

INSTRUCTIONAL CULTURE **INSIGHT** Data-Driven Teacher Development
 Memphis Charters, December, 2012



Do Now

On two post-it notes, please record...

1. *One word or phrase you would use to describe effective teacher development;*
2. *One word or phrase teachers would use (or have used) to describe teacher development at your school.*

Please attach your post-its to the appropriate pieces of chart paper.

When you return to your seat, please turn to the second and third pages of your packet, and read through teachers' comments on valuable PD.

© TNTP 2012 5 minutes 2

Do Now

What themes do you see in teachers' feedback regarding valuable professional development?

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 Track teacher proficiencies against a set of clear expectations; use differentiated development activities; provide authentic learning experiences; and follow-up to ensure implementation of new learning.

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 Track teacher proficiencies against a set of clear expectations; use differentiated development activities; provide authentic learning experiences; and follow-up to ensure implementation of new learning.

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 Track teacher proficiencies against a set of clear expectations; use differentiated development activities; provide authentic learning experiences; and follow-up to ensure implementation of new learning.

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Track teacher proficiencies against a set of clear expectations; use differentiated development activities; provide authentic learning experiences; and follow-up to ensure implementation of new learning.

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Track teacher proficiencies against a set of clear expectations; use differentiated development activities; provide authentic learning experiences; and follow-up to ensure implementation of new learning.

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 **Agenda**

▶ Opening

- Track teacher proficiencies against a clear set of expectations
- Use differentiated development activities
- Provide authentic learning experiences
- Follow up to ensure implementation of new learning
- Closing

© INIP 2012 1 minute 9

 Objectives

- Develop focused professional development objective based on teacher proficiency data;
- Uncover aspects of authentic learning experiences;
- Develop an authentic learning experience to address an objective;
- Plan for follow-up with teachers.

© INIP 2012 2 minutes 10

 The Challenge Board/Parking Lot

 Please record any and all questions, challenges, and concerns in the Parking Lot.

At the end of the session, we will address them, largely through crowd-sourcing.

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 Introductions

- Introduce yourself to your table group:
 - o Name
 - o School/Organization
 - o Role/Position
 - o What is one strength of professional development in your school?
 - o What is one area of opportunity in professional development in your school?

© INIP 2012 5 minutes 12

Agenda

Opening

▶ Track teacher proficiencies against a clear set of expectations

Use differentiated development activities

Provide authentic learning experiences

Follow up to ensure implementation of new learning

Closing

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What do your teachers need?

- By tracking teacher proficiencies, you can determine areas of need for teachers, and provide them with targeted development opportunities to address those areas.
- After selecting an area of need, and before moving into the planning of a session, always write your objective. Focus on the new skills teachers will develop to allow you to focus your time, and to follow up on teacher implementation.

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Reading a teacher proficiency matrix

Teacher	Standards and Objectives	Motivating Students	Instructional Strategies	Classroom Management and Pacing	Activities and Materials	Questioning	Academic Feedback	Grouping Students	Teacher Content Knowledge	Professional Knowledge of Students	Thinking	Problem Solving	Instructional Plans	Student Work	Assessment	Expectations	Managing Student Behavior	Environment	Respectful Culture
John	1	3	3	3	5	3	3	1	5	3	1	3	3	5	3	1	3	3	1
Jinell	3	5	3	1	1	5	5	3	3	1	3	5	3	3	1	3	3	5	3
Mary	3	5	3	1	1	5	5	3	3	1	3	5	3	3	1				
Ashley	3	5	1	1	5	3	3	3	1	1	3	5	5						
Kate	3	5	3	1	1	5	5	3	3	1	3	5	3	3	1				
Colm	5	3	1	1	5	5	3	3	1	3	5	3	3	1	3	3	5	3	
Darius									5	5	3	3	1	3	5	3	3	3	1
Geb									1	1		5	5	3	3	1	3	5	3
1s	1	0	2	5	3	0	0	2	3	4	1	1	0	1	4	1	0	1	1
3s	4	2	4	1	0	2	3	5	3	3	5	2	7	4	3	4	3	3	3
5s	1	4	0	0	3	4	3	1	2	0	2	5	1	2	0	0	2	1	0

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 Review the full text of your selected strand to determine your specific focus

Lesson Structure and Pacing:

- The lesson starts promptly.
- The lesson's structure is coherent, with a beginning, middle, and end.
- Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.
- **Routines for distributing materials are efficient.**
- Little instructional time is lost during transitions.

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 Practice: review your teacher proficiency matrix to determine one area of need for your teachers; then, review your teacher rubric to determine your focused outcome for improvement.

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 Developing objectives for development activities

Area of Opportunity: Lesson Structure and Pacing

Focused Outcome for Improvement: Routines for distributing materials are efficient.

By the end of the session, teachers will be able to argue the value of training students to distribute materials efficiently.

By the end of the session, teachers will develop strategies for the distribution of 2 common materials in their classrooms, and embed training for students into next week's lesson plans.

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 Practice: Write an objective for a development experience which will address your chosen area of need.

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 Reflection

On your Reflection page, answer the first question: *What is the value of tracking teacher proficiencies?*

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 Agenda

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Differentiation happens along multiple spectrums:

Independently 1:1 Small group Whole group

Self-directed Peer led Leader-led Externally led

Knowledge Skill Mindset

Low ability High ability

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What's in the way of a teacher getting better?

*A framework:
Gaps exist in one of four areas: Knowledge, Skill, Mindset, Control*

*An example:
An Olympic lift called the "snatch"*



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What's the gap?

Teacher collects exit tickets, but doesn't review them.
Teacher embarrasses students as a consequence for misbehavior.
Teacher is inconsistent in tracking parent communications.
Teacher fails to engage during interim assessment data analysis.
Teacher has been late to work for the last 5 days.
Teacher fails to address student misbehavior in the lunchroom and hallways.
Teacher creates summative assessments the night before administering them.
Teacher is argumentative during feedback meetings.

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Developing objectives for development activities

- Area of Opportunity: Lesson Structure and Pacing
- Focused Outcome for Improvement: Routines for distributing materials are efficient.
- Objectives:
 - o By the end of the session, teachers will be able to argue the value of training students to distribute materials efficiently.
 - o By the end of the session, teachers will develop strategies for the distribution of 2 common materials in their classrooms, and embed training for students into next week's lesson plans.

Differentiation:

1. *Whole Group*
2. *Leader-Led*
3. *Skill Gap*
4. *Low Ability*

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Practice: What's the right type of differentiation for your development area?

← Independently 1:1 Small group Whole group →

← Self-directed Peer led Leader-led Externally led →

← Knowledge Skill Mindset →

← Low ability High ability →

Choose one of area on each spectrum

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Reflection

On your Reflection page, answer the second question: *What is the value of providing differentiated development activities?*

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Agenda

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Video sample

- As you watch, make note of aspects of the training session: what is true?
- [LL Clip 23](#)

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Traits of authentic learning experiences

- Objective-driven
- Skill-based
- High emphasis on practice, feedback, and repeated practice
- High "Ratio" activities
- Monday Morning application
- Minimize "information dissemination"

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 Developing objectives for development activities

- Objectives:
 - o By the end of the session, teachers will be able to argue the value of training students to distribute materials efficiently.
 - o By the end of the session, teachers will develop strategies for the distribution of 2 common materials in their classrooms, and embed training for students into next week's lesson plans.
- Differentiation: Whole Group; Leader-Led; Skill Gap; Low/Med Ability

Agenda:

1. *Work the math: calculate the time savings of 30 seconds, 10 times a day, 180 days a year (without units)*
2. *Leaders model/practice a process for passing out materials; teachers dissect*
3. *Teachers practice, get feedback, practice again*
4. *Teachers develop strategy and embed in lesson plan*
5. *Teachers silently reflect on the value of training students on the strategies and share out*

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 Design your own agenda/activity for your target development area

- Review your objectives and differentiation categories to ensure you'll meet your goals.
- It's okay to accomplish less, as long as it is enough to improve teacher practice.

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 Reflection

On your Reflection page, answer the third question: *Why is it important to provide teachers with authentic learning experiences?*

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Agenda

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Why don't teachers act on what they've learned during development experiences?

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Your teachers have learned new stuff, now what?

When development activities fail to change behavior it is often because there was not follow-up to ensure that teachers are implementing what they've learned.

Strategies:

- o After whole-group and small-group PDs, focus on taught skills during next round of observations; use peer observations to provide teachers feedback on implementation;
- o After 1:1 PDs (also known as feedback meetings), provide focus on new skills during next round of observations;
- o After teachers engage in independent development activities, provide them with a reflection sheet focusing on the specific implementation actions you should see in their classrooms.

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 Apply: What should you see in classrooms after you lead your planned professional development session?

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 Reflection

On your Reflection page, answer the fourth question: *Why is it important to follow-up to assess the success of implementation of new skills?*

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 Elevator Speech

- Create a 30-second introduction to professional development at your school
- What do you want teachers to hear you find most important regarding development offerings?

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 What else and what's next?

- Ongoing professional development offerings: next will be in February, focused on teacher retention, hiring and instructional culture

- Suggested resources:
 - o *Practice Perfect* by Doug Lemov
 - o *Bounce* by Matthew Syed
 - o *Leverage Leadership* by Paul Bambrick

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 Exit Ticket

 One thing I'm excited about after this morning's session is...

 One thing I've learned that I'm going to put into practice is...

 One lingering question I have is...

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