

# **Table Talk: Strategic Planning around Powerful Teaching and Learning**

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# Question of the Day

What will be your comprehensive strategy for supporting your school related to Powerful Teaching and Learning?



# Agenda

- How teachers develop PTL
- How teachers lesson plan
- Common awareness to common practice
- Develop a comprehensive plan

# Getting Started

## Facilitator vs. Coach

- You are not expected to become an instructional coach
- Your job is to continue learning for yourself, and to share what you are learning

# Coaches

vs.

# Facilitators

- Understand role (organizational, executive, curriculum, content; internal vs. external)
- Understand types of coaching methodologies (expert, reflective, collegial)

- Hand out materials
- Set schedules
- Develop plans
- Press play on DVD player
- Organize and manage
- Share what you learn

# PTL: How Teachers Develop It

- **Purpose:** To determine how teachers learn to teach using the essential components of Powerful Teaching and Learning (PTL)

# Research Questions

1. How did you learn to teach this way?
2. What is your thinking process when developing a learning experience for your students?
3. What role do your colleagues play in your development around instructional strategies?

# Six Teachers from Washington

- One to 30 years of experience
- Different teaching styles
- Elementary through high school
- All score “very” on STAR Protocol

# How did you learn to teach this way?

- Experience
- Modeling
- Professional Development
- Open Classrooms

# How I learned to Teach

# How did you learn to teach this way?

- What are some implications of these findings for you and for others (teachers and administrators)?

- Experience
- Modeling
- Open Classrooms
- Professional Development

# What Do You Think About When Preparing Lessons?

- Think conceptually
- Use reform documents
- Consider developmental needs
- Practice predictive empathy

# What Do You Think About When Preparing These Lessons?

- **What are some implications of these findings for you and for others (teachers and administrators)?**

- Think Conceptually
- Use Reform Documents
- Consider Developmental Needs
- Practice Predictive Empathy

# What role do colleagues play?

- Professional Learning Community
- Provide a trusting environment

# Colleagues

# What role do colleagues play?

- What are some implications of these findings for you and for others (teachers and administrators)?

- Professional Learning Community
- Provide a Trusting Environment

# Getting to Common Practice

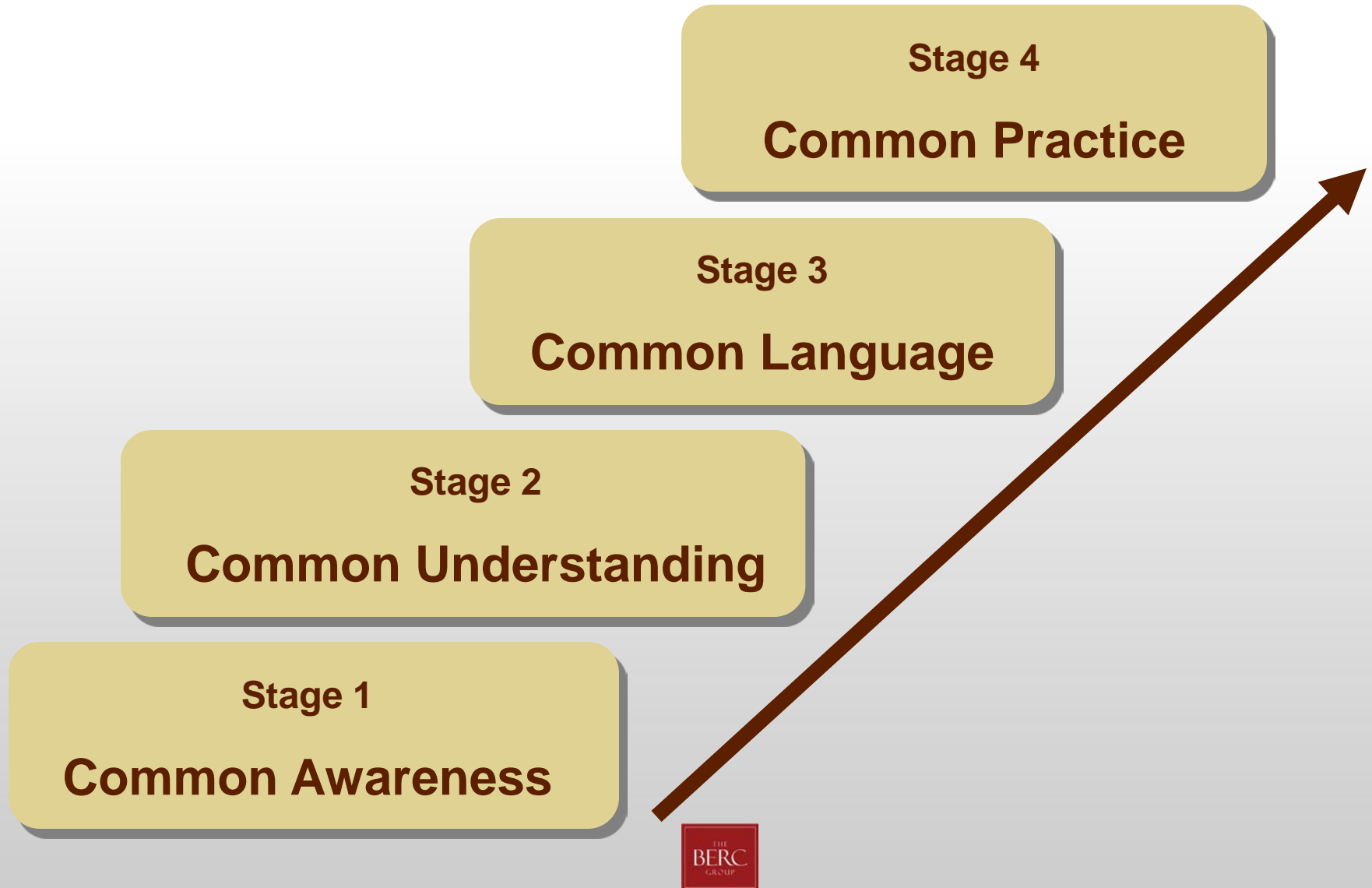
- Students do not benefit from educational best practices that they do not experience.

- Fixen

# Teaching & Learning

- Common Awareness
- Common Understanding
- Common Language
- Common Practice

# 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.

# Common 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.

# Common 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.

# Common 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.

# 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

# Question of the Day

What will be your comprehensive strategy for supporting your school related to Powerful Teaching and Learning?

# Ideas for PTL School Support

- Who
- When
- What

# Ideas for PTL School Support

## SAMPLE

- Who?
- PLC with 2 grade levels (5 and 6, 3 and 4, K, 1 and 2)
  
- When/What
- Mtg 1 Sept. 2, 2009
  - **Why? Relevance**
  - **SMART Goals and STAR data**
  - **Go over STAR protocol and Power Strategies**

### **Mtg 2 Sept. 9, 2009**

**Watch video and go through STAR protocol, debrief**

### **Mtg 3 Sept. 23, 2009**

**Reflect on lesson taught using STAR protocol**

**Use 2 page planning guide to plan lessons**

**Live observations OFF campus and at different levels (high school)**

**Devote 1 hour every PLC to STAR protocol (talking about goals, planning)**

# Ideas for PTL School Support

## SAMPLE

- **Who**
  - All staff, including support staff
  - PLCs
  - Grade level teams
  - Planning teams
  - School improvement team
  - Colleague
  - Others?

# Ideas for PTL School Support

## SAMPLE

- When
  - 2 articulation meetings (by December)
  - 2 staff meetings (by December)
  - Periodically during Academy meetings
  - Once per week (academy prep groups – 80 minutes per week)
  - Once per month STAR Leadership Walks

# Ideas for PTL School Support

## SAMPLE

- What
  - Narrow focus (SMART Goals)
  - (Staff Meeting) Power Strategies document developed
  - Watch video, debrief, plan
  - Bring lesson already delivered and reflect
  - (Staff Meeting) Jigsaw grade levels to share what grade level did and personal commitments and outcomes
  - Teacher planning groups by prep
  - Model PTL during academy/prep meetings
  - Use 2-sided STAR for reflection and planning
  - Live observations off/on campus
  - Reflect on lesson/staff meeting already conducted
  - Reflect on a lesson that you are going to teach
  - Integrate “Application” across the school
  - PTL On-line Class (BERC)

# Facilitator Toolkit

- STAR Phase I
- STAR Power Strategies
- STAR Lesson Planning Guide
- STAR Process Guide
- DVD and CD
- PTL Lesson Planning Template
- PTL Facilitator Guide
- PTL Personal Reflection Guideh

# Powerful Teaching and Learning

## SEE

Live, Video, Recollection, Predict

## TALK

Staff meeting, Grade level, PLC, Prep Partner

## APPLY

Personal, PLC, School lesson planning

## REFLECT

Personal, PLC, School reflection

# Strategic Planning Worksheet

*What will be your comprehensive strategy for supporting your school related to Powerful Teaching and Learning?*

<b>Target Audience?</b>	<b>Schedule / Timeline / Dates?</b>	<b>What Materials Will We Need and What is the Plan of Action?</b>