Working Breakfast Action Items

• Log on to www.onlineobservationtools.com (follow directions on the tabletop tent)
• Review the action plan bullets school division teams in Roanoke and Williamsburg submitted during their initial training and reflect on what items you have seen/heard evidence of being done (yellow sheets, left hand folder pocket)
Dr. Yvonne Holloman
Office of School Improvement
VDOE
Session Learning Goals (hp.1)

- Examine and discuss the project aggregate and school level observation data
- Increase inter-rater reliability and proficiency in using the SURN Indicators of Student Engagement tool
- Consider issues and needs in building principals’ capacity to engage in courageous conversations
- Discuss how to support principals completing their action research project
People Search Bingo (hp. 2)

• Review the BINGO card: 5 categories - 4 focused on student engagement and formative feedback; 1 “just for fun”
• Engage colleagues in discussion about an item giving one and getting one.
• Sign your colleagues’ form
• Get a BINGO and show your card to a SURN staffer for your prize.
• Keep networking until time runs out!
Aggregate DLST Data
Data Pulled 1/6/15

685 Total Observations using the SURN Indicators of Student Engagement Observation Protocol
Number of Observations by Content Area (n=617, 1/6/15)

- Reading: 46%
- Math: 34%
- Language Arts: 16%
- Social Studies: 1%
- Science: 2%
- Other: 1%

Total: 100%
Indicators of Student Engagement Observed (N=685), 1/6/15

Number of Times Checked

1. Learning Goals
2. Making Choices
3. Reading
4. Writing
5. Discussing
6. Problem Solving
7. Creating Products
8. Cooperative Learning
10. Learning Tools
11. Self-Assessing
12. Engaging in Feedback

Indicators

L1. WS/HW
L2. Oral Turn Taking
L3. Resonding Orally
L4. Listening
L5. Off-Task
L6. Engaging in Feedback
L7. Creating Products
L8. Cooperative Learning
L10. Learning Tools
L11. Self-Assessing
L12. Engaging in Feedback

Number of Times Checked
School Data (white pages, left hand pocket)

- Examine the aggregate school level data
- Identify prevalent and not prevalent indicators
- What Hums do you have? What Aha! thoughts come to mind?
Data Talk Pyramid

• Share your observation reflections (2 minutes per person)
  – Observation process
  – Prevalent indicators observed
  – Hums and Implications

• Take turns recording tablemates’ sharing on the pyramid (person to the left of the speaker records)

• Pop up the pyramid after individual sharing

• Discuss each side of the pyramid as a team and add details
Take a
break
You’re a collaborative observer...
(hp. 3, 4 OR onlineobservationtools.com & yellow card)

- Review the indicators for student engagement.
- Plan to go into two classrooms with 5 minutes between observations.
- View the video clips of the elementary teachers and apply the *Student Engagement* observation protocol.
- Be prepared to discuss your observations.
Formative Assessment - Evaluation

The most powerful moderator that enhances achievement is feedback.

John Hattie
TURN & TALK: Discuss in your groups which items you identified and why. What level of inter-rater reliability did you achieve?

Consensus-building!
What do you want to know? (hp. 5-6, blue card)

• Consider the power of feedback
• Scan pages 5-6
• Talk with a table mate about how you would apply this
• Draft together a question or two using stems from the blue card (same as p. 6) to for Raven Talley (4th grade reading)
<table>
<thead>
<tr>
<th>Effective Practices Observed (Use Data):</th>
<th>Area of Growth (Use Data):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired outcomes for the conference:</td>
<td></td>
</tr>
<tr>
<td>Circumstances to consider:</td>
<td></td>
</tr>
<tr>
<td>Questions to pose/ Suggestions to make:</td>
<td></td>
</tr>
</tbody>
</table>

*New Teacher Center at the University of California, Santa Cruz*
With your table top, complete the highlighted sections (hp.7)

<table>
<thead>
<tr>
<th>Effective Practices Observed (Use Data):</th>
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</tr>
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</tr>
<tr>
<td>Questions to pose/ Suggestions to make:</td>
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</tr>
</tbody>
</table>

*New Teacher Center at the University of California, Santa Cruz*
Try Out the Supportive Language Stems (blue card, hp. 7)

<table>
<thead>
<tr>
<th>Effective Practices Observed (Use Data):</th>
<th>Area of Growth (Use Data):</th>
</tr>
</thead>
</table>

Desired outcomes for the conference:

As a team:

Write two questions you want to ask Raven Talley

Circumstances to consider:

Questions to pose/ Suggestions to make:

*New Teacher Center at the University of California, Santa Cruz*
The Visible Learning story

“The greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.”

Hattie (2012) p. 14

“The claim is that teachers and school leaders who develop these ways of thinking are more likely to have major impacts on student learning.” Hattie (2012) page 166 in my book 😊.
How do we develop these mindframes?

Take the Guskey challenge. Determine the order between four elements of change:

Professional Development
Student achievement
Change in practice
Teacher beliefs
“People begin to change their behaviors before they change their beliefs.”

Fullan (2006) p. 88
Visible Learning Mindframes

1. I am an evaluator
2. I am a change agent
3. I talk more about the learning than the teaching.
4. I see assessment as feedback on my impact
5. I engage in dialogue not monologue
6. I enjoy the challenge vs. perfection
7. I develop positive relationships
8. I inform all about the language of learning
9. Learning is hard work
Reflect, Plan, & Discuss as a School Division Team for Implementation
(we’ll start back as a group @ 1:15 pm)

Discuss by School Division Teams

Hattie would say:
– Where are we?
– How are we going to get there?
– What are our next steps?

Another way to say is:
• What are your key take-aways from these two days (immediate next steps)
• How will you share these?
• What are your priorities for next action steps?

By 1:14 pm, central office person should email Jan a few bullets addressing each item
mjrozz@wm.edu
Your TURN
Discuss and Plan Next Steps
(we’ll start back as a group @ 1:30 pm)

Discuss by Contractor Table Top Teams

Hattie would say:
– Where are we?
– How are we going to get there?
– What are our next steps?

Another way to say is:
• What are your key takeaways from the evidence you’ve seen today (immediate next steps)
• What are you going to share with your division leadership teams?
• What are your priorities for next action steps?

By 1:29 pm, contractors should email Jan a few bullets addressing each item mjrozz@wm.edu
Lunch Time Review of School Goals (yellow sheets, if not finished this morning)

12:30-1:30 pm
Action Research by Principals

Introduce observation tool to teachers

Observe a minimum of 12 teachers prior to the end of January using the SURN Indicators of Student Engagement Tool

Build knowledge and use of High Yield Instructional Strategies in the school (e.g., book study, professional development)

Observe 20 teachers using the form in the spring

Reflect upon on the pre-post data

Identify implications for PD focus during the remainder of the school year and next year

LYNN W. TURNER
PRINCIPAL, D.J. MONTAGUE
TURNERL@WJCC.K12.VA.US
Engaging Students in their Learning with HY Instructional Strategies
Visible Learning for Teachers Maximize Impact on Learning

Know Thy Impact

<table>
<thead>
<tr>
<th>What does the phrase mean to you?</th>
<th>What does it mean to us as a school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding that what we say and do impacts students learning academically and socially.</td>
<td>Know Thy Impact has an emotional as well as academic aspect on the child.</td>
</tr>
<tr>
<td>You need to know what you’re trying to do and be able to assess.</td>
<td>Motivating enthusiasm, a safe learning environment is which mistakes are part of learning.</td>
</tr>
<tr>
<td>Before an impact can be made, relationships have to be built.</td>
<td>Showing them that learning gives power.</td>
</tr>
<tr>
<td>Understanding your/our purpose...why we’re here...why we do our job!</td>
<td>Community that makes the impact— it’s everyone.</td>
</tr>
<tr>
<td>Be aware of the difference you do can make!</td>
<td>Giving students skills to succeed/a chance to succeed.</td>
</tr>
<tr>
<td>Impact of one goes beyond one year.</td>
<td>Teamwork is key.</td>
</tr>
<tr>
<td>What is within your control?</td>
<td>We all have to be on the same page.</td>
</tr>
<tr>
<td>Teachers have the ability to inspire or kill a child’s passion for learning.</td>
<td>Remember the big picture.</td>
</tr>
<tr>
<td>My planning has a direct impact on student learning.</td>
<td>Know your students and their learning styles.</td>
</tr>
<tr>
<td>Have data to backup goals and follow up.</td>
<td>Know that what you do instructionally and in caring for student’s well-being matters on each student’s life as well as the school community.</td>
</tr>
<tr>
<td>Know where you’re going.</td>
<td>Even the smallest efforts or acts make a difference for our students.</td>
</tr>
<tr>
<td>What I say, how I behave and respond to my students, influences their success or failure.</td>
<td>Knowing that you make a million decisions throughout the day that impact your students. Sometimes in ways you may not even consider or realize.</td>
</tr>
<tr>
<td>You have the power to make a child feel successful in their learning or not.</td>
<td>You (the teacher) need to know your students in order to have an impact on them.</td>
</tr>
<tr>
<td>Understand what I say and do has an effect on children.</td>
<td>Acts like you are with a child you are making an impact.</td>
</tr>
</tbody>
</table>
• Hattie’s High Yield strategies on the “barometer of influence”

• *Know Thy Impact* – what does it mean and why is it important to DJM teachers and students

ENGAGING THE ADULT LEARNERS TO “KNOW THY IMPACT”
• Getting to know the “Indicators of student engagement observation tool

• Examples/Non-examples

• “The important thing about student engagement is....

• Cross-walk for direct instruction and student engagement

The important thing about student engagement is...

Because:

- I am open-minded.
- I am curious.
- I am observant.
- I am engaged.
- I am happy.
- I am interested.
- I am safe.
OBSERVATION DATA

Know Thy Impact
<table>
<thead>
<tr>
<th>Observation Tools Used</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>38</td>
</tr>
<tr>
<td>Effective Teacher Pedagogy</td>
<td>8</td>
</tr>
<tr>
<td>High Yield Teacher Behaviors</td>
<td>7</td>
</tr>
<tr>
<td>Total Observations</td>
<td>53</td>
</tr>
</tbody>
</table>
CONTENT AREAS OBSERVED

Fall
- Reading
- Math
- Social Studies

Spring
- Reading
- Math
- Social Studies
OBSERVATION DATA SUMMARY

STUDENT INDICATORS OF ENGAGEMENT
SPRING/FALL

[Bar chart showing data for different categories labeled L1 to L5, with bars indicating Fall and Spring data.]
STUDENT INDICATORS OF ENGAGEMENT
CUMULATIVE DATA

DJMES SIE Higher-yield Data

- Setting learning goals: 11.11%
- Making choices: 25.00%
- Reading: 27.78%
- Writing: 27.78%
- Discussing text: 19.44%
- Problem solving: 47.22%
- Creating products: 33.33%
- Cooperative group experiences: 36.11%
- Real-world experiences: 52.78%
- Meta-cognitive strategies: 27.78%
- Creatin/using learning: 8.33%
- Self-assessment: 22.22%
- Specific feedback: 22.22%

36 observations
DJMES SIE Lower-yield Data

- Worksheet / HW: 47.22%
- Oral turn taking: 27.78%
- Responding orally: 75.00%
- Listening: 72.22%
- Off Task: 25.00%

36 observations
STUDENT INDICATORS OF ENGAGEMENT
High Yield

• Using learning tools/manipulatives (52%)
• Discussing text/content (47%)
• Metacognitive Strategies (36%)
• Creating products (34%)
• Engaged in Reading/Writing (28%)

Low Yield

• Responding orally (75%)
• Listening (72%)
• Worksheets/HW (47%)

PREVALENT PRACTICES FROM THE DATA
WHAT ARE THE MISSING PIECES (INDICATORS) OF STUDENT ENGAGEMENT?

Use data to monitor increases in priority instructional practices

- Student self-Assessment – formative feedback to teacher (8% ES=0.90)
- Formative Feedback (22% ES=0.75)
- Student Goal Setting (11% )
WHAT’S NEXT FOR PD IN 2014-15
• Work within the PLC to increase engagement of students through developing goal setting strategies, and more frequent use of self-assessment tools.

• Facilitate student initiated feedback

• Engage teachers in using the tool for “Indicators of Student Engagement”

• Use video clips to facilitate dialog and development of capacity for identifying engagement

• Create weekly “walk thru” teams for peer observations
• Continue to collect data to monitor increased use of student engagement as we align the work of the PLC to augment teachers “engagement” with the tools, create consistency in recognizing and defining engagement.

• Continue to use the tools to provide feedback to “identified” teachers whose instructional practices rely on LYIS.

• Use data to monitor increases in priority instructional practices—Formative Feedback, Student Goal Setting and Self-Assessment.
• Presented by the 5 WJCC SURN participants
• All senior leadership, principals and APs
• Two half days in Feb. and March
• Collaborative observations for principals and APs
Crosswalk between direct instruction and student engagement

LESSONS FROM SURN FOR WJCC LEADERSHIP AND LEARNING
The important thing about student engagement is that students are willing participants, present mentally and physically. They collaborate and ask questions. Everyone's ideas are valued. Students learn about themselves and others. But the important thing about student engagement is that students are willing participants, present mentally and physically.
Generate Action Plan Look Fors

• On the chart paper or your own
  – Before (context, initial 12 observation-min.)
  – During (school year PD)
  – After (next steps based on the data)

• Write “look fors” and “ask abouts” for each stage of the Action Plan process
<table>
<thead>
<tr>
<th>Look for</th>
<th>Ask about</th>
</tr>
</thead>
<tbody>
<tr>
<td>See if you have data (SURN shared it) Examine the improvement plan</td>
<td>Looking at the What data have you gathered, what patterns have you gleaned, what conclusions about student engagement?</td>
</tr>
<tr>
<td>(division and school) and what data they have relative to that data</td>
<td>What professional development was previously done? How is it embedded in what is done?</td>
</tr>
<tr>
<td></td>
<td>How do you determine teachers whose classrooms/students would work for peer observations?</td>
</tr>
<tr>
<td></td>
<td>Correlation between LYS use and student scores and interventions</td>
</tr>
<tr>
<td></td>
<td>How can cohort 3 schools use the observation data to inform their SIP</td>
</tr>
<tr>
<td></td>
<td>What is the relationship of the initial action plans to the work that is being done during the year.</td>
</tr>
</tbody>
</table>
## During

<table>
<thead>
<tr>
<th>Look for</th>
<th>Ask about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation between LYS use and student scores and interventions</td>
<td>Is there a relationship between the 12 observations and what the contractor is finding in observations?</td>
</tr>
<tr>
<td></td>
<td>What is the process being used to convey the observation results to teachers? What impact are they seeing?</td>
</tr>
<tr>
<td></td>
<td>Describe how you are monitoring/following up with teachers based on your previous observations.</td>
</tr>
<tr>
<td></td>
<td>Is this being implemented with fidelity?</td>
</tr>
<tr>
<td></td>
<td>Are we doing what we agreed we would do?</td>
</tr>
<tr>
<td></td>
<td>How are students improving in their learning and engagement since the fall baseline? How has instruction changed so that students are more engaged?</td>
</tr>
<tr>
<td>Look for</td>
<td>Ask about</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Comparison of the fall/spring data | What are your PD plans for the rest of the year?  
What have you/school/faculty learned about student engagement?  
What have we learned from the process? What is next?* NOTE all of the schools except possibly 10 will continue in 2015-16  
Induction consideration: What is your plan for sharing the work in 2014-15 with the new folks joining your school in 2015-16? How will you sustain your work? |
Please complete your evaluation

To be really helpful,

• Put items back in the toolbox
• Throw away your trash
• Turn in the your nametag and evaluation to the baskets as you leave