talk-PLC Room	ELA Collab- PLC Room	Review	Mtg. w/ Secretary
3 PM	Mtg. w/ 8th ELA Teacher for Target Support	Walkthroughs-Zone 1 and Tier 3	Meeting with Math and ELA Consultants to debrief	8th Team Meeting-PLC Room	Walkthroughs-Zone 1 and Tier 3
4 PM			Faculty Learning Meeting-Family Room		
5 PM					

Monitoring: Teaching & Learning

- **Observation & Feedback**
 - Shared, Common Form
 - Aligned with Instructional Model
 - Works for ALL modalities

Smiley SAMPLE Middle School Observation & Feedback Form-Fall 2020	
DATE: xxxxxxxx	
FEEDBACK PROVIDED BY:	
TEACHER 1	
TEACHER 2	
COURSE	
PERIOD/SECTION	
OBSERVATION TYPE	
Live Observation (In-Person OR Virtual) Feedback	Virtual Asynchronous Classroom Feedback
CI PLAYBOOK: THINK-PAIR-SHARE	CI PLAYBOOK: THINK-PAIR-SHARE
CI PLAYBOOK: CUE-DO-REVIEW	CI PLAYBOOK: CUE-DO-REVIEW
CI PLAYBOOK: RANDOMIZATION	CI PLAYBOOK: RANDOMIZATION
CI PLAYBOOK: WRITTEN RESPONSE	CI PLAYBOOK: WRITTEN RESPONSE
CER: UNIT ORGANIZER	CER: UNIT ORGANIZER
CER: FRAME	CER: FRAME
5-to-1 Ratio (Positive Interactions)	5-to-1 Ratio (Positive Interactions)
Common Attention Signal ("Always" "Look Up")	Virtual Classroom Structure & Content Framework
Student Data Tracker (7th & 8th Core)	Student Data Tracker (7th & 8th Core)
Interactive Notebooks (ALL Core)	Interactive Notebooks (ALL Core)
Self-Managing Groups (ELAR)	Self-Managing Groups (ELAR)
Small Group Instruction (ELAR)	Small Group Instruction (ELAR)
Student Work/Response Aligned with Objective (2-3 samples examined or observed)	Student Work/Response Aligned with Objective (2-3 samples examined or observed)
Narrative Feedback Aligned with Campus Instructional Model Components and/or Campus Commitments-GLOW	Narrative Feedback Aligned with Campus Instructional Model Components and/or Campus Commitments-GLOW
Narrative Feedback Aligned with Campus Instructional Model Components and/or Campus Commitments-GROW	Narrative Feedback Aligned with Campus Instructional Model Components and/or Campus Commitments-GROW

Monitoring: Teaching & Learning

- **Analyzing Student Work**
 - **Shared/Common Samples**
 - Quickwrites, Explanation of a math problem, video explanation of concept
 - **Protocol to discuss and discover trends and misconceptions**



Monitoring for Effective Instruction

Leadership Support Cycle with Monitoring Data-EXAMPLE

Monday Meeting

- Administrators & Instructional Coaches
- Scheduled so ALL can participate

Analyze, Discuss & Calibrate Data

- assessment and classroom observation / walkthrough data
- observation of teacher collaboration meetings

Strategize for Support Adjustments:

- # of observations
- instructional coaching cycles
- systems updates
- professional learning

Breakout

Facilitator be prepared to share a single thought whole group.

Discussion Focus:

What systems are working well for your campus that ensure monitoring of:

- collaboration & planning?
- teaching & learning?

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