

Powerful Teaching and Learning for Your Professional Learning Community

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BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

Agenda

- Welcome
- Logistics
- Introductions
- Review Conference Schedule
- Dig through SWAG Bag
- Keynote
- Session Descriptions
- Make Commitment

Getting Started

- To what extent are you implementing PTL?
- To what extent are you implementing PLCs?
- What are you hoping to get out of the conference?

Conference Approach

- This is a workshop conference
- Goal is to learn, understand, and take back tools to improve your PLCs



Getting to Common Practice

- Students do not benefit from educational best practices that they do not experience.

- Fixen

Learning

When did you learn more about teaching: 4-5 years of college or your first year on the job?

Why?

Our Motto

- Learn by doing
- Ready, Fire, Aim...
- We are not going to be just talking about PTL or PLCs, we are going to do both for two days

Powerful Teaching and Learning

- **Key points to set the stage**

Research

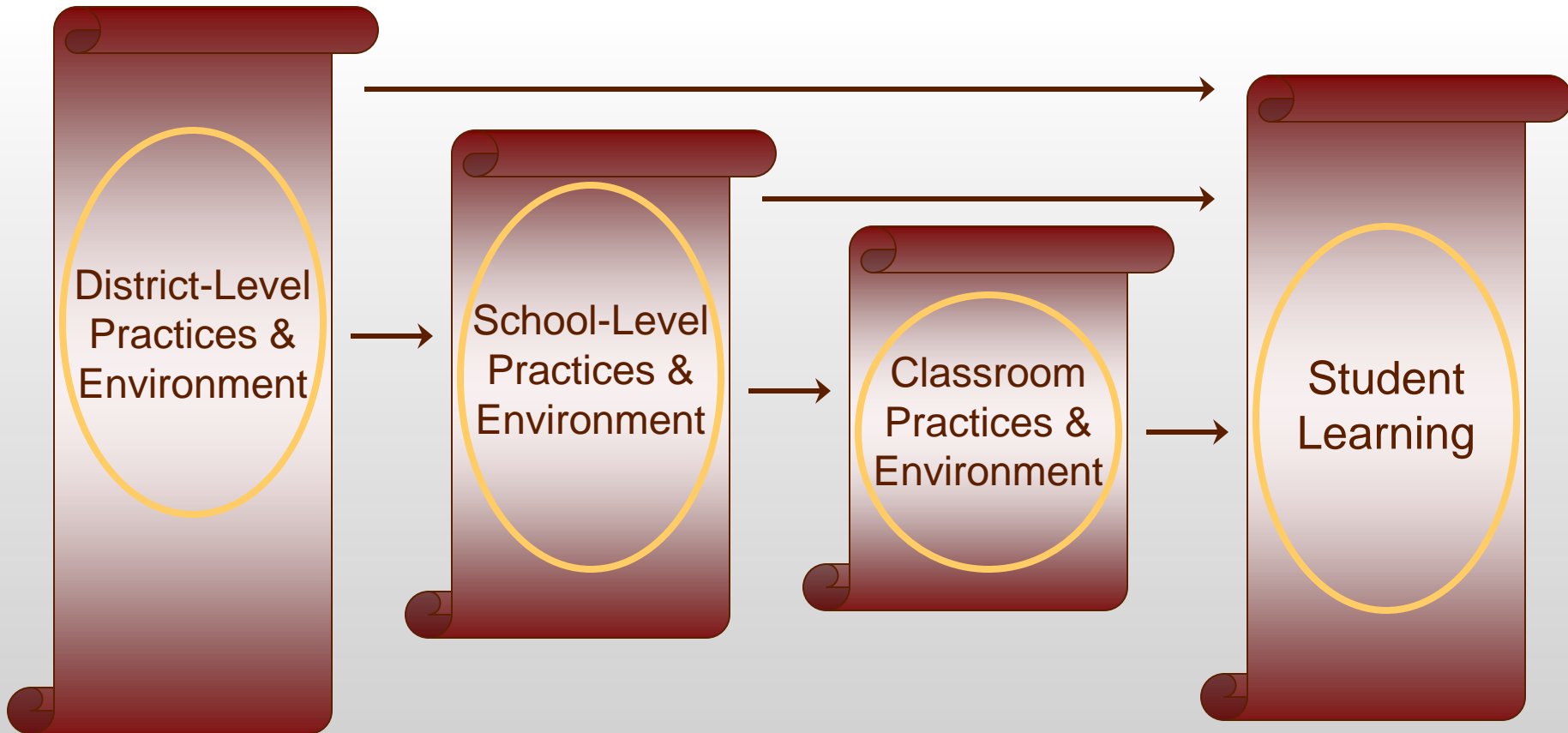
From Compliance to Commitment

On the Road to Second Order Change

Powerful Teaching and Learning:

- *How Teachers Develop It*
- *How Systems Support It*

Theory of Change



Education Reform Alignment

- Clear efforts around what to teach
 - Curriculum Alignment
- Clear efforts around what to test
 - Assessment Alignment
- Few efforts around how to teach
 - Instructional Alignment

Powerful Teaching and Learning

Instruction
Input



Curriculum
Input



Assessment
Output

STAR – Protocol

Skills and/or knowledge developed at a *rigorous* conceptual level

Thinking that leads to personal *reflection* and higher level questions

Application of learning in a real or *relevant* context designed to make meaningful connections

R*elationships* with/among students is critical for student learning and differentiated instruction

Development of the STAR Protocol

- Started with teacher surveys measuring how people learn and was developed into an observation tool as well
- PTL was highly correlated with WASL. Test scores were higher regardless of poverty
- Students of poverty benefited most from PTL
- Students of poverty received PTL less often than their more affluent counter parts

Abbott & Fouts, WSRC 2003

www.spu.edu/wsrc (technical reports)

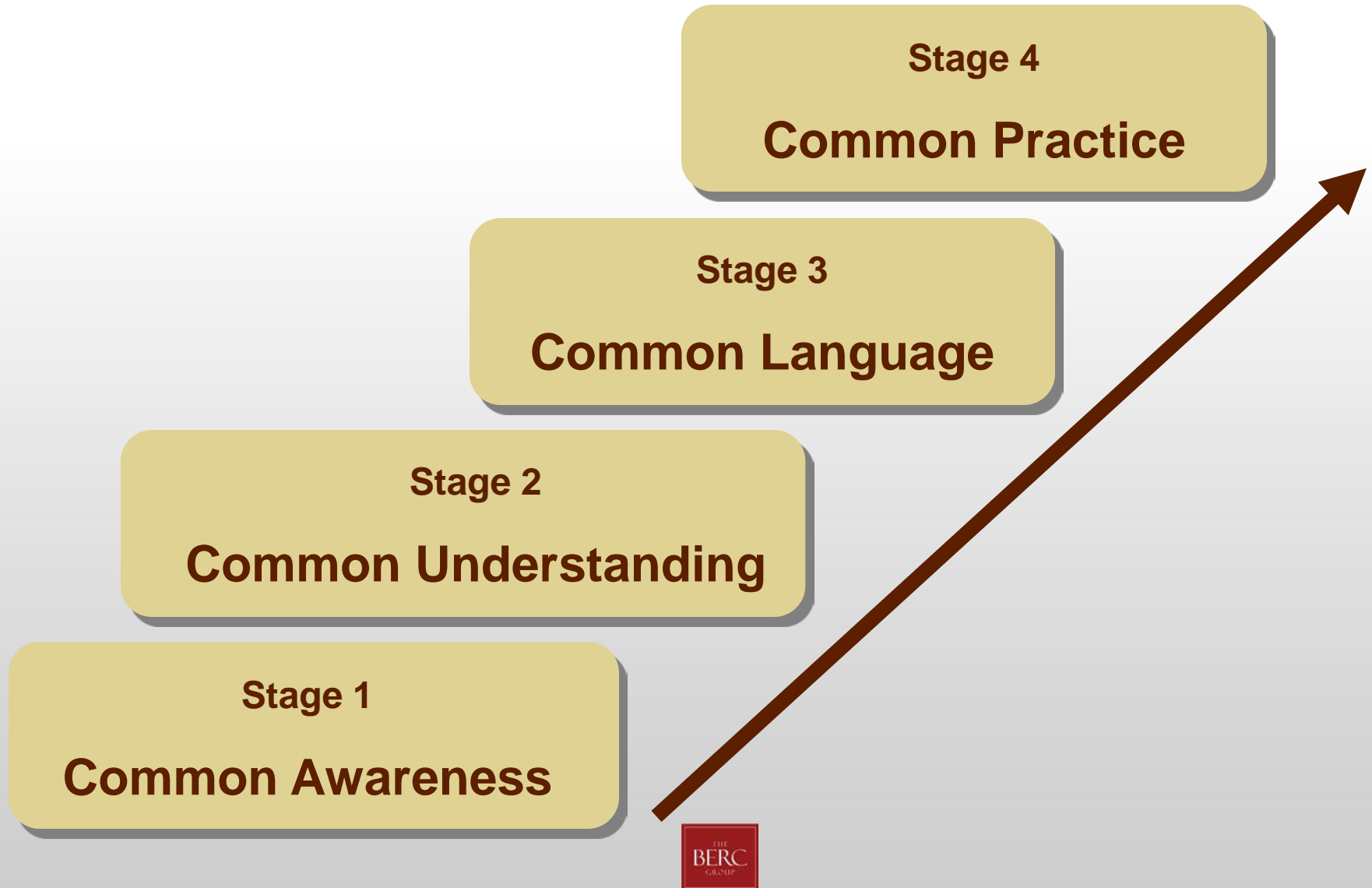
Powerful Teaching and Learning

- STAR Instructional Framework
- STAR Classroom Observation Protocol
- STAR Professional Development Process

The STAR Instructional Framework

- **5 Essential Components**
 - **Skills/knowledge**
 - **Thinking**
 - **Application**
 - **Relationships**
- **15 Indicators**
- **Multiple (95) Strategies**

PTL Developmental Process



Powerful Teaching and Learning

Common **Awareness**

- That we are going to focus on teaching and learning

Common **Understanding**

- Why we need to focus on teaching and learning

Common **Language**

- We use the STAR Framework to talk & plan

Common **Practice**

- There are common teaching and learning strategies throughout the school

Common

- **AWARENESS** - Teachers are aware of a clear focus on improving the quality of teaching and learning. In an interview asking them about school improvement initiatives, teachers would identify improving teaching and learning as a central theme of their work.
- **UNDERSTANDING** - Teachers understand the importance of why they are refining and aligning teaching and learning across the school. Teachers will also be able to identify how the various means of professional development support the goal of quality teaching and learning.
- **LANGUAGE** - Teachers are able to dialogue about teaching and learning using a consistent and understood vernacular. Teachers will be able to plan lessons in common and regularly reflect on lessons already taught.
- **PRACTICE** - Classrooms exemplify effective teaching and learning. Teachers will routinely collaborate and visit each other's classrooms to ensure lesson pedagogy is effective and consistent across the campus.

Reflection

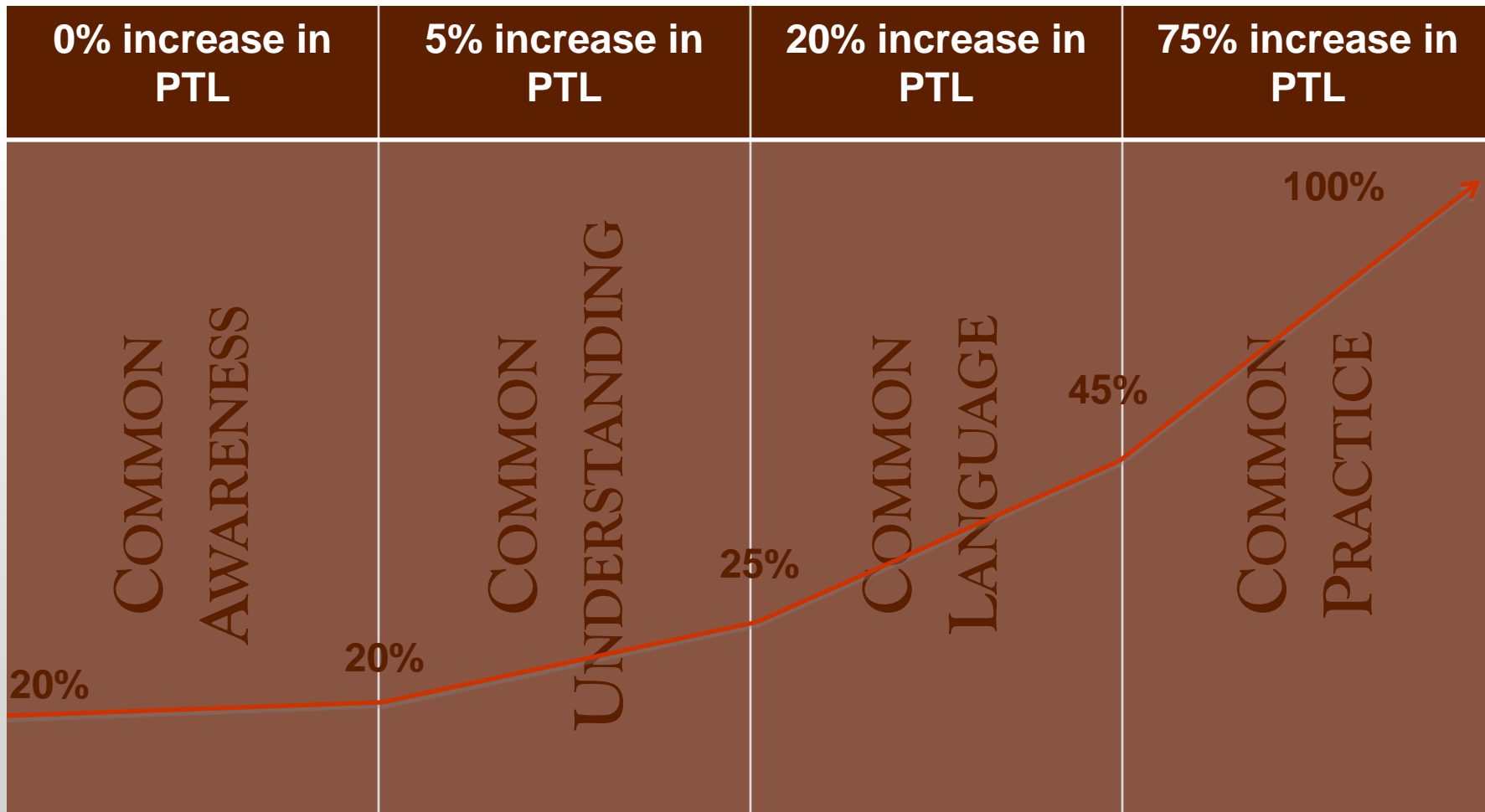
At what Stage of Powerful Teaching and Learning do you think you are presently, as a whole school ?

Stage 4
Common Practice

Stage 3
Common Language

Stage 2
Common Understanding

Stage 1
Common Awareness



Powerful Teaching and Learning

SEE

TALK

APPLY

REFLECT

Professional Learning Communities

- Key points to set the stage

The Time is Right for Leadership

- Teachers are ready for 2nd Order Change
- 2nd Order Change (Fouts, Baker, Mork, Van Slyke, 1998)
 - Fundamental Philosophical Shift in Thinking
 - Instructional Enhancement
 - Peer Collaboration

Washington Educator Survey

WSRC

Read through the following six items related to curriculum, instruction, and assessment, and then rank order them on their level of importance to you and your future work to improve student learning. (1 = “most important work to be done in the near future;” 6 = “the least important”).

Please do not repeat ranking.

- _____ Aligning curriculum to state standards/GLEs.
- _____ Working collaboratively to improve instructional practices.
- _____ Receiving better student assessment data.
- _____ Using student assessment data to make decisions.
- _____ Adopting a new curriculum.
- _____ Aligning instructional practices to state standards/GLEs.

On the Road to Second-order Change

Table 6
Percentage of Teacher Opinions for Items Most and Least Important to Their
Future Work.

RANK	WES Rank Order Items					
	<i>rcollab</i> ^a	<i>raligninst</i> ^b	<i>rdecide</i> ^c	<i>raligncurr</i> ^d	<i>rassess</i> ^e	<i>rcurr</i> ^f
1	50.03	9.21	11.22	18.27	5.01	7.35
2	13.34	24.50	21.21	18.60	15.14	7.85
3	18.34	18.97	20.38	17.27	17.58	7.18
4	9.34	18.58	20.66	16.94	20.03	14.03
5	5.66	18.08	19.82	19.32	27.43	9.13
6	3.29	10.66	6.72	9.61	14.80	54.45

^a Working collaboratively to improve instructional practices

^b Aligning instructional practices to state standards/GLEs

^c Using student assessment data to make decisions

^d Aligning curriculum to state standards/GLEs

^e Receiving better student assessment data

^f Adopting a new curriculum

Collaboration around Instruction

18 districts, 98 schools, 2300 teachers

- **50%** of all teachers said working collaboratively with their colleagues to improve instructional practices was the #1 most important future work to improve student learning
- **25%** of all teachers said aligning instructional practices with state standards was the #2 most important future work to improve student learning
- **54%** of all teachers said adopting a new curriculum is the last thing they need to do to improve student learning

- The tension between curriculum focus and instructional focus is at the heart of our work and at the heart of what we have learned about what makes PLCs work.
- Collaboration within PLCs around instruction is critical... and rare.

PLC 101

- The Four Pillars
- Creating Norms
- SMART Goals
- PLC Log

Making Decisions

- **Fist to Five**

5 fingers – I love this proposal. I will champion it.

4 fingers – I strongly agree with the proposal.

3 fingers – The proposal is okay with me. I am willing to go along.

2 fingers – I have reservations and am not ready to support this proposal.

1 finger – I am opposed to this proposal.

Fist – If I were king or queen, I would veto this proposal regardless of the will of the group.

SMART Goals

- Specific
- Measurable
- Attainable
- Results-oriented
- Timebound

PLC Log

- To provide direction and accountability

PLC 101

- The Four Pillars
- Creating Norms
- SMART Goals
- PLC Log

So What Happens?

- Secure collaborative time
- Enthusiasm high
- Meet regularly to review data and to develop common assessments
- Establish curriculum pacing guide
- Administer common assessments
- Use data to make decisions

- Curriculum-based data generates curriculum solutions (content review, student placement)
- Instruction-based data generated instruction solutions (personal reflection, lesson planning)

Instruction
Input



Curriculum
Input



Assessment
Output

Our Motto

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- Ready, Fire, Aim...
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Breakout Sessions

- PTL 101
- PTL for your PLC
- STAR Learning Walks
- Contrasting Classrooms
- Contrasting Staff Meetings
- Learning to Reflect
- Transformation in Action
- STAR Lesson Planning
- Strategic Planning

Pause & Reflect

What are some of your thoughts and/or questions right now?

Planning for Team Learning

- Discuss with teams what sessions you will be attending, and commit so we have a head count and can set up during the break.

Slides You Will See Again

- Fixen
- Theory of change
- Stages of development
- S T A R
- Inputs – Outputs
- Stages of Development
- Pause and Reflect