

Central Office Leaders Workshop

SURN

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WILLIAM & MARY

CHARTERED 1693

Learning Intentions (p. 4)

By the end of the session(s), participants will:

- Increase understanding and application of a model of explicit instruction as a pedagogically strong and useful instructional design.
- Examine the role of feedback and coaching in their context and develop strategies for providing meaningful feedback.

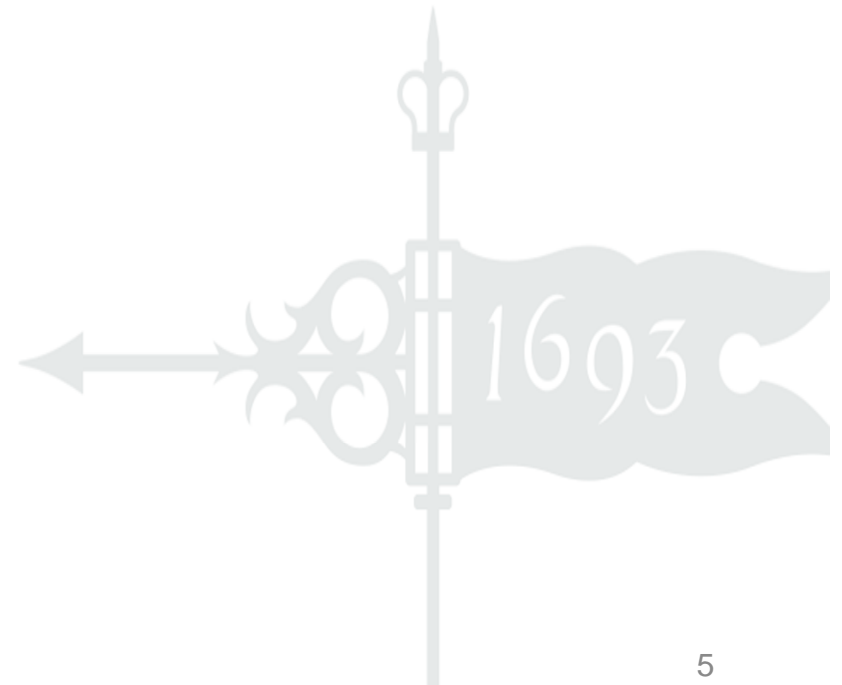
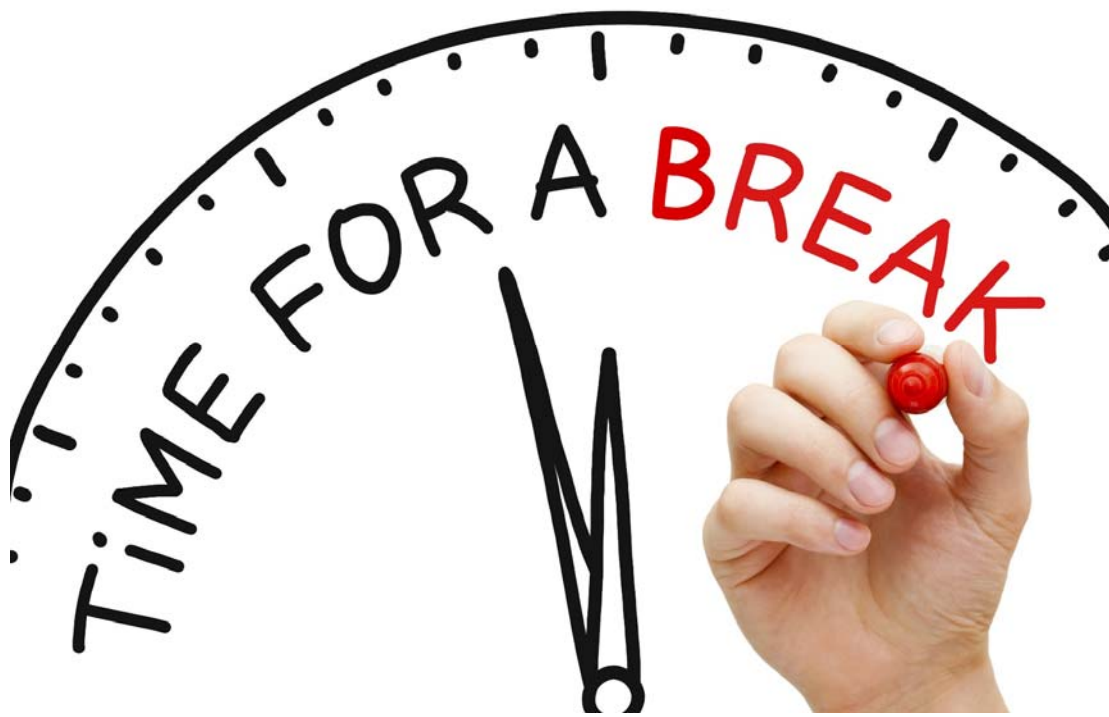
Collaborative Observation Debrief

pp. 5-6

- All write silently (5 minutes)
- Number off 1-4
- Regroup and use the reflection grid and the questions on p. 6 to discuss your observations (20 minutes)
 - Monitor air time
 - Probe for understanding
 - Identify common threads

Most Important Points (M.I.P.) p.6

- Identify a shared “Ah-ha”
 - Create a one sentence summary of your ah-ha
 - Write it on the green sentence strip
- Identify a shared “Oh-no”
 - Create a one sentence summary of your oh-no
 - Write it on the blue sentence strip
- Share and post



Characteristics of Explicit Instruction
Effective Teacher Pedagogy Form
Observation Simulation, Feedback & Dialogue
Chuck Wagner, Ed.D.

**EFFECTIVE DIRECT/EXPLICIT
INSTRUCTION &
TEACHER PEDAGOGY**

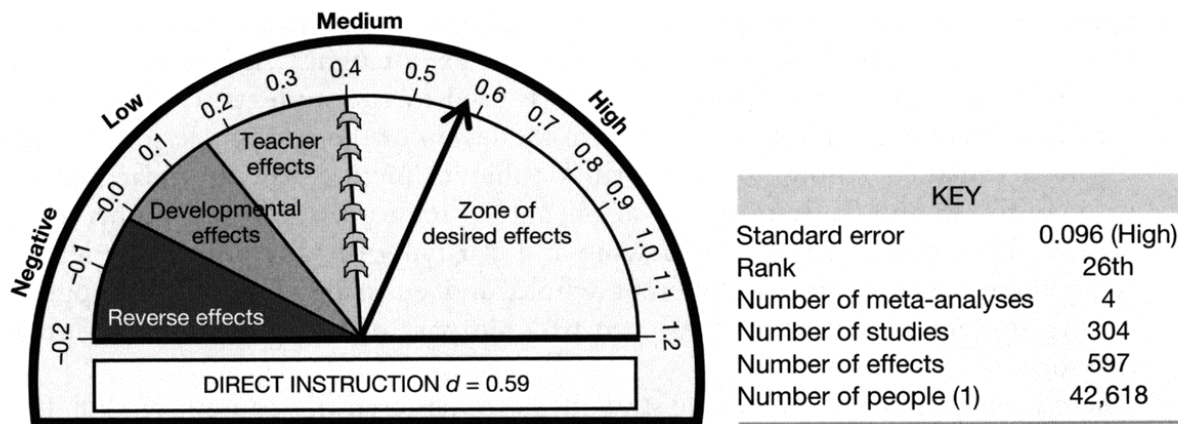


Visible Teaching Influences (p. 7)

Examine the Crosswalk to Influences Identified by Hattie (2009) with Medium to High Effect Sizes	Effect Size	Read about it in <i>Visible Learning</i> (2009)
Teacher clarity	d = .75	p. 125-126
Teacher-student relationships	d = .72	p. 118-119
Vocabulary programs	d = .67	p. 131-132
Teaching strategies	d = .60	p. 200-203
Direct instruction	d = .59	p. 204-205
Reading comprehension programs	d = .58	p. 136-137
Mastery learning	d = .58	p. 170-171
Classroom cohesion	d = .53	p. 103
Classroom management	d = .52	p. 102
Small-group learning	d = .49	p. 94-95
Questioning	d = .46	p. 182-183
Teacher expectations	d = .43	p. 121-122

Direct Instruction $d = .59$ (p. 7)

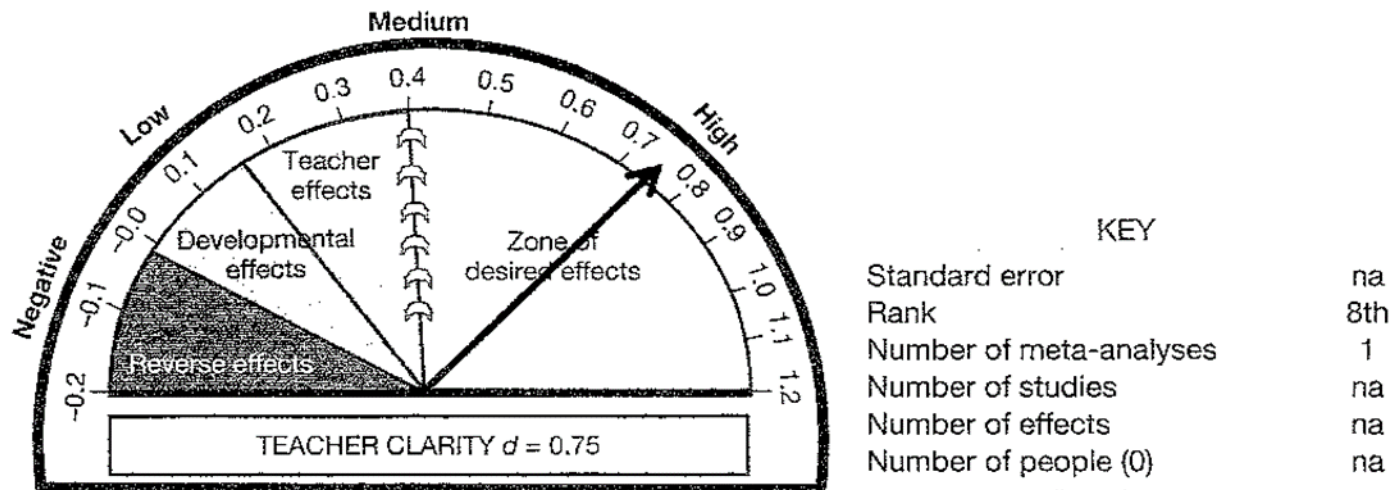
The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modeling, evaluates if they understand what they have been told by checking for understanding, and re-telling them what they have been told by tying it all together with closure.



Hattie, J. (2010). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, p. 49.

Teacher Clarity $d = .75$ (p. 7)

... defined as organization, explanation, examples and guided practice, and assessment of student learning.



Hattie, J. (2010). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, p. 126

What Is Explicit Teaching? (p. 8)

- Involves directing student attention toward specific learning
- Occurs in a highly structured environment
- Focuses on producing specific learning outcomes
- Breaks down topics and content into small parts taught individually, in a logical order
- Involves modeling skills and behaviors and modeling **thinking** with the teacher *thinking out loud* when working through problems and demonstrating processes for students

Explicit Teaching (p. 8)

- Begins with setting the stage for learning
- Is followed by a clear explanation of what to do (telling)
- Is followed by modeling of the process (showing)
- Is followed by multiple opportunities for practice (guiding) until independence is attained
- Moves systematically from extensive teacher input and little student responsibility initially — to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

Explicit Teaching Components (p. 8)



- Engage and Hook
- Explain and Model
- Explore and Apply
- Assess and Close

Engage and Hook (p. 8)



- State learning intentions
- Communicate success criteria
- Access prior knowledge
- Excite and invite learning

Explain and Model (p. 8)



- Explain and describe how to achieve learning intentions
- Connect ideas within and across lessons
- Model how to achieve learning intentions

Explore and Apply (p. 8)



- Engage students in applying what was explained and modeled
- Provide guided practice
- Release to independent practice
- Monitor guided and independent practice
- Conference and coach
- Re-teach when necessary

Assess and Close (p. 8)



- Re-cap learning
- Engage students in reflection and self-assessment
- Engage students in goal-setting
- Assess (collect assignments, exit tickets, graphic organizers, etc.)
- Describe homework

Instructional Gap Analysis for Explicit Teaching (p. 9)

- How might you use this tool with teachers?



Goals, Roles, and Processes

Is there a well-communicated process for feedback in your school/division?

In what ways are you involved in (or with) this process?

Examine the Effective Teacher Pedagogy Observation Protocol (p. 10)

- Work with your table team and answer the following questions:
 - What “indicators” do you notice?
 - What else do you notice about the observation protocol?

Collecting Data for Reflection

Evidence	Opinion
<ul style="list-style-type: none">• Observable• Objective• Non-judgmental• Specific• Unambiguous	<ul style="list-style-type: none">• Draws conclusions• Subjective• May include value judgments• Makes inferences

View and Prepare to Apply

pp.10-11

- Let's observe an Algebra I class together.
- Use the SURN *Effective Teacher Pedagogy* observation protocol to collect data.
- Algebra I Mixture Problems

Post-observation and Inter-rater Reliability

- Discuss with your table team what you observed.
- Spend a few moments and debrief the observation.
- Where might you begin in terms of providing feedback to this teacher?
- How might learning leaders use video in the feedback process?

Preparing for the Post-observation (p.12)

- Using the Conferencing Protocol – all write independently:
 - What did you observe?
 - To what do you want to draw attention?
 - What questions might you pose?
 - What instructional coaching might you provide
- Table top discussion
- Group takeaways

Conference Protocol (p.12)

Effective Practices Observed (Use Data):	Area of Growth (Use Data):
Desired outcomes for the conference:	
Circumstances to consider:	
Questions to pose/ Suggestions to make: ORID	

**New Teacher Center at the University of California, Santa Cruz*

Language & Questions for Providing Feedback (pp.13-14)

In pairs

- Peruse the tool on p.14
 - Notice the categories
 - Select a question from each category for use with this teacher
 - Identify one way you can use this tool in your practice in your context to share at the table.
- Objective
 - Reflective
 - Interpretive
 - Decisional

*School Administrators of Iowa

Effective Feedback is NOT...



But should be...

- Tangible and transparent
- Actionable and accepted
- Specific and personalized
- Timely and goal-oriented



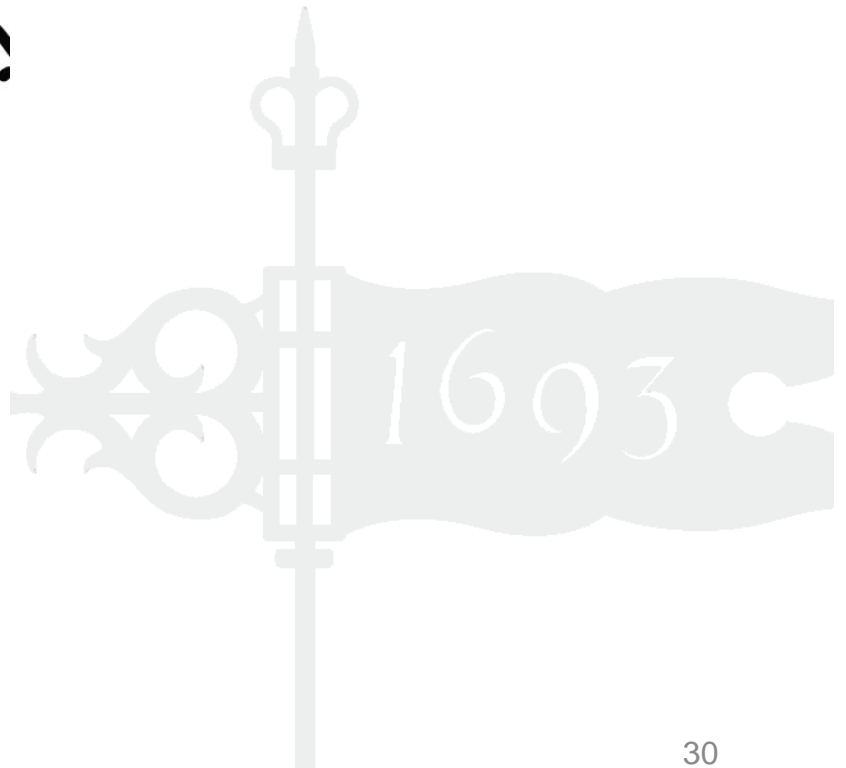
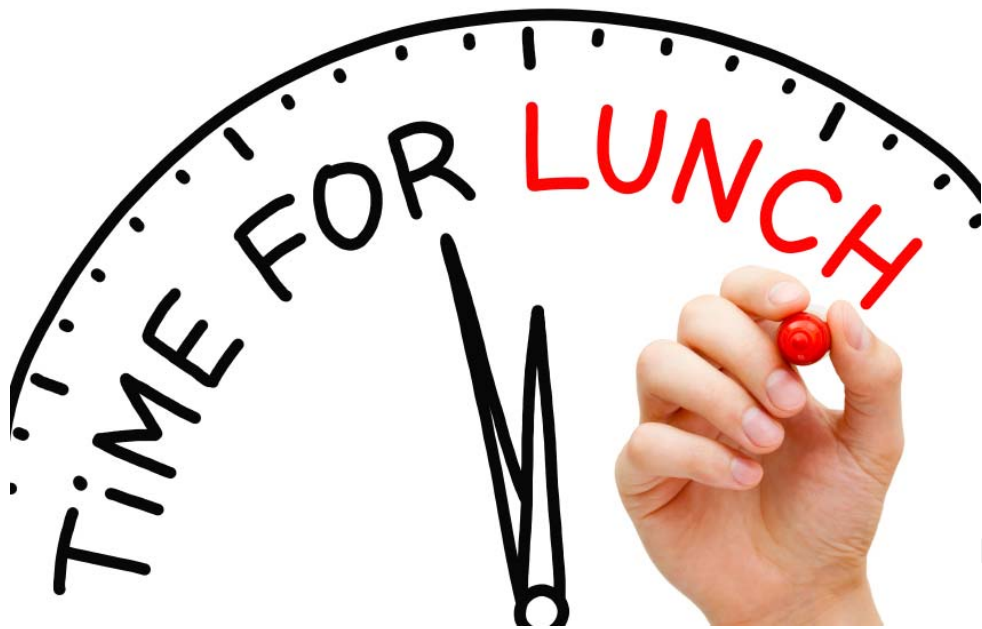
How might the Effective Teacher Pedagogy Observation Protocol inform your instructional leadership this year?

PROCESS THE PROCESS



Planning Strategically to Support Principals (p.16)

1. **Stop:** What are the things you need to STOP doing in order to meet your goals.
2. **Continue:** What activities have moved you closer to your goal? What will you continue to do to achieve your goal?
3. **Start:** What are the things you need to start doing to reach your goals?



Jigsaw: Know Thy Impact (p.17-22)

- Find the article Know Thy Impact and a pen or pencil.
- Count off: 1 – 2 – 3 – 4.
- Write your number (1, 2, 3, or 4) somewhere on the article.
- #1s read introductory paragraph and Some Questions to Start With
- #2s read How to Make Feedback More Effective
- #3s read The Three Levels of Feedback
- #4s read Some Tips About What Works to end of article
- Use the graphic organizer (p.23) to note golden lines, important points, and connections.
- Be prepared to share!

Front of Room

1

2

Go to Your Expert Corner

Discuss the Golden Lines from
your text selection with others
who read the same portion

3

4

Back of Room

Sharing with Your Table Team

- Take turns starting with #1 and share your golden lines, important points, and connections (up to 3 minutes each).
- Use the article, graphic organizer (p.23), or journal to take notes while others are sharing.



In Conclusion...

- Work with your table.
- Come to consensus about how to respond to the following prompt:
- Effective instructional leaders improve feedback by...
- Write your response.



Goals, Roles, and Processes
Supporting Inherent Conflict
Coaching Through Difficult Conversations
Chuck Wagner, Ed.D.

**FEEDBACK & COACHING FROM
CENTRAL OFFICE TO BENEFIT
PRINCIPALS**



Collecting Data for Reflection (p.24)

Evidence (supervision)

- Observable
- Objective
- Non-judgmental
- Specific
- Individualized
- Unambiguous



Goals for formative feedback

Test Your Knowledge

Rank these factors in order of their impact on student learning.
What's your justification?

- Problem-based Learning
 - Family Engagement
 - Principals/School Leaders
 - Mentoring
 - Teacher Credibility
 - Class Size
 - Collective Teacher Efficacy
-

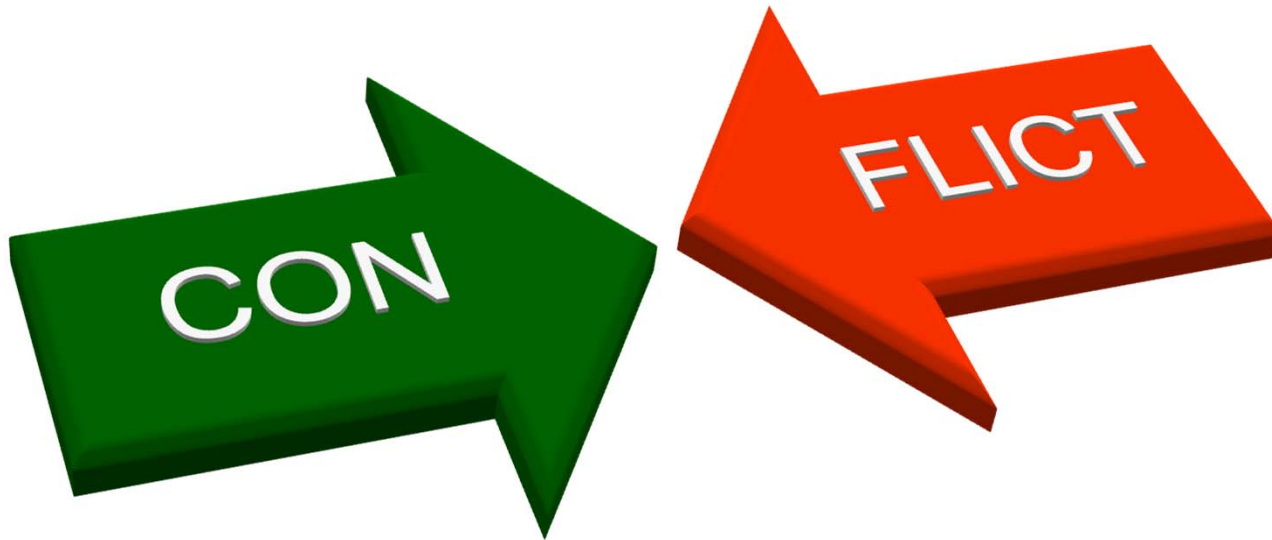
Self-Check

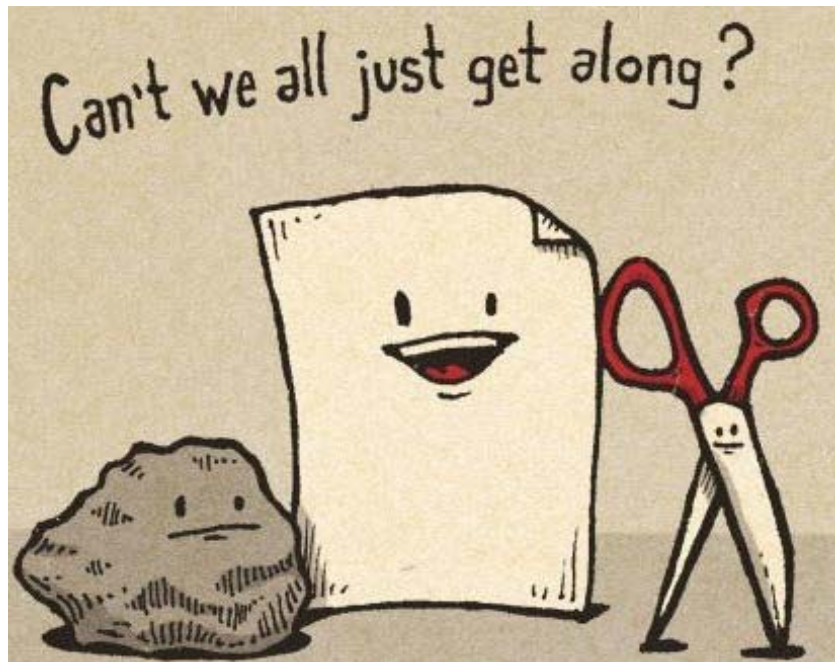
- Collective Teacher Efficacy 1.57
- Teacher Credibility 0.90
- Family Engagement 0.49
- Principals/School Leaders 0.32
- Problem-based Learning 0.26
- Class Size 0.21
- Mentoring 0.09

What's in Your Feedback Toolbox when You Observe?

- Tools
 - Forms
 - Expectations and schedules
- Processes
 - Email
 - Face-to-face
- What's missing? Or, needs improving/updating?

What's Your Strategy?





Conflict itself is neither good nor bad; it is morally neutral. (Muldoon, 1996)

It is either **constructive** or **destructive**

--depending on how it is handled by leaders.

Table Talk

- Discuss types of conflict that are routine—and not so routine—in your current role or practice.
 - Determine whether:
 - constructive or destructive?
 - related to line or staff relationships?
 - Be prepared to share examples
-

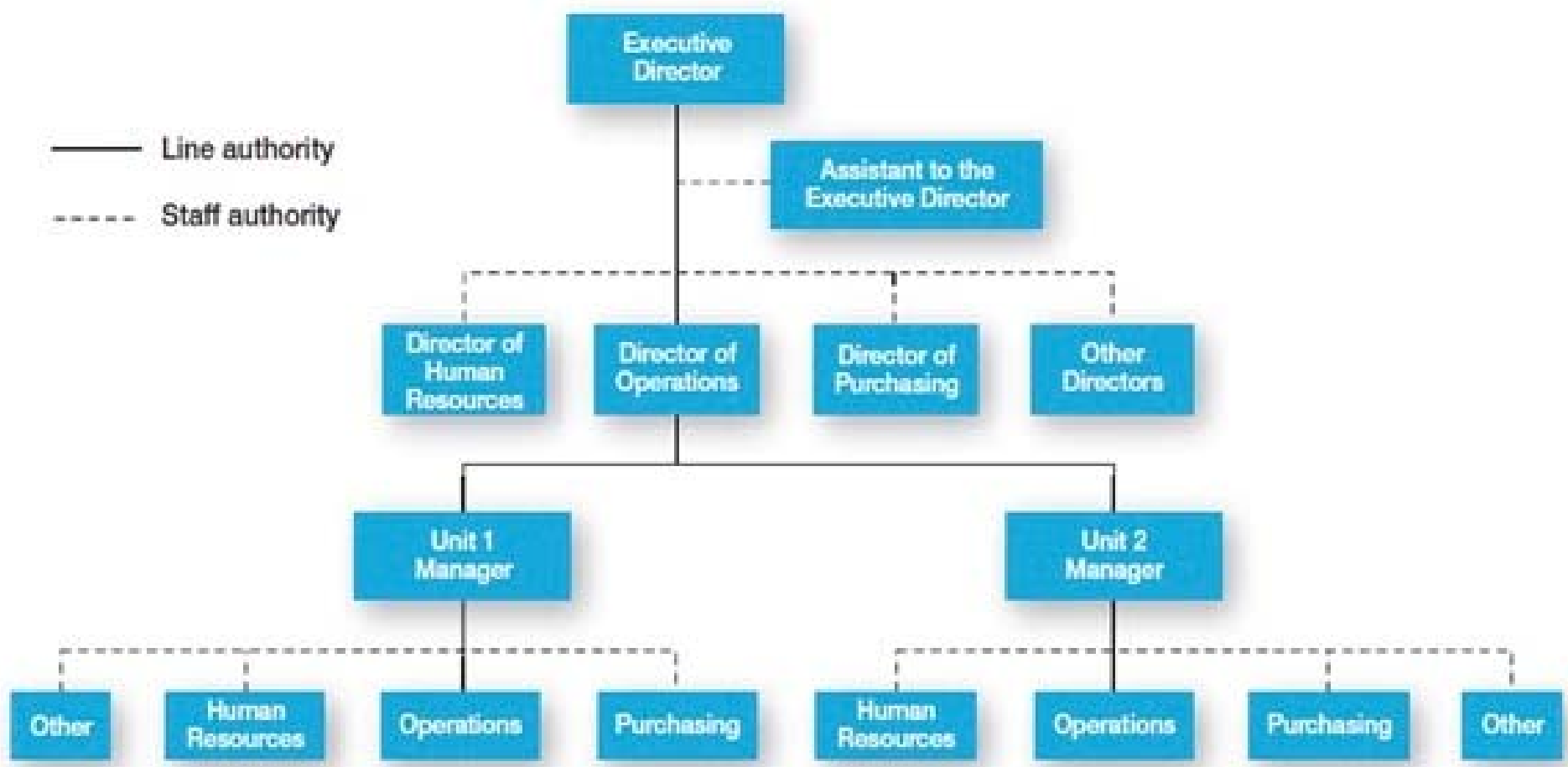
Conflict Issues Can Be Categorized As:

Task-Related

- ***Cognitive***
- Over policy roles, goals, resources, etc.
- ***Enhances*** decision quality and group performance

Social–Emotional

- ***Affective***
- Over norms, values, group identity, etc.
- ***Lowers*** decision quality, group performance, and satisfaction



Authority Relationships

Line Authority

- Entitles a supervisor to direct the work of another employee
- Employee relationships that extend from the top to lower strata

Hoy, W. & Miskel, C. (2013). *Educational Administration: Theory, Research, and Practice*

Authority Relationships

- Staff Authority
- Positions with some authority created to support, assist, and advise those who hold line authority.
- Positions created because line authority does not have time, expertise, or resources to perform the job effectively.

Hoy, W. & Miskel, C. (2013). *Educational Administration: Theory, Research, and Practice*

Table Talk - revisited

- Were the examples of conflict you discussed earlier task-related or social-emotional?
 - How does this correspond with constructive/destructive characterizations from your earlier discussion?
 - Were issues resolved? If so, how do you know?
-

When the feedback process takes a turn

DIFFICULT CONVERSATIONS



Sort Cards

- Use a different post it note for each example
- Write about difficult feedback conversations – be specific – what has a teacher/colleague actually said to you? Or done?
- Write as many as you can in the time allotted

Sort cards

- Sort at table into three categories
 - Add headings
 - Share out categories

When the Conversation Goes Awry: Address it Now (p. 25) (Abrams, 2016)

- Tell me more about what makes you say that
- I'm not willing to agree with that generalization
- Do you think that's true, generally? Do you have a specific student or example in mind?
- Some of the words you are using make me uncomfortable.
- I don't agree with what you just said. Could you please share more about what you mean?

Address it Now (Abrams, 2016)

- That seems unfair to me. Do you really feel that way?
- Could you explain it to me please?
- Tell me more about what makes you say that.
- I have a different opinion, but I'm willing to listen and share.
- Here's an example of how I feel differently.

Outcome Mapping (p. 26)

(Garmston & Wellman, 1999)

What is the problem?

What do you want to see instead?

What does it look/sound like?

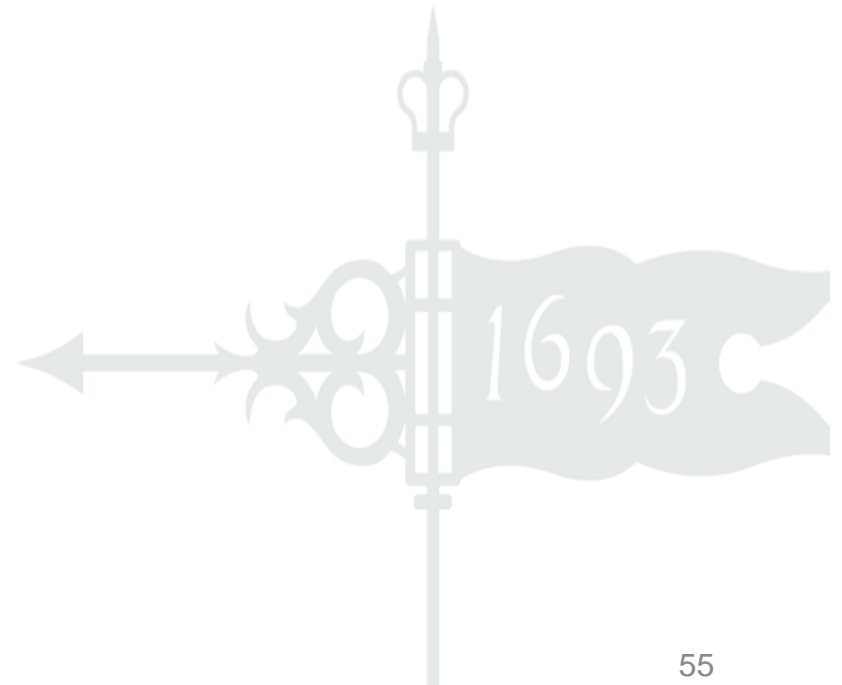
Why might the person not be doing the behaviors?

What supports might you offer?

What supports do you need?

Scheduling, Observing, Feedback

- What's not working with your current practice?
- What incremental improvements have you made in the past?
- What one **BIG THING** can you do this semester to improve your practice?



Principal Support Framework

- A shared vision of principals as instructional leaders
- A system of support for developing principals as instructional leaders
- A strategic partnership between central office and principal

Where are you with the district self assessment? Planning template?

Elevator Speech

Individually:

- Reflect upon these two sessions.
 - What is your vision for principal support?
 - What will one action will you take in the next two weeks to support this vision?
- Write an “elevator speech” on an index card to summarize your vision and your action step

Tangible Take Away

