

Integrated Leadership Course 2015-16

Class One

Tennessee Department of Education | Fall 2015



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Integrated Leadership Course Class 1

Opening Section

Agenda

Tennessee Department of Education Fall 2015 Integrated Leadership Course

Planning Agenda

Agenda	Activities:
Opening Session 8:00--8:30 a.m.	Overview of Course 1. Yearlong Focal Areas: <ul style="list-style-type: none"> • Improving Instruction, • Building Capacity and Culture, and • Personalizing Student Learning 2. Connecting the content of Integrated Leadership Courses to the instructional initiatives 3. Building the Vision 4. Understanding of Key Questions
Vision of Ready Teachers and Ready Students 8:30--9:15 a.m.	Key Question One: Are we ready? 1. Building the Vision, continued 2. <i>What is a ready student?</i> (academic and soft skills) <ul style="list-style-type: none"> • Prepared vs. Readiness discussion • Definition of Ready student • Reflection 3. <i>What is a ready teacher?</i> (content, delivery and soft skill development) <ul style="list-style-type: none"> • What is the difference between a prepared teacher and a ready teacher discussion • Focal areas for ready teachers 4. <i>Why does it matter?</i> <ul style="list-style-type: none"> • Video with commissioner • Debrief discussion
Key Levers for Improving Instruction 9:15--10:30 a.m.	Key Question Two: What should core instruction look like? 1. Defining “Core Instruction” 2. Defining the characteristics of Core Instruction <ul style="list-style-type: none"> • Focus (alignment and depth) • Rigor (application, conceptual understanding, procedural skill and fluency –need graphic) • Coherence (reasoning and connections of past to current to future/chunking content –cross curricular) 3. Operationalizing Good Instruction <ul style="list-style-type: none"> • Alignment to Evaluation

	<ul style="list-style-type: none"> • Look Fors • Teacher Feedback <p>4. Reflection Questions</p>
<p>Break 10:30--10:45 a.m.</p>	
<p>Maximizing the use of tools that measure the effectiveness of CORE Instruction 10:45--11:30 a.m.</p>	<p>Key Question Three: How do we know if students are learning?</p> <ol style="list-style-type: none"> 1. Strong Assessment Items 2. Defining Assessment Recommendations from the Tennessee Task Force on Student Testing and Assessment Final Report 3. Using MICA and MIST as assessment for learning tools 4. Maximizing Assessment Practices
<p>Lunch 11:30 a.m.--12:45 p.m.</p>	
<p>Strategies to Support Learners 12:45 p.m.--2:00 p.m.</p>	<p>Key Question Four: How do we support different student needs in core instruction to ensure readiness?</p> <ol style="list-style-type: none"> 1. Using instructional student feedback 2. Models, Bridging and Developing Metacognition as clear differentiation techniques 3. Developing soft skills within teacher classrooms
<p>Break 2:00--2:15 p.m.</p>	
<p>Strategies to Support Each Teacher 2:15--3:30p.m.</p>	<p>Key Question Five: How do we support different teacher needs to ensure readiness?</p> <ol style="list-style-type: none"> 1. Review of the 2015 Educator Survey Findings 2. Leveraging Teacher Feedback 3. Collaborative Work Groups as a Method for Collaborative Learning 4. Shared Leadership 5. Teacher Partnerships
<p>Closing and Next Steps 3:30--4:00 p.m.</p>	<p>Key Question Six: How does the journey to ready continue?</p>

Opening Session

Welcome to the 2015-16 Integrated Leadership Course offered by the Tennessee Department of Education! Welcome also to our new digital transformation in providing learning materials and resources to you. We are excited to be using Microsoft OneNote as a platform for our delivery of quality information in a flexible, personalized, digital format.

As you navigate your OneNote notebook, you'll notice that it is organized by sections (tabs) that correspond to your day of learning! Within each section, you will find pages of content related to that section.

This is YOUR personal Integrated Leadership notebook so please click anywhere you would like to make notes, record observations, or highlight information. By unpacking this notebook into your own OneNote collection, your changes will only be visible to you.

Links to today's slides will be found under the "**Resources**" tab.

Enjoy your day and our new format of professional learning!

Digital Material Options

OneNote Pilot Option	Interactive PDF Option
<ul style="list-style-type: none">• Digital Access to All Course Content	<ul style="list-style-type: none">• Limited Access to All Course Content
<ul style="list-style-type: none">• Received through Email	<ul style="list-style-type: none">• Received through Email
<ul style="list-style-type: none">• Requires OneNote Application or Office365 (free)	<ul style="list-style-type: none">• Requires PDF Reader Application (free)
<ul style="list-style-type: none">• Fluid Format Allows Adding Personalized Notes	<ul style="list-style-type: none">• Fixed Format
<ul style="list-style-type: none">• Sharable With Teachers	<ul style="list-style-type: none">• Sharable with Teachers
<ul style="list-style-type: none">• Embedded Documents and Links	<ul style="list-style-type: none">• Embedded Links



Note: You received the One Note Quick Start Guide in your final logistics email.

4

Here are some Microsoft Tutorial videos for OneNote:

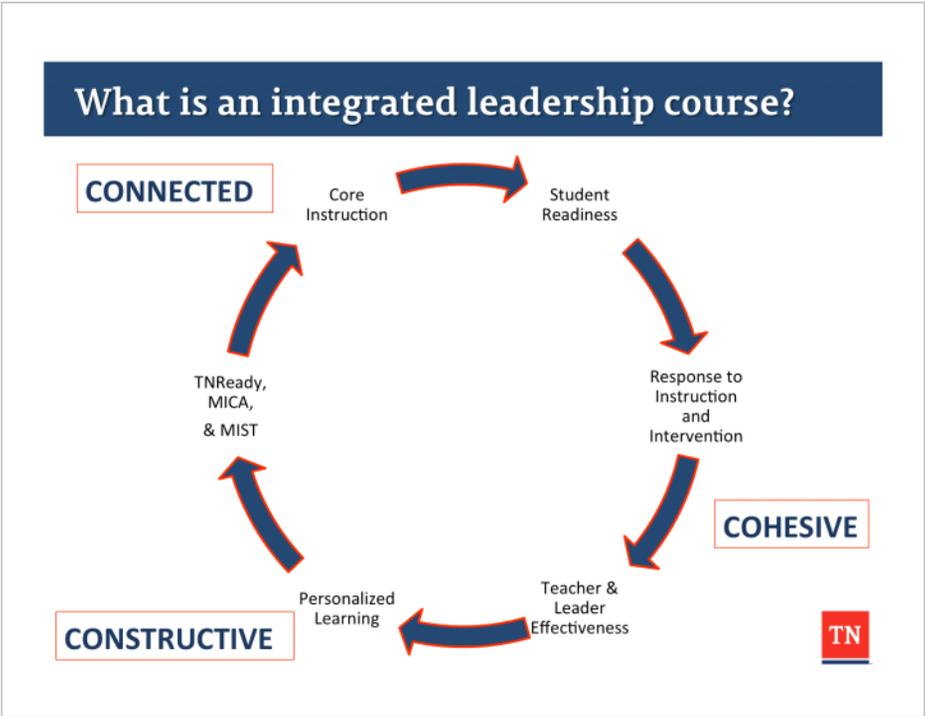
Click [here](#) to watch a OneNote overview video by David A. Cox.

Click [here](#) to watch a OneNote tutorial for beginners.

Click [here](#) for tips on using OneNote on the Surface Pro.

Click [here](#) for a video series on using OneNote.

What is an Integrated Course?



Notes:

Key Questions for Today

Our time today will be guided by seven key questions that frame the important work we do each day with our teachers and students. Your OneNote notebook tabs are organized by these six Key Questions.

1. Are we "ready"?
2. What should core instruction look like?
3. How do you know if students are learning?
4. How do you support different student needs in core instruction to ensure readiness?
5. How do you support different teacher needs to ensure readiness?
6. How does the journey continue?

Notes:

Are we ready?

As your facilitators lead conversations, feel free to take notes on this page.

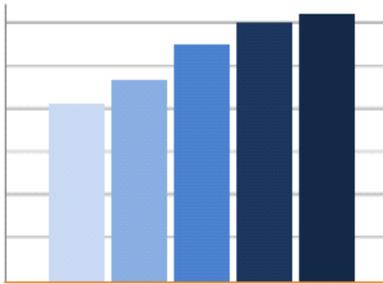
Successes to Date.



Fastest improving state in the nation on 4th and 8th grade NAEP



Fastest growing graduation rate of any state



Consistent gains on TCAP every year since new assessments in 2010



ACT statewide average has increased to 19.4

From *Tennessee Succeeds*



Notes:

But, WE still Have room to improve.

- **Less than half** of all 3rd and 8th grade students are **proficient or above in reading**.
- Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP.
- In fall 2013, 42% of high schools **graduates did not enroll in postsecondary**.
- Almost 60% of first-time freshmen in TN community colleges took at least **one remedial or developmental course**.
- Tennessee's **six-year graduation rate** is 28% for community colleges and 58% for universities.

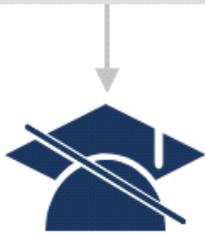
From *Tennessee Succeeds*

Notes:

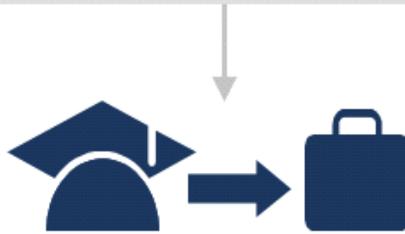


Success after graduation.

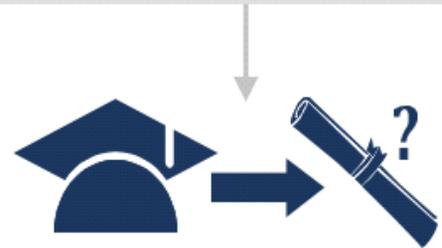
71,403 Students 2008 Cohort of High School Freshmen



9,089 students did not graduate from high school.



22,444 students graduated from high school and entered the workforce and earn an average salary of **\$9,161 annually.**



39,748 students enrolled in postsecondary.

75 percent were still enrolled in one year (or 26,149 of the 34,691 who enrolled immediately after graduation).

1,811 completed a certificate or degree within two years.

From *Tennessee Succeeds*



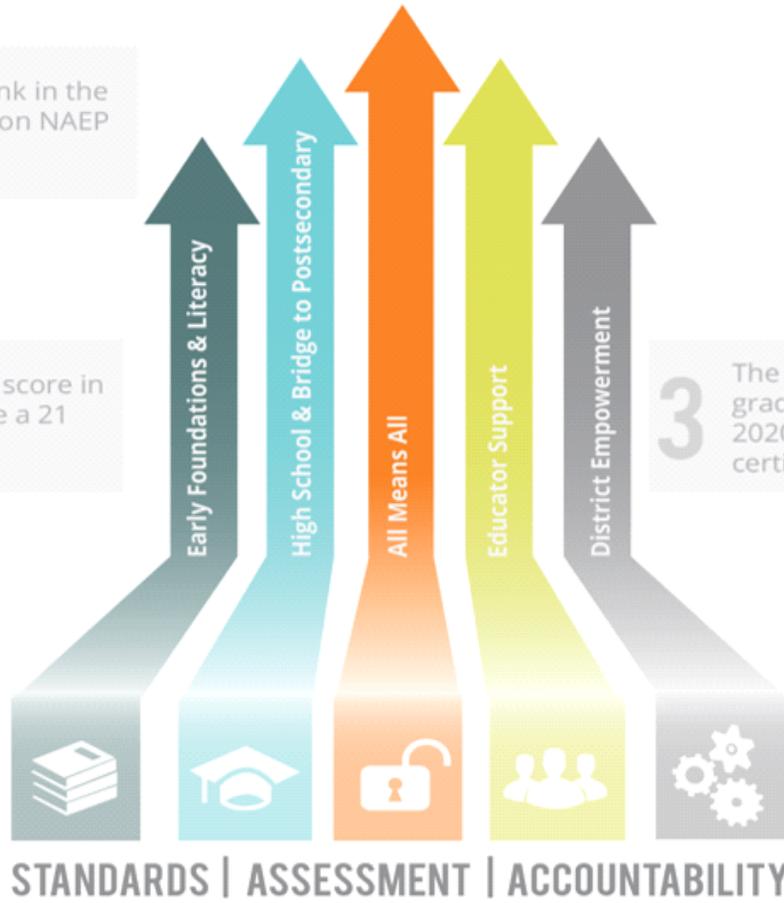
Notes:

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

2 The average ACT score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



Notes:

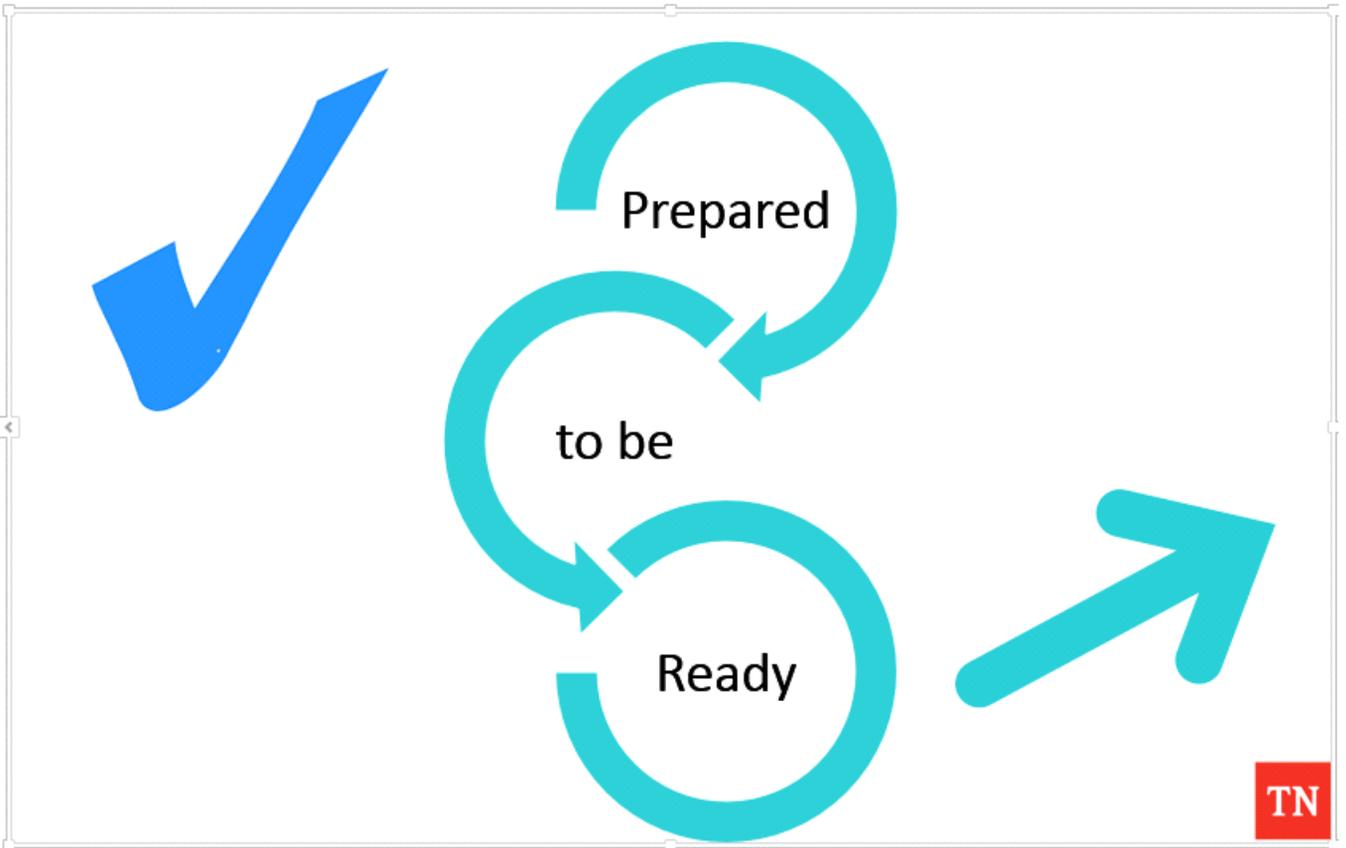
Ready Student Activity

Use the following graphic and T-chart to brainstorm what a "ready student" looks like in each of these four important areas.

Personalized Vision

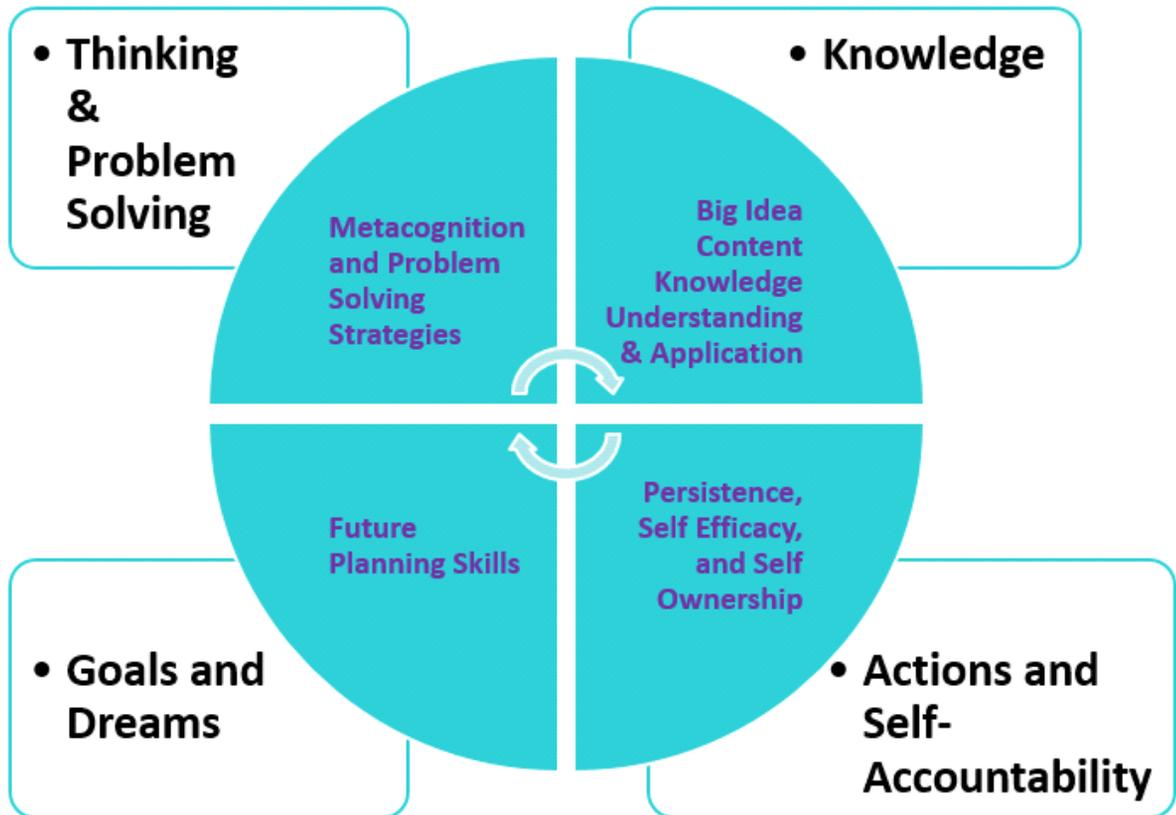
What does readiness mean for you, for your teachers, for your students and for your community?

What is a ready student?



Prepared	Ready

What is a ready student?

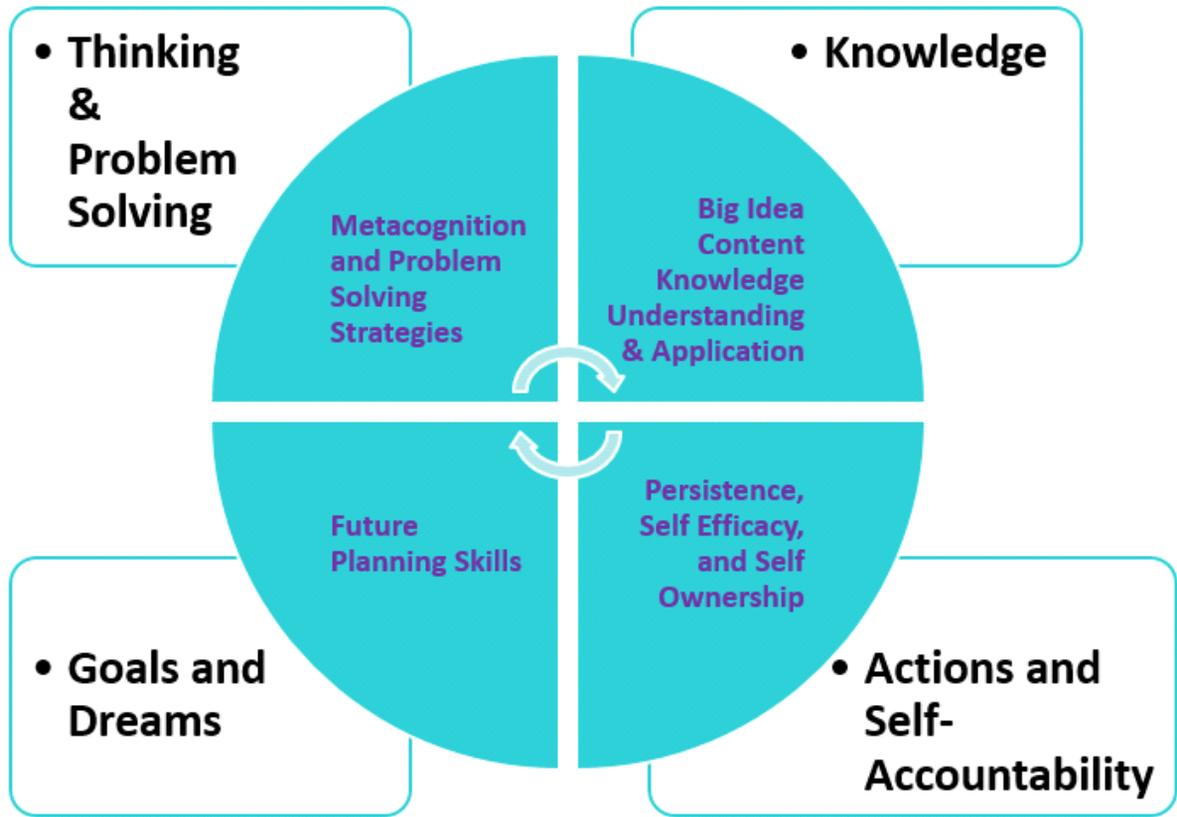


A ready student should operate in four key zones of readiness. Students are ready to the degree to which they have mastered all four areas.



Notes:

What **teacher actions** develop these skills in our students?



Notes:

What is a ready teacher?

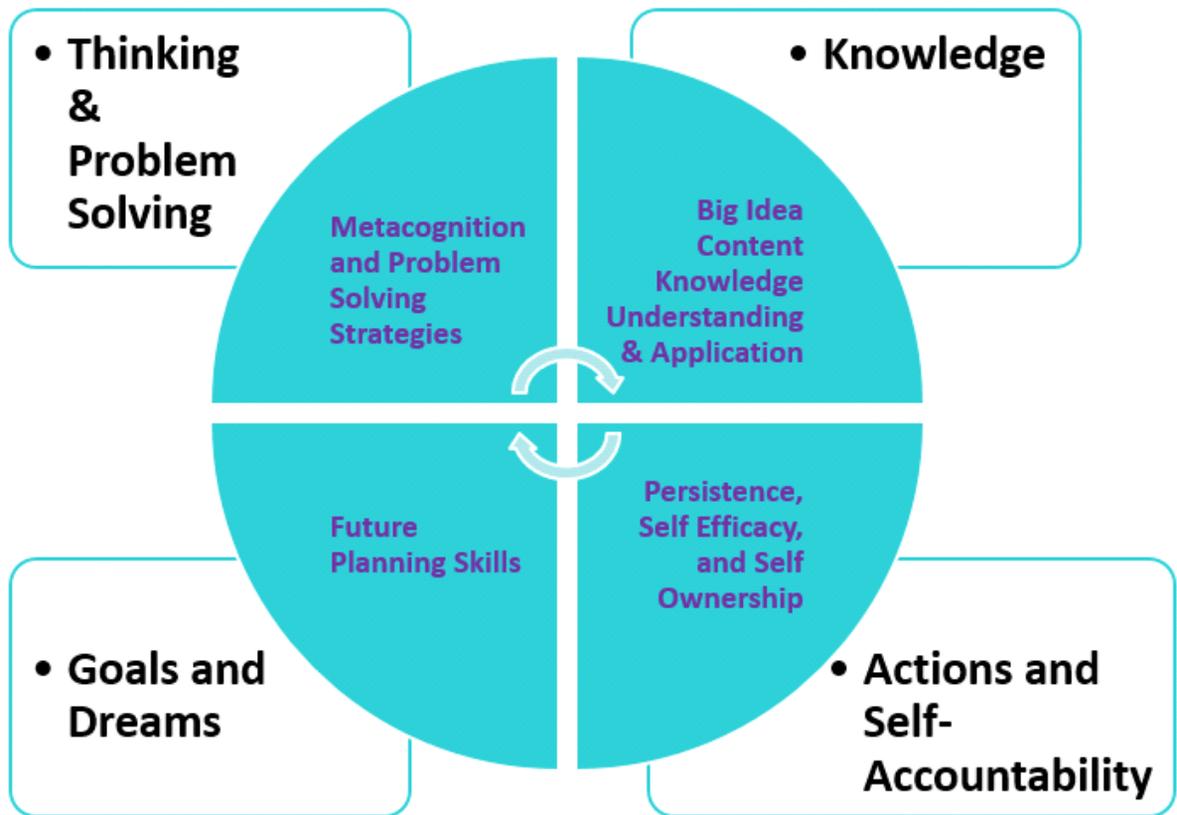
Prepared Teachers:

- Know the content and standards
- Plan, teach, and manage classroom lessons effectively
- Guide student learning with data, questioning, feedback and student-directed opportunities
- Create a positive culture in classroom
- Work well independently

Ready Teachers:

- Connect the content in ways students can **internalize**
- Address students' needs and uses data to support **individual** learning needs
- Facilitates the lesson allowing students to **problem solve, reflect, and self assess** by using effective **student feedback**
- Create a culture where risks are encouraged and **students learn from success and failure**
- **Collaborate** with adults, takes risks as a learner, and builds leadership skills

What leader actions are necessary to support teachers to get students ready?



Leader Actions Discussion

(Click in the cell below each question to enter your thoughts.)

What do we need to start doing?	What do we need to have others doing?	What do we need to stop doing?

Reflection

How does the Commissioner's video relate to student readiness?

How does student readiness, instead of preparedness, relate to your own building strategic plan?

What did you discuss or hear during this first key question that resonated with your vision for your students and your faculty?

What should core instruction look like?

*"To ensure all students are ready, they must have exceptional **core** instruction to ensure that **all** students have the capacity to be ready."*

Turn and Talk

What is the importance of core instruction?

How does quality instruction make a student "ready"?

Impact of Core Instruction

Assume a student enters a classroom at the 50th percentile. Predict where the child leaves the classroom at the end of the school year.

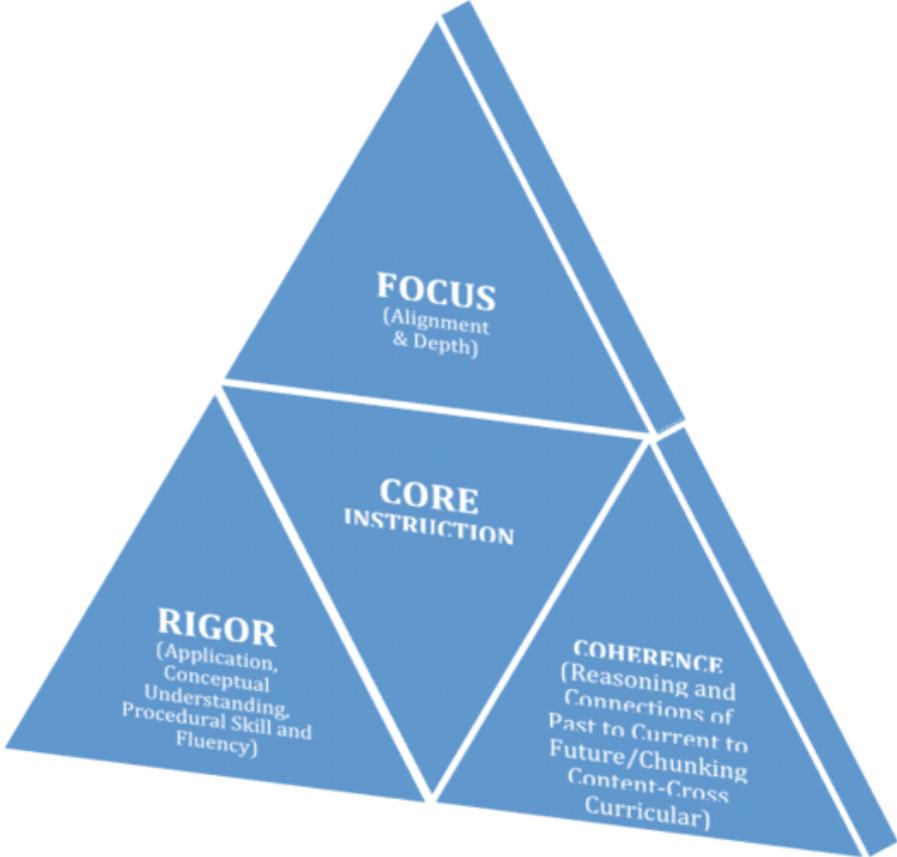
Scenario	Percentile Entering	Percentile Leaving
Average Teacher, Average School	50	50
Highly Ineffective School, Highly Ineffective Teacher	50	3
Highly Effective School, Highly Ineffective Teacher	50	37
Highly Ineffective School, Highly Effective Teacher	50	63
Highly Effective School, Highly Effective Teacher	50	96
Highly Effective School, Average Teacher	50	78

Classroom Instruction That Works-Marzano, R. 2012

27

Notes:

What are the components of core instruction?



From Student Achievement Partners and Achieve the Core



Have you ever experienced confusion between what you thought you gave a teacher as feedback and what the teacher understood the feedback to be?

How could this framework provide you with clear, actionable strategies for teachers to use to improve their core instruction?

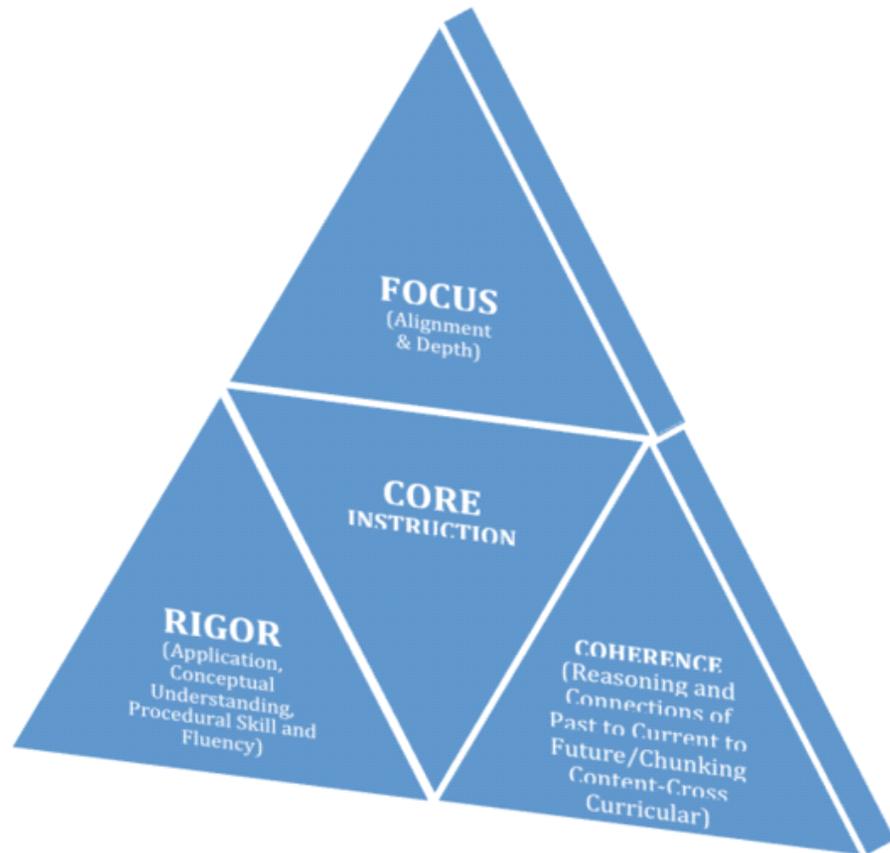
Three Components of Core Instruction:

Focus: alignment of lesson to depth of standard

Rigor: Developing conceptual understanding with fluency and skill and ensuring mastery through application

Coherence: connecting today's lesson with the lesson before and the future lesson as well as across all content

What are the components of core instruction?



From Student Achievement Partners and Achieve the Core



Take a few moments to use the definition of **focus** and determine one strong example in your school.

Share your school example at your table.

Be ready to share one example with the entire group.

How can you analyze **FOCUS** during walk throughs?

1. Is the lesson focused on the essential learning targets for mastery or are there too many “extras” occurring in the lesson?
2. Is the learning focused on the depth of the learning target equal to the standard or is the learning target being taught at a lower expectation? (alignment to standard)
3. Is the teacher expecting ALL students to demonstrate mastery at the DEPTH of the learning target expectation? (alignment to all students)

Notes:

So how does **FOCUS** fit into these evaluative indicators?

1. Standards and Objectives
2. Activities and Materials
3. Teacher Content Knowledge

What else?

Note: please open the digital copy of TEAM administrative rubric for this discussion.

Notes:

Core Instruction: Teacher Feedback on **FOCUS**

	Example from your school/district	Rubric Descriptor	Teacher Feedback
Focus Example	My teacher gave a lesson on defining setting as a literary term in her seventh grade classroom; however the standard asks students to analyze how the elements of the story interact.	Limited content is taught in sufficient depth to allow for the development of understanding	I see that you taught setting and focused on this literacy element. The way you delivered your instruction taught this standard at a lower grade level expectation. Students need to be focusing on how literary elements interact within the story.
Focus			

Rigor

“Rigor for the 21st century includes a focus on skills for life: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination.” (Wagner, 2008)

“Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.” Blackburn (2008)

Notes:

Take a few moments to use the definition of **rigor** and determine one strong example in your school.

How can you analyze **RIGOR** during walk throughs?

1. Is the lesson asking students to understand a concept versus memorize a process or definition?
2. Are the activities in the lesson asking students to apply their conceptual knowledge?
3. Is the teacher measuring mastery at the application depth of the standard and is this mastery expected for ALL students?

Notes:

Video used in this section comes from the Ayers Institute - Invest Video Library at <http://www.lipscomb.edu/ayers/invest>

So how does **RIGOR** fit into these evaluative indicators?

1. Questioning
2. Academic Feedback
3. Thinking
4. Problem Solving

What else?

Note: Please open the digital copy of TEAM administrative rubric for this discussion.

Notes:

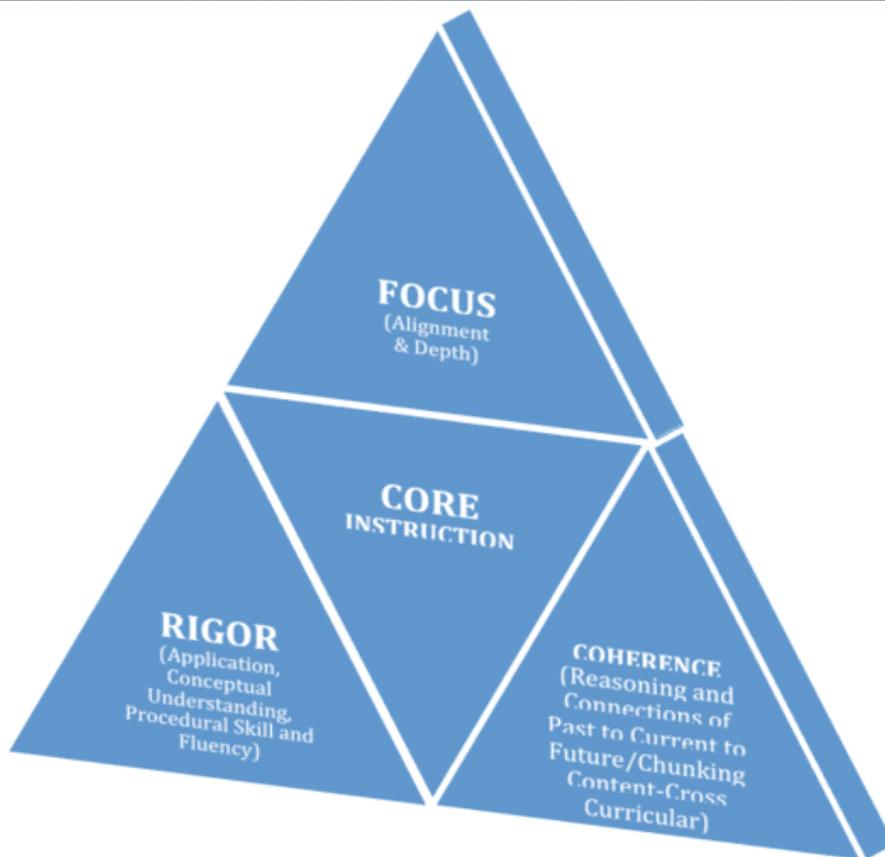
Core Instruction: Teacher Feedback on RIGOR

	Example from your school/district	Rubric Descriptor	Teacher Feedback
Rigor Example	A science teacher was teaching the concept of genotypes and phenotypes. He was matching terms while the standard asks students apply, compare and contrast.	Students are using analytical thinking, where students analyze, compare and contrast, and evaluate and explain information	I am interested in the part of your lesson that had students matching terms. How does that meet the expectation of comparing and contrasting. How could you make this activity more rigorous by using a compare/contracts activity that asks students to apply the understand and show you mastery at the application level.
Focus			

TN

Notes:

What are the components of core instruction?



From Student Achievement Partners and Achieve the Core



Take a few moments to use the definition of **coherence** and determine one strong example in your school.

Video used in this section comes from the Ayers Institute - Invest Video Library at <http://www.lipscomb.edu/ayers/invest>

How can you analyze **COHERENCE** during walk throughs?

1. Is the lesson target connected to the preceding lesson and are the students being given a road map of how today's lesson will connect to the future lesson targets?
2. Is the content "chunked" appropriately for the depth and rigor of the content?
3. Is ALL content contextualized within other content areas as well as real world, authentic connections?

So what TEAM evaluation pieces fit here?

1. Teacher Knowledge of Students
2. Standards and Objectives
3. Teacher Content Knowledge

What else?

Note: please open the digital copy of TEAM administrative rubric for this discussion.

Notes:

Core Instruction: Teacher Feedback on COHERENCE

	Example from your school/district	Rubric Descriptor	Teacher Feedback
Coherence Example			

Resources

[EQIP English Language Arts Rubric](#)

[EQIP Math Rubric](#)

[Marzano's Teacher Observation Protocol](#)

<http://www.lipscomb.edu/ayers/invest>

Integrated Leadership
Course Class 1

Key Question #3
Section

Social Studies Assessment Comparison

1. Write an essay and explain the three ways mercantilism impacted the American revolution using evidence from the text below.

Mercantilism was based on several beliefs held by the various princes, kings, and leaders of Europe. First, they believed that the wealth of a nation came mostly from its possession of gold and silver. Second, they thought that exports to other nations were more beneficial than imports. Third, they believed that government interference in the economy was both necessary and right.

Supporters of mercantilism thought that colonial possessions such as those in the Americas should serve solely as markets for exports and suppliers of raw materials for the mother country's industries. The colonies were forbidden to engage in manufacturing, and all colonial resources, such as gold and silver, were thought to belong to the mother country.

To create capital, making goods such as machines and ships that produce or move other goods was encouraged. This provided a climate favorable to the growth of capitalism. Further, by restricting the economic activities of the 13 North American colonies, mercantilism was a factor in the American Revolution.

Read the standard for student (A).

8.22 - Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: Mercantilism;

You may access the activity [here](#).

Why is this assessment a poor example for a STUDENT to demonstrate mastery towards the standard?

Exemplar Tasks

Additional Exemplar Assessment items

- See reference for a complete suite of information on Social Studies assessment blueprints and score guides on the second page of this section.
- Reference for exemplar ELA and Math tasks on your resources page in this section:
 - http://ifl.pitt.edu/index.php/blog/index/curriculum_embedded_formative_performance_assessments
 - http://ifl.pitt.edu/index.php/blog/index/curriculum_embedded_formative_performance_assessments

- Reference for exemplar ELA and Math tasks:
 - http://ifl.pitt.edu/index.php/blog/index/curriculum_embedded_formative_performance_assessments
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Turn and Talk: How can you help your teachers build assessments to measure student readiness and ensure that assessments maximize student learning?

Assessment Task Force Findings

After six months of discussions and research, the Tennessee Task Force on Student Testing and Assessment, comprised of 18 educators and education leaders from across the state, released their report. The task force was formed by Commissioner McQueen in spring 2015 as a result of feedback from the field about the amount of testing, quality of testing, and associated test preparation. The task force conducted several surveys across the state to better understand how teachers, principals, and district leadership use assessment to make instructional decisions. The task force also examined the history of testing in Tennessee, the purpose for different type of assessments, and the information parents and teachers get from each type of assessment.

Click [here](#) to access the report.

Major Findings and Recommendations:

Tennessee Task Force on Student Testing

Types of Assessments addressed in report:

1. Diagnostic: often given at the beginning of the school year, this assessment allows teachers to know where each student is beginning in their understanding

2. Formative (interim and benchmark) assessment: measures student learning throughout the year so educators can determine if students are making progress and how best adjust instruction for purposes of this report, formative will refer to interim and benchmark assessments as well

3. Summative (annual) assessments: measures student learning at the end of the semester/year, state-level assessments are summative assessments administered to all students.

Notes:

Summative Assessment Practice Recommendations

Summative tests (annual standardized tests):

1. Show mastery of standards
2. Results are related to post secondary readiness
3. Enable schools to measure and identify needs of each child to provide feedback to parents and identify next steps in student learning for educators

These assessments should:

- Be aligned to standards
- Embody full range of standards expectations
- Show all students' culmination of understanding, strengths, and areas for improvements
- Be part of the instructional process and the cycle of learning
- Serve as a benchmark for Tennessee against other states and countries

Notes:

Formative Assessment Practice Recommendations

Formative tests (interim and benchmark tests):

1. Indicate student “standing” and progress toward both classroom-level goals and annual grade level standards for learning.
2. Provides information that leads towards daily decision making such as re-teaching, intervention, or enrichment needs.
3. Should guide instruction.
4. Facilitate student ownership of their learning.

Formative assessments should:

- Provide timely feedback
- Be used for specific decision making and next steps so teachers and students can see progress toward mastering standards and building skills
- Be carefully selected or designed to define student outcomes
- Be teacher lead as much as possible because teacher created and school/districted created best inform instructional changes.

Notes:

Assessment for Learning

Focusing on Assessment **FOR** Learning

- **Formative Assessments-**(Assessments **for** learning) formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessments-**(Assessments **of** learning) assessment information is used to provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.



Notes:

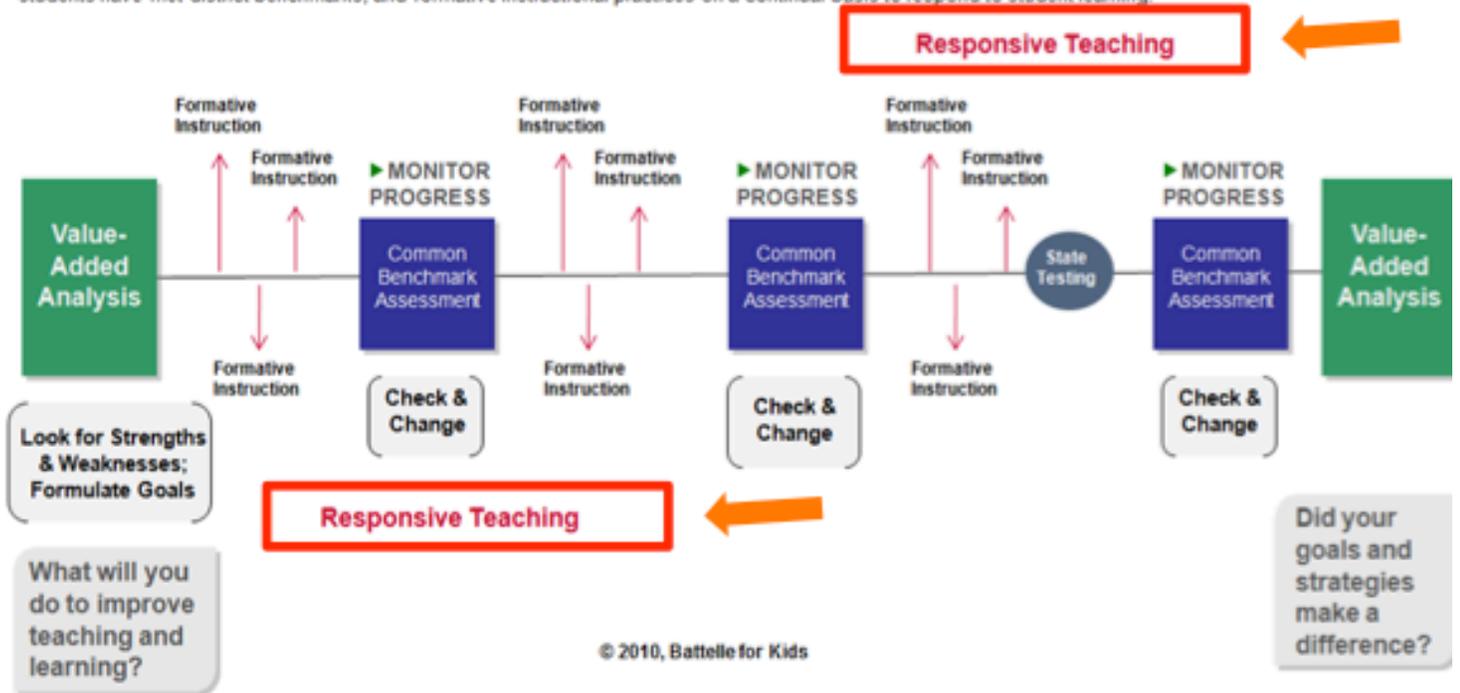
Discussion:

What kinds of strong formative assessments/activities are being used in the classrooms of your school?

Are there any summative assessments/activities being used that could/should become formative assessments?

A Balanced Assessment System

Instruction is a process and should be adjusted throughout the school year based on student needs. Formative instructional practices, part of a balanced assessment system, allow teachers to assess and respond to student learning in a timely and strategic manner. The *A Balanced Assessment System* graphic below illustrates what a balanced assessment system looks like at the district-, building- and classroom-levels. It includes formative and summative assessments: state achievement and value-added progress data to provide yearly assessments of student performance; common quarterly assessments to determine if students have met district benchmarks; and formative instructional practices on a continual basis to respond to student learning.



Visit the Tennessee Student Progress Portal at www.BattelleforKids.org/Tennessee to learn more about professional learning offerings available as part of First to the Top to help your district adopt a balanced assessment system.

Notes:

How does this graphic represent a focus on assessments as feedback on student readiness?

How can changing summative practices to formative practices build responsive teaching practices?

Reeves Leadership Model



What are the TNReady Practice Tools?

- **Sample items** in **MICA** (Measurement Incorporated **Classroom Assessment**) along with the..
- **Practice tests** delivered in **MIST** (Measurement Incorporated **Secure Testing**) make up the...
- **TNReady Practice Tools** available to educators and students.



Note: Social studies resources are located in your digital notebook.

Notes:

What is MICA?

Reminders

- **MICA** is an interactive **web-based** assessment and learning system.
- **MICA** will serve as the delivery system for the **TNReady Item Sampler**, a **bank of test items** aligned to the TN Academic Standards in English Language Arts and Math for grades 3 – 8 and high school.

What is the Purpose of MICA?

- ✓ Give educators access to items that reflect the **rigor and quality** of items that will be on TNReady, the new assessment in English Language Arts and Math that will begin during the 2015-16 school year.
- ✓ Allow teachers to use the items to create their own **custom assessments** to administer **on-demand** in their classrooms.
- ✓ Provide students with an opportunity to practice with the **same online assessment tools** they will have on TNReady in MIST platform.

How do we leverage MICA?

Share ways that teachers have used and could use MICA to support formative assessments.

Discuss how these formative uses have allowed teachers to see student mastery and respond to students' misunderstandings of concepts.

How else could MICA be leveraged for responsive teaching?

In addition, you have 10 Ways Educators Might use MICA as additional resources to discuss with building leadership teams.

10 Ways Educators Might Use MICA...

1. Have teachers make a test with all the test items and take it personally to better understand the content expectations of the test.
2. Use a few questions as a pre-test and/or post-test to find out what students know before and after a unit.
3. Use a question as an exit ticket after a lesson or assign problems for homework.
4. Use several questions as a center as part of center rotation.
5. Use a question to create a classroom learning probe.

10 Ways Educators Might Use MICA...

6. Assign one question to the class and walk through it together to learn the features.
7. Use problems as part of a larger formal assessment.
8. Assign problems during intervention or enrichment time.
9. Create individualized quizzes based on student areas of improvement or use relevant questions on a chapter or unit test.
10. Create a common test-let with other grade level or PLC teachers and review results together.

How do we leverage MIST?

1. The MIST practice test provides exemplars of items that provide feedback on student readiness.

How can leaders leverage that component of MIST? (Turn and talk at your table).

2. The MIST practice test can be used for formative assessments instead of as a summative “practice” test.

How can leaders help teachers leverage the assessment feedback for responsive teaching?

MIST Practice Tests

Reminders

- **One form** for **MIST Practice Tests** available for ELA and math in grades 3-11 in 2015-16
 - **ELA mini-test form:** A **full-length** subtest with a single writing prompt for Part I and an **abbreviated Part II** that is half the administration time and questions
 - **Math mini-test form:** A **full-length** subtest for Part I including performance task in grades 3-8 and an **abbreviated Part II** that is half the administration time and questions. Part II is divided into a calculator **prohibited and permitted** subtests.
- **MIST Practice Tests** available during three windows:
 - October
 - January
 - March
- **MIST Practice Tests** will be closed during TNReady administration windows

MIST Practice Tests

Reminders

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Task Predicts Performance

Task predicts performance. *What determines what students know and are able to do is **not** what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are **actually doing.** – Richard F. Elmore (2008)*

Task Predicts Performance...

- MICA and MIST should be **fully exploited** so students become very comfortable with instructional technology
- MICA is available **at all times** throughout **entire year**
 - When MIST practice test is closed, MICA items can be used in everyday classroom instruction
- Student **access to technology** is critical for **personalized learning** and success after graduation
 - It's not about technology for a test. The goal is technology for learning. Students need to experience rigorous tasks.
- **Engagement** with MICA and MIST **must be a minimum expectation** for students and teachers through regular **monitoring of usage**
 - Students cannot be successful on TNReady if they are not exposed to the level of task expected on the assessment

Reflection

How do your teachers use assessment results to adapt instruction?

Do they need models and support in designing effective formative assessment?

How can you use MICA items as a model?

Would your teachers “view” testing differently if most assessments were used formatively and gave them an understanding of student readiness?

Social Studies Assessment Resources

Social Studies Blueprints for Reference:

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

[6th Grade](#)

[7th Grade](#)

[8th Grade](#)

[US History](#)

Social Studies Scoring Guides for Reference:

[Grades 3-5](#)

[Grades 6-7](#)

[Grade 8 and US History](#)

Integrated Leadership
Course Class 1

Key Question #4
Section

Student Support for Readiness

In this section, we will focus on three different teaching practices to support ALL students and their diverse needs within core instruction.

Student
Feedback

Differentiation

Soft Skills

Notes:

Does feedback impact student achievement?

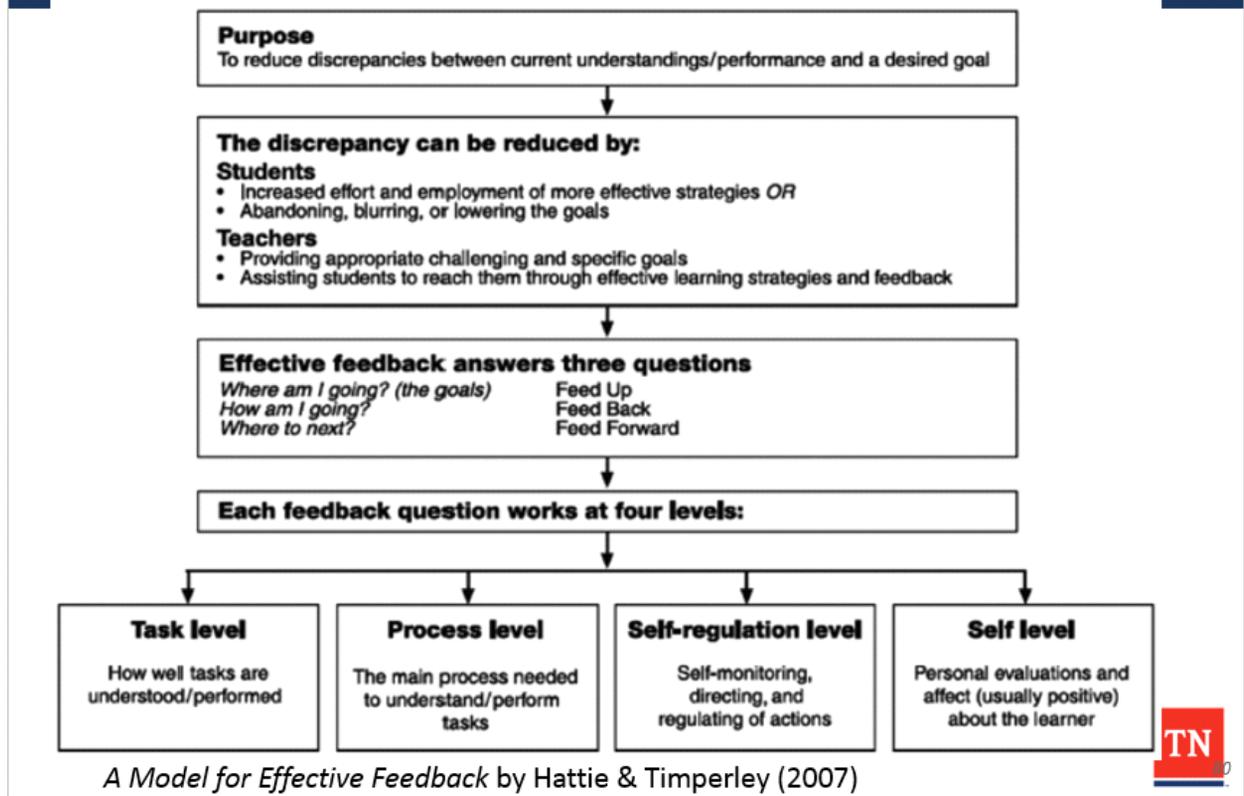
John Hattie, in Visible Learning for Teachers, identified feedback as one of the **top 10** strategies for increasing student achievement. The effect size of feedback was **twice** the average score for other schooling effects!

You have the Hattie article attached in your digital notebook as an additional resource.

Notes:

Resource: [A Model for Effective Feedback by Hattie and Timperley \(2007\)](#)

Student Feedback enhances Teacher Effectiveness



Notes:

What student feedback strategies should administrators see?

1. Teacher defines **criteria for success** on the task.
2. Teacher **models** what success for the task looks like.
3. Teacher provides students **a road map** between current performance and the criteria for success on the task.
4. Teacher accepts errors and uses **questioning to cue and prompt** students towards success.
5. Teacher provides the student **quality feedback that is relative to the task** instead of other students.
6. Teacher gives **immediate concrete feedback versus praise** as student is learning.

How does this connect to Academic Feedback- Level 5

<p>Feedback</p> 	<ul style="list-style-type: none">• Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations• Feedback is frequently given during guided practice and homework review.• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.• Feedback from students is regularly used to monitor and adjust instruction.• Teacher engages students in giving specific and high-quality feedback to one another.
---	---

Student Support for Readiness

Student
Feedback

Differentiation

Soft Skills

What is differentiation?

Differentiation is NOT a set of strategies . . . It's an approach to teaching and learning.

1. Strategies are tools to accomplish the goals of differentiation.
2. Differentiated core instruction meets all learners where they are and scaffolds them to mastery of the learning target.

Carol Tomlinson (2008)

Notes:

Methods for Differentiation by Process—Bridging

Bridging

Defined: Explicit moves by the teacher to help students make a connection, see patterns, or discover relationship between prior knowledge and new knowledge.

What are the connections to previous, future and other content areas? How much content is foundational, repeated, new and essential?

Why the bridging approach:

1. Brains can only hold **seven** new and unassociated concepts in working memory. (Not seven pieces of information in every class, but seven new items in all).

Teachers should plan with essential understandings to reduce number of new concepts, and they also need to plan focusing on “student backgrounds” not “teacher expertise.”

2. Teachers have to **chunk and connect** new learning so that it can be transferred effectively to long-term memory.

Tools include: concept maps, graphic organizers

3. Students need **prior knowledge** to anchor new knowledge.

Teachers may have to build schema to help students bridge knowledge.



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. 86

Notes:

Bridging Look Fors

Is the teacher planning with focus, rigor and coherence strategies?

- **Focus: alignment** of concept depth to past foundation and future stretch
- **Coherence:** connections in the learning to past and present instruction as well as to other content disciplines



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. 87

Methods for Differentiation by Process— Metacognitive Skills

Developing Metacognition Skills

Defined: Students think about their processes and conceptual knowledge effectively to apply to authentic learning situations/developing thinking about thinking

Students map their thinking, analyze their understandings orally and in writing, and reflect on learning. These skills are linked closely to the “Action and Accountability” component of a ready student.

Effective Tasks Look Fors

- 1. Complexity of Task:** designed at application level or higher and so that the outcome is not guaranteed (a chance for productive failure exists)
- 2. Discussion of Process:** Students are interacting with one another to build each other's knowledge.
- 3. Argumentation:** Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.
- 4. High Frequency of Questioning and Academic Feedback:** (to be discussed in the next module)



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. ⁹⁰

Notes:

What am I seeing?	What should I see?

Methods for Differentiation by Process— Using a Model

Using a Model

Ask students to use models to help students to make sense of the learning target. The models may help students see relationships or patterns that they may not have been able to see previously.

ie. Exemplar writing or a completed math problem

- When should a model be used during a lesson?
- When is the most important time for students to have a **CORRECT** model of what the learning target/objective should be?

English Language Arts Models

- a. before moving to brooklyn heights in new york ny five years ago tj lived with his family in the south and subsequently moved back there
- b. as Lt moore raises his hand to salute gen keller during the memorial day parade he was distracted by a loud noise

Utilizing Student Models

1. Use work samples that model strong of the success criteria.
2. How does this opening ELA activity provide an model?
3. How does it not?
4. Can students gain feedback towards this model of success?
5. Does this activity give students a model of what success looks like?



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. ⁹³

Notes:

English Language Arts Models

- a. Before moving to Brooklyn Heights in New York, NY, five years ago, T. J. had lived with his family in the South, and, subsequently, moved back there.
- b. As Lt. Moore raised his hand to salute Gen. Keller during the Memorial Day parade, the lieutenant [general] was distracted by a loud noise.

Utilizing Student Models

1. Use strong work samples that model accurate thinking examples of the success criteria.
2. How could a teacher begin with this model instead; and then, provide student feedback towards this model?
3. How could students monitor their progress towards this success criteria provided at the beginning of the lesson?



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. ⁹⁴

Modeling Look Fors

1. Does the model provide students with a destination point for success?
2. Does the teacher used the model as a reference for student feedback towards the model (expected outcome)?
3. Does the teacher provide opportunities for students to provide other students feedback based on the model?
4. Do the students monitor their own progress using the model?

Note: Models are not used in every lesson. Inquiry based lessons may not use a model; however, the teacher understands when a model is necessary to guide the thinking of all learners.



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. 95

Notes:

What am I seeing?	What should I see?

How do these differentiation strategies translate to the TEAM rubric and teacher feedback?

Presenting Instructional Content-Level 5

Presentation of content always includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information;
- no irrelevant, confusing, or non-essential information.



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. ⁹⁶

Notes:

What other pieces of the TEAM rubric connect to these strategies?

- **Teacher Content Knowledge**
- **Thinking**

What else?



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. ⁹⁷

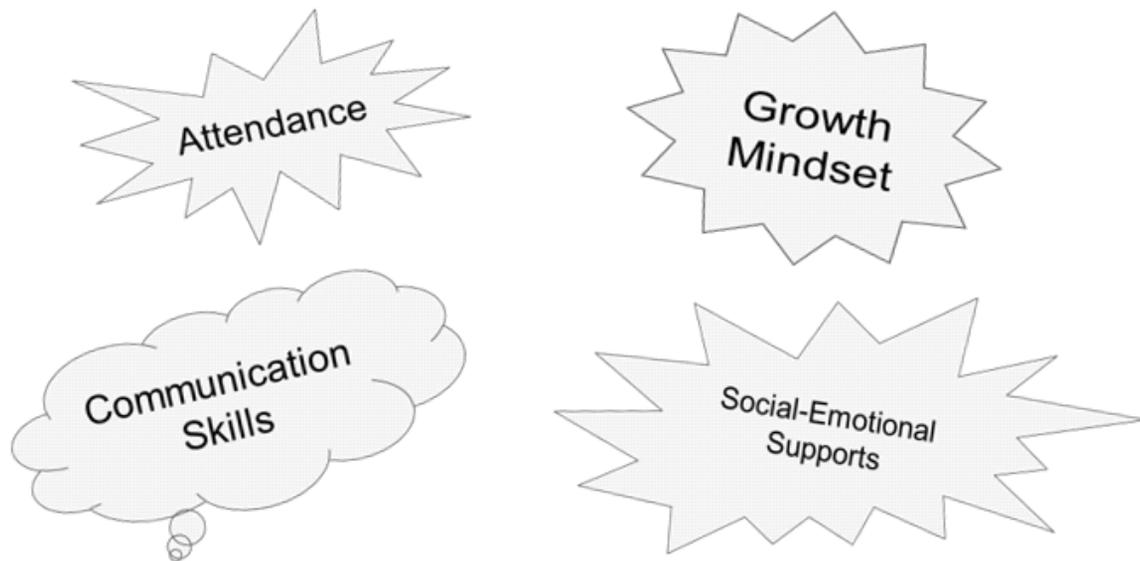
Student Support for Readiness

Student
Feedback

Differentiation

Soft Skills

What other skills are critical for learner readiness?



Notes:

Table Activity:

Using the readiness soft skill assigned to your table, complete the following activity. Be prepared to report your findings.

Define the assigned soft skill in your own words and language.

Discuss and list the ways the assigned skill impacts student readiness.

List ideas, strategies, and/or resources that can help students.

Example: student persistence

Reflections

From the range of student supports presented, which student supports are a focus area of strength for your school?

From the range of student supports presented, which student supports are a focus area of strength for your school?

How can you support your teachers in developing strategies to support all learners?

Resources and Tools

[John Hattie's Top Ten Strategies](#)

[Lipscomb Ayer's Institute Video Resources](#)

Integrated Leadership
Course Class 1

Key Question #5
Section

Tennessee Teacher Survey

These slides reference key take aways from the Tennessee Teacher Survey. You may find the full survey by clicking [here](#).

The Tennessee Educator Survey is designed to remain consistent for the next several years

- Surveys will be distributed by email to all school-level personnel in mid-April each year.
- Purposes include:
 - State-Level:
 - Research and agenda-setting
 - Progress monitoring
 - Communications and talking points
 - Listening more to educators
 - District/School-Level
 - District and school improvement planning
 - Reducing survey fatigue by streamlining TDOE survey process

92



Notes:

Highlights of the Educator Survey

1. Teachers **feel increasingly satisfied** with working conditions at their schools.

Nearly eight out of ten teachers report that teachers in their school are satisfied, like being there, and feel recognized for their work.

2. Teachers **feel appreciated** and they **report opportunities for growth** in their roles.

- Nearly eight out of ten teachers say that they feel appreciated for the job they are doing, a gain of five percentage points from the previous year.
- Eighty-seven percent of teachers report that teachers in their school are encouraged to participate in school leadership roles, a number that has stayed constant over the past two years.



Notes:

Highlights of the Educator Survey

3. Teachers feel **increasingly comfortable using data** from student tests to tailor their teaching to student needs.

- Nearly eight out of ten teachers say that they understand how to use standardized assessment results to improve their teaching.

Therefore, we are ready to continue to develop our teachers as leaders, build on their success and efficacy, and refine their data practices to be responsive teachers.



Notes:

Educator Survey Area of Need

1. Fewer than four out of ten teachers say they are provided with **adequate time for collaboration** or access to instructional resources and expertise.
2. Teachers want more opportunities and more time to **learn from each other**.
3. Teachers feel concerned about the **amount of time** and effort they've devoted to testing and **test preparation** in the past.



Notes:

The power of teacher collaborative teams:

*When teachers work in **collaborative working teams**, schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another's strengths and accommodate weaknesses, provide support for new teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Little 1990).*

*For this course series, a **collaborative working team** focuses on student readiness and learns from each other's strengths and expertise to improve classroom instruction. This could be a PLC model or have a broader definition.*

TN

How can collaborative work groups define "What is a ready student?"

How do teacher teams collaboratively design learning expectations around this common definition?

What are key teacher actions for discussions?	What are key support actions for leaders to ensure these conversations occur?

How can leaders leverage collaborative work groups to ensure focus, rigor, and coherence occur?

What are key teacher actions for discussions?	What are key support actions for leaders to ensure these conversations occur?

Principal and Teacher Leaders

With our goal of creating a culture of readiness in mind, look for specific evidence that answers the following questions:

- How did the principal display his knowledge of patterns in classroom practices?
- How did the principal empower the teacher leader?
- What could the principal do next?
- How could he involve other teacher leaders?
- How could he empower other teachers in this initiative?

Video: [Shared Leadership Video](#)

This video was shared by the Ayer's Institute. See your participant manual for additional resources from the Ayer's Institute.



Notes: [Shared Leadership Video](#)

Debrief

1. How did the principal display his knowledge of patterns in classroom practices?
2. How did the principal empower the teacher leader?
3. What could the principal do next?
4. How could he involve other teacher leaders?
5. How could he empower other teachers in this initiative?

Where is the principal preparing teachers for student readiness?

Teacher Partnerships

What is it?	Does it work?
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div> <p>Personalized professional learning via teacher partnerships</p> </div> </div> <ul style="list-style-type: none"> Teachers who struggle in <i>specific</i> strategies are paired with a colleague in the same school who has demonstrated success, based on indicator-level classroom observation data Partners identify goals, develop a plan, and work together to strengthen practice 	<p>Proven results: Increased student achievement</p> <ul style="list-style-type: none"> 5-7 pt increase on TCAP school-wide¹ 12 pt increase on TCAP for lower-performing teachers¹ Improved classroom observation ratings <p>Broader benefits</p> <ul style="list-style-type: none"> Shared leadership leverages expertise of high-performing teachers Capacity-building for continuous improvement Concrete feedback strategy for teachers who need support More positive views of evaluation

TN Department of Education

¹ In a pilot study, schools that implemented this program (then called the EPP) saw TCAP scores increase school-wide by 5 points in literacy and 7 points in math. Lower-performing teachers saw score gains of 12 points

112

What does the teacher partnership look like?

What do teachers do?	Possible activities
<p>Teachers in partnerships can develop their working relationship as they see best. There is no set curriculum or “program.”</p> <p>Strong teachers reflect on why their practice is strong.</p> <p>Growing teachers gain from the experiences and learn collaboratively.</p>	<ul style="list-style-type: none"> Meet after observations to discuss results Set goals for the year Develop individualized strategies for improvement focused on feedback received Observe each others' classrooms to watch practices in action and refine strategies Plan lessons together Follow up on each others' commitments and goals

TN Department of Education

113

Principals saw many benefits to using this management strategy in their schools

Provides a way to support teachers with low evaluation scores	Shows that teacher evaluation feedback can be used for professional learning	Promotes capacity-building and shared leadership at the school level
Builds teacher relationships and promotes collaborative culture	Recognizes and leverages peer expertise	Gives high-performing teachers leadership opportunities

	Classroom Look Fors	Rubric Connection	Feedback	Potential Partnership
Focus	Alignment to standard/depth of standard			
Rigor	Application of conceptual understanding			
Coherence	Connections to past and future content/cross content resources/chunking of content			

Notes:

Teacher Feedback and Partner Learning

Principal/Teacher Conversation

Link to this video, click [here](#).

With our goal of creating a culture of readiness in mind, look for specific evidence that answers the following questions:

How did the principal display his knowledge of patterns in classroom practices?

How did the principal empower the teacher leader?

What could the principal do next?

How could he involve other teacher leaders?

How could he empower other teachers in this initiative?

How does this work align with the administrator evaluation?

Indicator	5
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards	Utilizes shared leadership practices to build capacity of nearly all educators for: <ul style="list-style-type: none">• Developing an accurate understanding of Tennessee-adopted standards and instructional practices• Studying, analyzing, and evaluating approved curriculum resources, including texts• Maintaining shared accountability when making needed adjustments to deepen classroom rigor• Maintaining a system for monitoring student work for rigor and curriculum alignment• Implementing on-going strategies and feedback for peers
C4: Teacher Leaders Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i>	Engages with leadership team to: <ul style="list-style-type: none">• Involve teacher-leaders in activities aligned with the Tennessee Teacher Leadership Standards• Use a variety of data to identify potential teacher-leaders• Communicate a clear leadership pathway for potential teacher-leaders• Provide sufficient growth opportunities to address specific leadership actions and behaviors• Provide potential teacher-leaders with varied leadership opportunities• Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development

1. How is this work reflected in the administrator rubric?

2. What is a 5 in capacity building asking an administrator to do?

3. What strategies to use to create a culture of ready teachers in your building?

4. What is the impact of having every teacher be a ready teacher for students?



Reflection

	Key Teacher Actions	Key Principal Actions
PLC Discussions: What is a ready student (collaborative definition)		
How do we ensure focus, rigor, and coherence?		
How are assessments being used to analyze student readiness?		
How do we support all students' learning needs through core instruction?		

1. What key strategies can you leverage to increase collaboration in your building?
2. How can you use focus, rigor, and coherence to leverage teacher feedback in your building?
3. How could teacher partnerships build increase teacher leadership in your building?

Optional PLC Resources

[Using Teacher Evaluation to Drive Instructional Improvement](#)

[Cultural Shifting in a Professional Learning Community](#)

[Critical Issues for Team Consideration](#)

[Making Time for Collaboration](#)

[PLC Meeting Time \(Rubric\)](#)

[PLC Rating Scale](#)

[The PLC Community Continuum Rubric](#)

[Stop Sliding Away](#)

[The Main Idea by John Hattie](#)

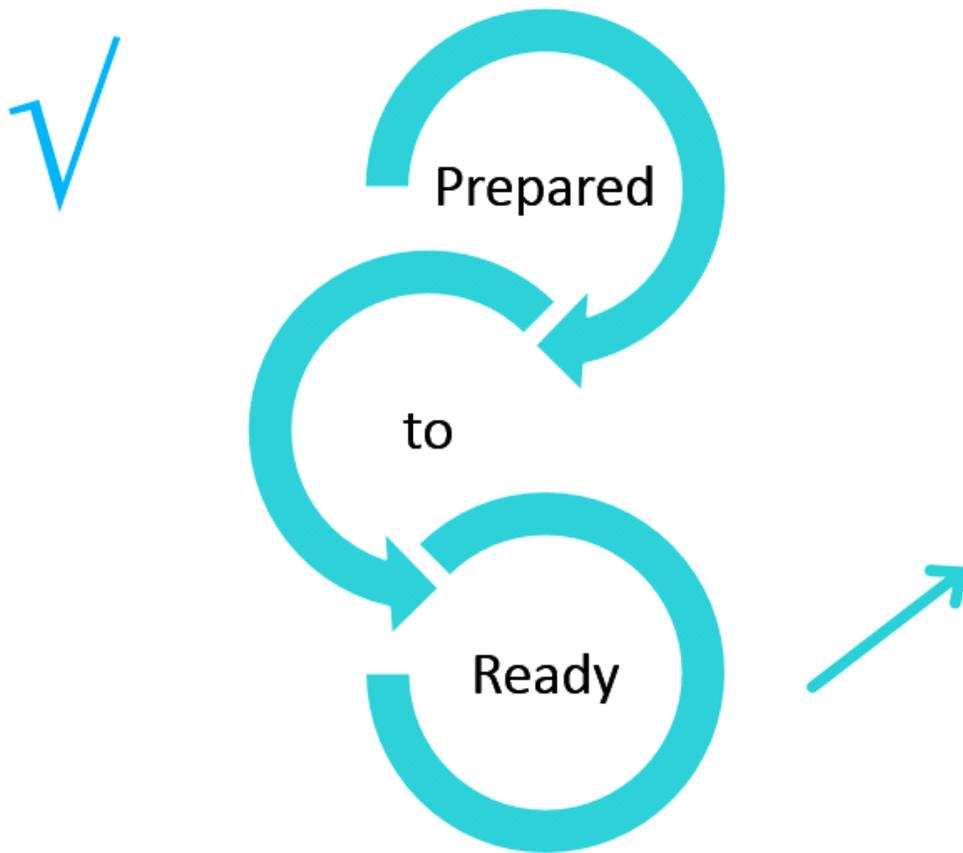
[Shared Leadership Video](#)

Integrated Leadership
Course Class 1

Key Question #6
Section

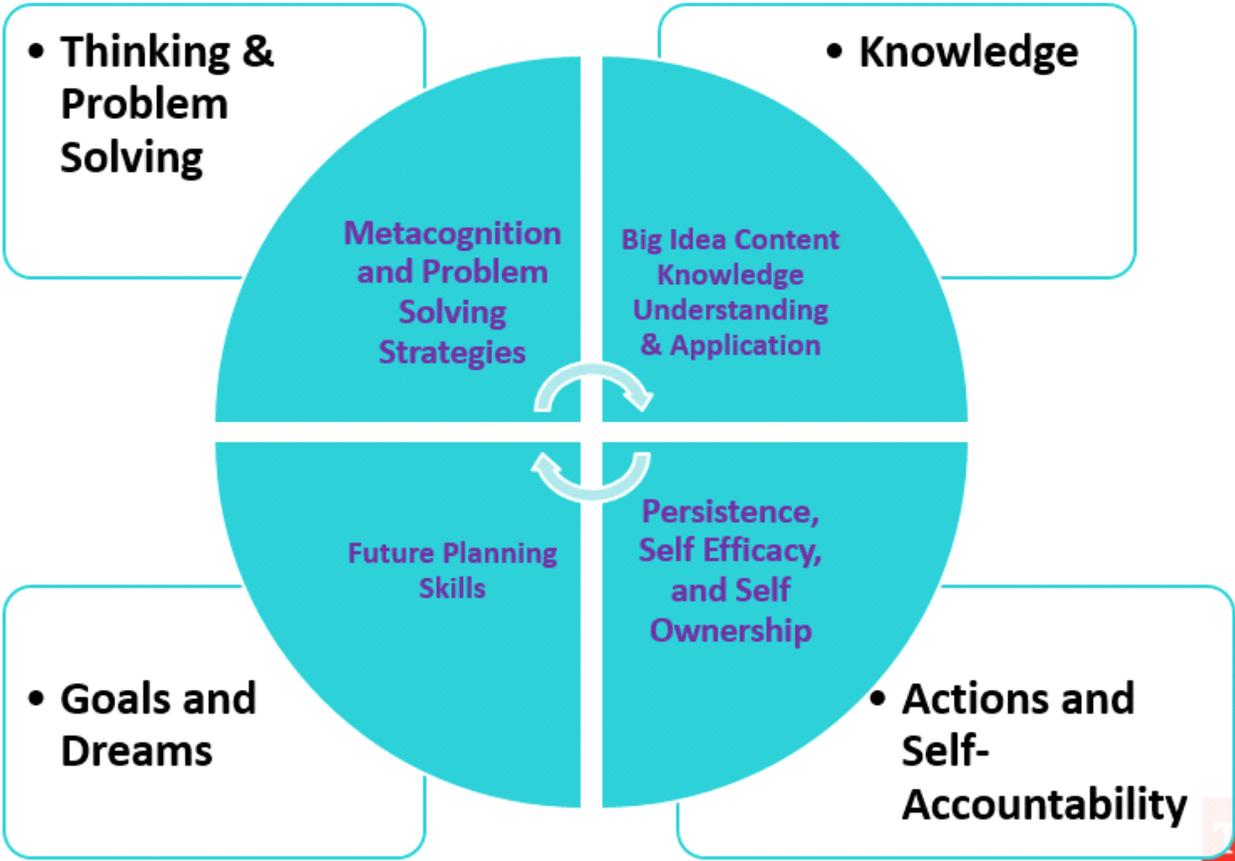
How does the journey to ready continue?

What is a ready student?



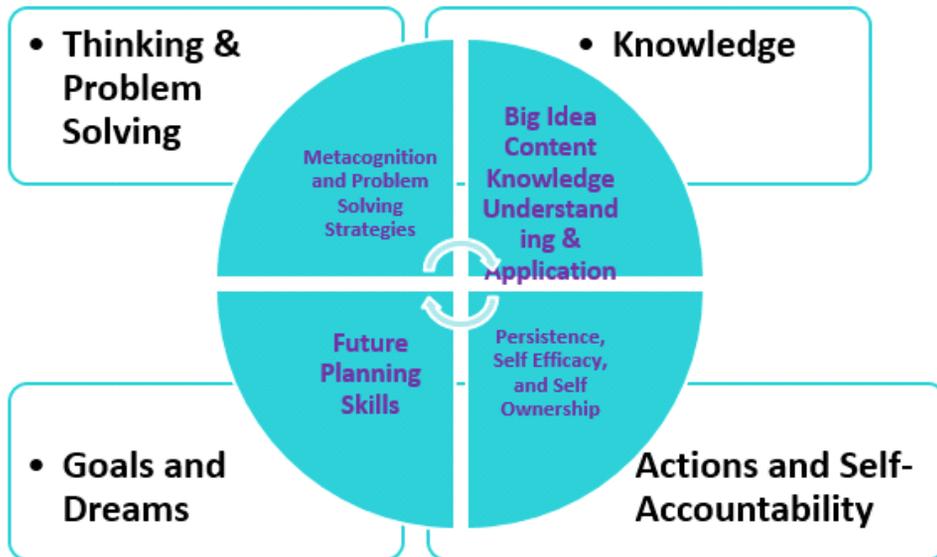
Notes:

What is a ready student?



Notes:

What teacher actions develop these skills in our students?

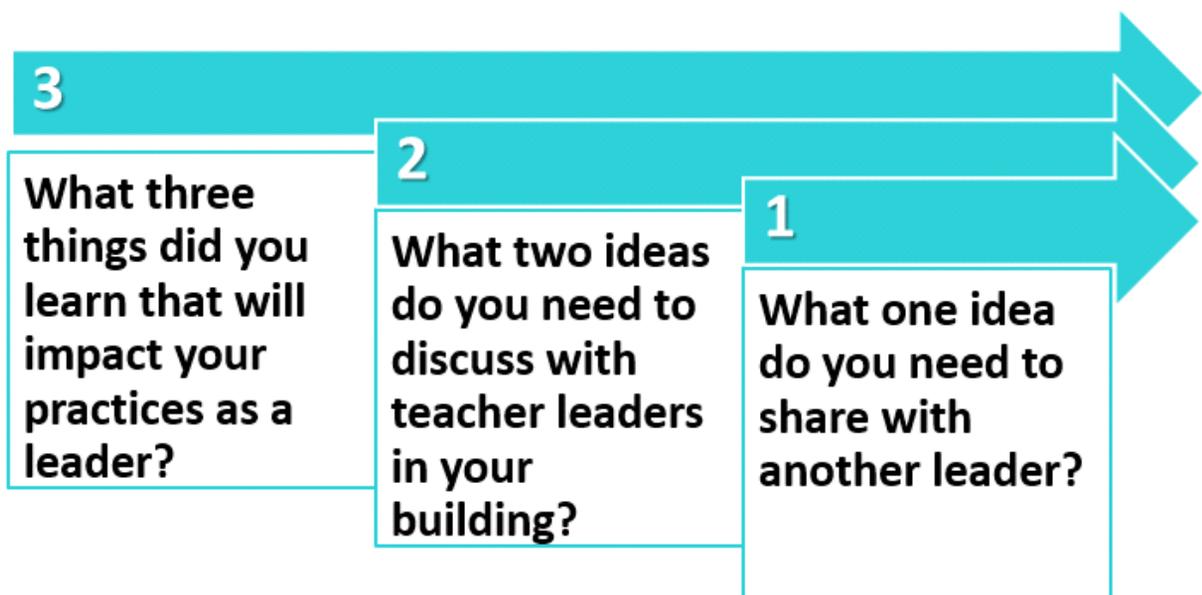


3-2-1 Reflection

If kids come to us [educators/teachers] from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important."

Barbara Colorose

3-2-1 reflection



3:

2:

1:

Tennessee Department of Education

Fall 2015 Integrated Leadership Course

Bridge to Practice: Teacher Partnership Plans

For this Bridge to Practice activity, school leaders are encouraged to return to their district and engage with their school's Leadership Team in completing this teacher partnership plan. This plan will ensure that school leaders focus on actionable feedback and provide teachers with models to support the implementation of feedback.

Integrated Leadership Course participants will bring their own Teacher Partnership plans to class two, and this experience will serve as the opening piece during collaborative sharing and networking time. This will ensure that everyone is able to learn from one another and take the best ideas back to their schools and districts.

Implementing the "Teacher Partnership" Plan

The planning document begins on the next page. Use this template to record your steps with the teacher(s) you support during your Bridge to Practice experience.

Step One: Observe or walk through 3-5 teachers' classrooms.

Step Two: Select a teacher observation/walk through experience and determine a category to give feedback in: focus, rigor or coherence.

Step Three: After selecting a category, align it to the general educator rubric. Which indicator does the area of feedback best fit for the observation/walkthrough experience?

Step Four: Write feedback for the teacher that uses the category and a descriptor. Using the models from class one, script actionable feedback with clear steps.

Step Five: Identify another teacher in your school who excels at the area of feedback for the teacher above. This teacher can provide a strong model for the teacher you observed. Ask your model teacher to participate in the teacher partnership and outline what you would like her/him to model and share as part of the teacher partnership

Step Six: After discussing your feedback, recommend that the observed teacher visit the model teacher and observe her/his practices. (We recommend that you structure this partnership and use some of the recommended steps from the Course One PPT).

Remember this debrief is valuable for both teachers and helps the model teacher become more reflective of his/her practice and the observed teacher will have the opportunity to learn from a peer. Recommend that the observed teacher take away key ideas, adapt these ideas to her/his classroom, and try the strategy that you gave as feedback. Have a reflection conversation with both teachers to determine the impact of this practice. We recommend that you replicate this teacher partnership two to three times to determine if it supports actionable growth with your teachers. When attending Course Two, bring your attached chart, your notes, and your reflection on how this practice supported or did not support teacher growth in your building.

	Classroom Look Fors	Rubric Connection	Feedback	Potential Partnership
Focus	Alignment to standard/ Depth of standard			
Rigor	Application of conceptual understanding			
Coherence	Connections to past and future content/ cross content resources chunking of content			

Leader Reflection: How did the teacher partnerships support your feedback? Was the use of a peer model helpful in your development of teacher practices?

Survey

To receive TASL credit, you **must complete** the survey.

Your survey will be emailed to you once the verification rosters are submitted. Expect your survey within a week of finishing this class.

Your survey information and your name are separated by our surveying software and ensure that your survey responses are anonymous.

Regional PLC Resources

Saturday, September 26, 2015 10:40 AM

Regional PLC Information for Supervisors and Principals: (please copy from slides)

Links to slide decks and PLC Guides will be posted on the TNCore "For Leaders" site [here](http://tncore.org/for_leaders.aspx).
(http://tncore.org/for_leaders.aspx)