Quality Instruction:
Do You Know It When You See It?

Chuck Boyd
School Improvement Consultant,
SREB/High Schools That Work

Session Objectives
Participants will:
- Gain a better understanding of strategies and structures to enhance instructional leadership.
- Determine how to prioritize and organize daily schedules to address instructional expectations.
- Review three essential components for classroom observations.
- Review effective and time-efficient teacher feedback techniques.

Lessons Learned from Administrators
Successes

- Shifting the prioritization of time to learning centered leadership.
- Administrators are working to build background knowledge with teachers.
- Administrators overwhelmingly say that the process has focused building conversations around teaching and learning.
- Districts find a benefit in observing classrooms together.

Struggles

- Scheduling rounds: Time to complete observations and provide feedback
- “Grade Inflation”—over scoring with the rubric will not generate the intended improvements
- Teachers who have not been properly prepared and informed find the process intimidating

The Main Thing

The main thing is to keep the main thing the main thing.

*Zig Ziglar*
Teaching and Learning

What principal behaviors support improving teaching and learning?

Current Status

With an elbow partner, answer each of the following questions:
1. How many walkthrough (15 minute) teacher observations do you complete daily?
2. What type of feedback is provided to teachers and/or departments?
3. How do these observations support improvement efforts on your campus?

What does this word mean?
The Need for Leadership

There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors contribute to such turnarounds, leadership is the catalyst.

Kenneth Leithwood
*How Leadership Influences Student Learning*

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Supervision of Instruction and Planning

- Supervision must be part of your normal routine.
- Supervision cannot be something you get to when the opportunity presents itself.

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Organizing Time for Observations

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More Than a Checklist

Using observations to improve quality instruction and promote student success

Defining the Quality of Instruction

- One challenge is the lack of organizing structures and language to talk about major teaching and learning ideas.
  - How would your teachers define rigor?
  - How would your teachers define engagement?
  - For your teachers, what is the purpose of a grade?
Thinking about Growth

You can never GROW from where you THINK you should be; you can only GROW from where you actually ARE.

The Process

- Common Definitions are Established
  - Administrators/Leaders
  - All Faculty
- Priorities for Teaching Are Communicated
  - Via PD
  - Within Observation Forms
- Observation Feedback is Provided
  - Individually
  - Collectively Via Statistics

Getting the Focus Away from Teacher as Performer:
Three Broad Observation Inspection Areas

- Artifacts
- Student Behavior
- Teacher Behavior
First Artifact: Lesson Plans

Elbow partner discussion:

How do you currently review lesson plans?

Review Lesson Plans in the Classroom

Folder inside the classroom door should include:

- Daily Lesson Cycle (One day of instructional planning that you can observe being delivered).
- Standards-Based Units (Series of lessons linked into a Unit of Study).
- Curriculum Pacing (Calendar in folder).
Lesson Planning

- Units of study are developed.
- *How* is as important as *what*.
- A variety of instructional delivery modes are incorporated into teaching and learning.
  - modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc.
- Assessment *for* learning.
- Quality of assignment or learning task is a determinant of rigor and student engagement.
- Instructional time is maximized, and there is a block of time for uninterrupted reading/writing.

What Artifacts Should you See?

- Board at the front of the room should display:
  - Standard or Essential Question (not just an agenda) addressed to students
  - Agenda
  - Do Now Activity (Literacy)
- Displayed Around Classroom:
  - Rubrics
  - Student Work (with teacher commentary)
Bell Ringer

- Reduce Non-Productive Student Time
- Establish Routines
- Departmental Address of Numeracy and Literacy
You Should See Artifacts
Helping Students Understand Expectations

Text Rich Environment

- Walls that Teach
  - ACE
  - Cornell Notes
  - Word Walls
  - Student Artifacts
  - Rubrics
Student Behavior: What Should You See Students Doing?

- Students may be grouped by interest, needs, learning styles heterogeneously, etc.
- Students are working in a variety of settings (pairs, groups, and independently).
- Students have a clear understanding of the standards.
- The classroom is arranged to support a variety of delivery modes.

What Should You See Students Doing?

- Collaborating with other students
- Regularly asking questions and acting as decision makers
- Making connections to other learning
- Understanding their personal responsibility to meet the standards
  - the rewards of meeting standards
  - the extra work necessary should they need it
- Accurately self-assessing their work
- Maintaining portfolios of their work
- Receiving additional expert instruction when they don’t meet a standard

Four Types of Student Engagement

1. Intellectual
2. Emotional
3. Behavioral
4. Social

Source: Engaging Schools: Fostering High School Students' Motivation to Learn. National Research Council, Institute of Medicine of the National Academies
Four Types of Engagement

1. *Intellectual engagement* - engaging in assignments that require active problem solving, logic, and meta-cognitive strategies
2. *Emotional engagement* - interest, enjoyment, choice, and challenge
3. *Behavioral engagement* - behaviors, habits, and rituals
4. *Social engagement* - attachment to school and community

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What Should You See Teachers Doing?

- **Warm Up/ Review**
- **Mini-Lesson, Opening, Setting the Stage**
  - Opening with the Standards/Identifying the Lesson’s Purpose with Rigorous Essential Questions
- **Work Period, Activity Period**
- **Closing, Summary Period**
  - Answering the essential question to scaffold students’ knowledge base to the “Big Idea” or unit focus.

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What Should You See Teachers Doing?

- **Basic daily cycle and behavioral student engagement practices**
  - Have we established rituals and routines?
  - Do we post daily and unit essential questions?
  - Do we incorporate acceleration strategies?
  - Do we make use of learning organizers?
  - Do we utilize introduction strategies?
  - Do we include summarizing activities as part of our daily lessons?
Learning often occurs only when students process new information or knowledge in such a way that it makes sense in their frame of reference.

You Should See Teachers Helping Students Make Connections

Involves linking new information to students’ familiar frame of reference

- Hands-on activities combined with teacher support to allow students to discover new understandings
- Application of new knowledge to real world situations
- Working in collaborative groups to solve problems
- Transfer understanding to new situations and problems

Learning in Context

Marzano’s Effective Strategies

| Instructional Strategies that Affect Student Achievement |
|-----------------|---------------|-------------|
| Strategy              | Effect Size  | Achievement Gain |
| Identifying similarities and differences | 1.61 | 45 |
| Summarizing and note taking | 1.00 | 34 |
| Reinforcing effort and providing recognition | 0.80 | 29 |
| Homework and practice | 0.77 | 28 |
| Nonlinguistic representations | 0.75 | 27 |
| Cooperative learning | 0.73 | 27 |
| Setting objectives and providing feedback | 0.61 | 23 |
| Generating & testing hypotheses | 0.61 | 23 |
| Questions, cues, and advance organizers | 0.59 | 22 |

Teacher Action: Connect real-world learning opportunities and students' interests to rigorous courses.

- Students at most-improved middle grades schools make greater use of technology, hands-on learning and career exploratory opportunities.
- Students at high-graduation and high-performing high schools experience more hands-on learning in academic classes, use academics in CT classes and complete a ready college-prep core with a career/technical concentration.

Teacher Action: Embed reading and writing standards and strategies into all courses to advance reading and academic achievement in middle and high school.

- Reading to learn is dependent upon mastering the language of the discipline.
- Deeper subject matter understanding is dependent upon an ability to comprehend, paraphrase and analyze content both orally and in writing.

What Should You See Teachers Doing?

- Finally, this is the most important action teachers can take.
- Relentless academic press for all students
  - What is the purpose of a grade?
  - What is the purpose of assessment?
Teacher Action: Create a Culture Where ‘Failure is Not an Option.’
- Formative assessment
- Measuring mastery
- Reteaching
- Extra help
- Extra time
- Differentiated instruction
- Response to intervention

Are all just a new language to restate the most fundamental aspects of teaching.

Teacher Action: Create a Culture Where ‘Failure is Not an Option.’
- “You are going to do this over and over until you get it right!”
- “I believe in you as a student.”
- “I believe in me as a teacher.”
- “I will not baby sit you or administer assessments over and over and tell someone you are not ready; I will TEACH you, and you WILL learn in my classroom.”

Teacher Feedback Principles
- Purpose
- Timely
- Specific
- Engaging
- Method
Wows and Wonders

- Wow: Your posted objective is clear and uses student language. In fact, your students restated it in their own words accurately.

- Wonder: How could a student reading activity be used to increase engagement and address our literacy priorities?

Wows and Wonders

- Wow: Your lecture was well organized and included video clips to support your visual learners.

- Wonder: How could you break up your lecture to check for understanding and/or create clarification questions?

Wows and Wonders

- Wow: Your integrated, PBL module is very well planned.

- Wonder: Could you work with a math teacher to create 2 videos to explain the math concepts within this project as a team?
Wows and Wonders

Wow: Your 2nd graders have been trained to transition between learning stations.

Wonder: How can we clarify learning tasks/expectations at each station so that when you or your co-teacher are not there, productive work continues?

Wows and Wonders

Wow: You selected a great text to support your social studies learning objective.

Wonder: What other reading strategy could you use for having the students read the text other than you reading aloud?

Four Schools

The Charles Darwin School
"We believe all kids can learn... based on their ability."

The Pontius Pilate School
"We believe all kids can learn... if they take advantage of the opportunity we give them to learn."

The Chicago Cub Fan School
"We believe all kids can learn... something, and we will help all students experience academic growth in a warm and nurturing environment."

The Henry Higgins School
"We believe all kids can learn... and we will work to help all students achieve high standards of learning."

Source: DuFour, Dufour, Eaker, & Karhanek (2004). Whatever it Takes
Standards-Based Education Model

Stage 1
- Identify Desired Results
  - What do I want my students to know and be able to do?
  - Skills and knowledge, Big Ideas, Enduring Understandings, Essential Questions

Stage 2
- Determine Acceptable Evidence
  - How will I know whether my students have acquired the requisite knowledge, skills, and understandings?
  - Design balanced assessments to gauge student progress toward desired results

Stage 3
- Plan Learning Experiences and Instruction
  - What will need to be done to provide my students with multiple opportunities to acquire the knowledge, skills, and understandings?
  - Support student success through differentiated instruction, balanced assessments, and positive grading practices

“You have to go wholeheartedly into anything in order to achieve anything worth having.”

Frank Lloyd Wright

THANK YOU
Chuck Boyd
School Improvement Consultant
SREB/HSTW
chuck.boyd@sreb.org

Priority Support Areas:
Instructional Leadership
CCSS Literacy (LDC)
CCSS Mathematics (MDC)
Quality CTAE
Guidance and Advisement