



Reforming Instruction

Technical Assistance Workshop

VDOE — Office of School Improvement

January 19, 2010

Technical Assistance Sessions

Sept. 20th

- Strand B: Moving Towards School Autonomy
- Strand G: Leading Change

November 12th

- Strand D: Working with Stakeholders & Building Support
- Strand H: Evaluating, Rewarding, & Removing Staff

January 19th

- Strand K: Reforming Instruction

March 14th

- Strand I: Providing Rigorous Staff Development
- Strand J: Increasing Learning Time

April 26th

- Reflections and Planning for 2011-12

Today's Agenda

Franklin City – Triage model overview

1:00 – 1:45 PM

Break

1:45 – 2:00 PM

Strand K: Reforming Instruction

2:00 – 4:00 PM

Break included

January 24th – Data Use Session

January 25th – Data Use Session

January 27th – Data Use Session

Reflections on Strands B, G, D & H

- B**
1. Examine current state and district policies and structures, and make modifications
 2. Reorient district culture toward shared responsibility and accountability
 3. Establish performance objectives
 4. Align resources (\$, time, people) with program
 5. Consider establishing a turnaround office or zone
 6. Negotiate union waivers (if applicable)

- D**
1. Assign transformation team members to create a work plan and communicate with stakeholders
 2. Announce change and anticipated actions publicly, communicate urgency, and signal the need for change
 3. Engage parents and the community
 4. Build support for transformation
 5. Establish a positive organizational culture
 6. Help stakeholders overcome resistance to change
 7. Persist and persevere but discontinue failing strategies

- G**
1. Become a change leader
 2. Communicate the message of change
 3. Collect and act on data
 4. Seek quick wins
 5. Provide optimum conditions for turnaround team
 6. Persist and persevere, but discontinue failing strategies

- H**
1. Evaluation –
 - Student outcomes
 - Training for evaluators
 - Transparency
 - Link to PD
 2. Rewards & Incentives –
 - Performance & Non-Performance based incentives
 - Career advancement
 3. Dismissals
 - Clear & informed goals & process
 - Swift exit

Strand K: Reforming Instruction

1. Establish a team structure among teachers with specific duties and time for instructional planning
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction
3. Align professional development with classroom observations and teacher evaluation criteria
4. Ensure that teachers align instruction with standards and benchmarks
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments

Strand K: Reforming Instruction

6. Differentiate and align learning activities
7. Assess student learning frequently using standards-based classroom assessments
8. Prepare standards-aligned lessons and differentiated activities
9. Provide sound instruction in a variety of modes
10. Demonstrate sound homework practices and communication with parents
11. Employ effective classroom management

1. Establish a team structure among teachers with specific duties and time for instructional planning

1. Align the various teams within the building to specific tasks – develop “specialists” to take on the instructional planning piece
 - The Leadership/School Improvement Team - principal and team leaders from the Instructional Teams (grade level or subject area teams)
 - Instructional Teams – groups of teachers by grade level or subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor progress, analyze data, adapt curriculum & lesson plans
 - School Community Council - principal, counselor, social worker, teachers, and parents who meet to advise, plan, and assist with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents’ role in supporting children’s learning at home.
2. Adapt the schedule to allow for sufficient team planning
 - Before-school, after-school, special event blocks, team teaching
 - In-service days are not usually sufficient as they are not frequent enough
3. Ensure sufficient coaching exists at the beginning, gradually remove supports as team leaders take on more responsibilities

Resources:

- SIG Handbook, Center on Innovation & Improvement, www.centerii.org

2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction

If a principal is not the instructional leader in the school, ensure that an assistant principal or specialist takes on that role & is in close contact with the principal.

- Learning & instructional roles required:
 - Classroom observations & feedback
 - Classroom behavioral management techniques
 - Collection, analysis, use of data for operational and instructional changes
 - Unit & lesson planning assistance
 - Aligning unit plans to learning standards/curriculum
 - Understanding of various instructional techniques
 - Ability to support differentiated learning
 - Ability to modify operations to support learning (day and year schedule, planning time, in-services, SES providers, after-school tutoring)

3. Align professional development with classroom observations and teacher evaluation criteria (1 of 2)

Change the perception of PD: make it a desirable use of time that will improve teachers' skills and advance their careers.

- Develop individual, group, and whole school professional development, based on the needs in the classroom
- Evaluate strengths and weaknesses of individual teachers
- Allow teachers to identify PD needs
- Encourage teachers to lead PD sessions
- Work with other schools/districts/consultants to bring in specialized assistance
- Ensure that PD is linked to the teacher evaluation process
- Reinforce PD lessons throughout the year

3. Align professional development with classroom observations and teacher evaluation criteria (2 of 2)

Ways to identify PD needs:

- Classroom observations
- Examine lesson plans
- Self-assessments
- Portfolio assessments
- Review student work samples

Provide immediate feedback
of a few positive and
negatives

Recognize improvement of
individuals

Ways to monitor instructional practices:

- Hold pre-observation conference to discuss:
 - Goals of the lesson
 - How the lesson plans aligns with SOLs
 - How student performance will be assessed
- Hold post-observation conference to discuss:
 - Observations of the lesson
 - Resulting assessment data (either formative and/or summative)
 - Discuss changes to make in future lessons

Resources:

- SIG Handbook, Center on Innovation & Improvement, www.centerii.org

4. Ensure that teachers align instruction with standards and benchmarks

The more that teachers are involved with the alignment process, the more likely they are to implement practices and processes in the classroom.

- Create teams or workgroups for each grade and/or content area to:
 - Compare the current curriculum with the SOLs
 - Ensure that vertical alignment exists, but doesn't duplicate teaching
 - Acknowledge any required district materials, and eliminate if not aligned or effective
 - Review class prerequisites to ensure they are being taught in earlier classes
 - Backwards map from high school "exceeding standards" performance levels
 - Create formative and summative methods or assessments to monitor progress
 - Review instructional strengths & weaknesses at the end of each quarter
 - Note changes for next year
- Complete observations to check for implementation in the classroom

Resources:

- Restructuring Handbook and Substantial School Improvement. Center on Innovation & Improvement, www.centerii.org

5. Monitor and assess student mastery of standards-based objectives & make appropriate curriculum adjustments

Standards define the appropriate levels of proficiency, but the curriculum should be backwards mapped from “mastery” or “exceeds standards.”

- How can the results of iStation and the Algebra readiness assessments be used in your school on a frequent basis?
- Lessons, unit plans, and the curriculum may vary, but the same standards and objectives must be met
 - Especially important for schools that have high mobility rates
- If district-defined materials (textbooks or programs) are not sufficient for your school – change them

Resources:

- The Mega System, Academic Development Institute, <http://www.adi.org/mega/chapters/ChapterThree.pdf>

Evaluation of Shared Leadership for Data & Research Decision-Making

Fill out the survey of Decision Making Indicators,
Page 58, Part B: Data and Research

- *The Mega System*, Chapter Two – Deciding
Academic Development Institute
<http://www.adi.org/mega/chapters/ChapterTwo.pdf>

6. Differentiate and align learning activities

- Differentiated instruction is not a single strategy or practice -
- Examine the broader structures in the school that could be adjusted to enhance learning, i.e. same sex classrooms -

- Types of learning that can be differentiated:
 - Instructional content
 - Process
 - Product
 - Learning Environment
 - Assessment
- Differentiate based on:
 - Readiness
 - Interest Learning profiles
- Differentiate by:
 - Varying teaching techniques
 - Providing multiple examples
 - Allowing oral and written responses
 - Grouping students

Resources:

- SIG Handbook, Center on Innovation & Improvement, www.centerii.org
- Tomlinson, C. How to differentiate instruction in mixed ability classrooms (2nd ed). Association for Supervision and Curriculum Development

7. Assess student learning frequently using standards-based classroom assessments

Assessments are used to examine: 1) What a student knows and can do, and 2) Patterns of strengths and weakness in what a group of students knows and can do.

- Types of assessments include:
 - Diagnostic-prescriptive assessments, such as unit pre-tests and post-tests, used by teachers and teams
 - Pre-test and post-test can be the same test, or parallel items for the same objectives
 - Embedded assessments that are part of learning activities by which the teacher determines mastery of objectives by the student's successful completion of the activity
 - Formative assessments are designed to allow the teacher to check the level of learning and immediately adjust instructional strategies
 - Summative assessments are given at the end of 1-2 units
 - Periodic/Quarterly assessments, are provided by testing firms or by the district or school to gauge student mastery of standards-based objectives at several points through the school year (iStation, ARDT)
 - Annual assessments such as state standards assessments and standardized achievement tests

Resources:

- Restructuring Handbook and Substantial School Improvement. Center on Innovation & Improvement, www.centerii.org

8. Prepare standards-aligned lessons and differentiated activities

- Create unit plans that cover approximately 3-6 weeks of content
 1. Determine the concepts, principles, and skills that will be covered within the unit.
 2. Identify the standards/benchmarks that apply to the grade level and unit topic.
 3. Develop all objectives that clearly align to the selected standards/benchmarks.
 4. Arrange the objectives in sequential order.
 5. Determine the best objective descriptors.
 6. Consider the most appropriate elements for mastery and construct criteria for mastery.
 7. Develop pre/post test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.
 - Compare the unit plan to your classroom's needs and abilities -
 - Identify roadblocks or barriers based on current skill levels -
 - Adapt the instructional strategies to meet student needs -

Resources:

- The Mega System, Academic Development Institute, <http://www.adi.org/mega/chapters/ChapterThree.pdf>

9. Provide sound instruction in a variety of modes

- Modes of instruction:
 - Teacher-direct whole-class
 - Teacher-directed small-group
 - Teacher-directed individual
 - Student-directed small-group
 - Independent work
 - Computer-based/assisted
- Think about:
 - Students strengths & weaknesses
 - Resources & materials relevant to student interests
 - Ways to connect with other curricular areas, units, or grades
 - How to combine instructional techniques
 - How to differentiate learning for various skill levels
 - How to group students (accelerate high achievers, support underperforming, encourage peer mentoring)

Resources:

- Restructuring Handbook and Substantial School Improvement. Center on Innovation & Improvement, www.centerii.org

10. Demonstrate sound homework practices and communication with parents (1 of 2)

The total amount of time devoted to homework is less important than the development of independent study habits. Although, the amount of time should increase through the grade levels.

- Homework is the primary point of interface between the school and the home
- Ensure that parents understand what is expected of students and their role in monitoring their children's homework.
- Ensure consistency from teacher to teacher and across grade levels and subjects (to help both parents and students)
- Homework should be used primarily for practice and mastery rather than introduction of new learning
- Homework is most effective when graded, corrected, and promptly returned
- If homework folders are used for the lower grades, ensure that they are checked and notes are sent home with the students
- If possible, use electronic communication to ensure that parents know what is required of their students

Resources:

- Restructuring Handbook and Substantial School Improvement. Center on Innovation & Improvement, www.centerii.org

10. Demonstrate sound homework practices and communication with parents (2 of 2)

- A productive and stimulating home environment includes:
 - Informed parent–child conversations about school and everyday events;
 - Encouragement and discussion of leisure reading;
 - Monitoring, discussion, and guidance of television viewing and peer activities;
 - Conversations about long-term goals;
 - Showing interest in the child’s academic and other progress as a person
 - Encouragement that learning can be fun
 - A quiet and safe space to complete homework
- Teachers should communicate regularly with parents about day-to-day progress, struggles, and successes
- Parents should be able to contact teachers easily
- If parents have online access, computer-based communication can be used effectively
- Translators should be available (and publicized) to parents who don’t speak or understand English well

Resources:

- Restructuring Handbook and Substantial School Improvement. Center on Innovation & Improvement, www.centerii.org

11. Employ effective classroom management

- Film effective teachers and share those videos with struggling or new teachers
- Film struggling or new teachers and critique individually or as a group
- Create a safe environment to examine strengths and weaknesses
- Modify the schedule to allow team teaching
- Visit classrooms at other schools
- Possible required reading, *Teach like a Champion* (reference below)
 - Technique #1: No Opt Out. How to move students from the blank stare or stubborn shrug to giving the right answer every time.
 - Technique #35: Do It Again. When students fail to successfully complete a basic task—from entering the classroom quietly to passing papers around—doing it again, doing it right, and doing it perfectly, results in the best consequences.
 - Technique #38: No Warnings. If you're angry with your students, it usually means you should be angry with yourself. This technique shows how to effectively address misbehaviors in the classroom.

Resources:

- Doug Lemov. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*, 2010
<http://www.uncommonschools.org/usi/aboutUs/taxonomy.php>
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470550473,descCd-buy.html>

Reforming Instruction Timeline

Jan-March

- Identify strong and weak teachers
- Provide targeted PD to weakest teachers
- Develop & improve instructional team meetings
- Increase data analysis with staff
- Provide classroom behavioral management training to all teachers

April-June

- Counsel out or remove weak teachers
- Allow strong teachers to demonstrate best practices for faculty
- Launch regular departmental & grade meetings to focus on instruction
- Create team to examine & align curriculum/standards/pacing guides

July-August

- Team examines & aligns curriculum/standards/pacing guides
- Training sessions for all teachers
 - Data use
 - Aligned curriculum
 - Differentiated instruction
 - Creation of lesson plans
 - Assessment creation and use

September-beyond

- Adjust schedule to allow team teaching in a few circumstances (if necessary)
- Hold departmental, grade, and instructional team meetings regularly
- Analyze data constantly
- Make instructional adjustments as needed
- Provide trainings and information sessions for parents

Using data to drive instruction

Ensure that all decisions are linked to 1) each other for alignment and 2) the data.

- Types of data to collect:
 - Demographic
 - Administrative
 - Process
 - Perceptual
 - Achievement
- Action steps:
 - Develop or adapt system to collect data
 - Select staff member or office to lead collection & analysis
 - Create data wall of note cards (with each student's face & assessment scores)
 - Train teachers and principals how to understand and use data
 - Train teachers and principals how to make changes based on the data
 - Create action plans for each student group and individual students

Resources:

- SIG Handbook, Center on Innovation & Improvement, www.centerii.org

Data Use

Questions for discussion:

- Did you receive the scores you expected to receive? Why/why not?
- How are you currently using data to inform instruction?
- What is your vision for data use and informed instruction?
- What are the major barriers to achieving that vision?
- What steps are taken to use data?
 - Collect data
 - Analyze data
 - Compare to standards
 - Discuss how to change instruction

Follow Up

- **Next Steps:**

- Attend the 2nd portion of this session on Facilitating Data Meetings & Using Data to Inform Instruction
- Jan. 24th, 25th, or 27th

- **Questions:**

- Please contact me with any questions or clarifications, jcorbett@corbetteducation.com or 312-479-7719

Reflections on Strand K

- Regarding Strand K (Reforming Instruction):
 - What changes to each strand do you anticipate?
 - Which will be the most difficult?
 - Which will be the easiest?
- How could you work with other divisions on any of the required elements?
- How could the state provide assistance with the implementation of any of the required elements?
- What questions should be addressed as the Instruction sections of your work plans are revisited?