Back to School Symposium
PK Yonge

August 3+4, 2017

TODAY'S FACILITATORS

From the Great Schools Partnership

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GREAT
SCHOOLS
PARTNERSHIP

Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to **policy**, **practice**, and **community engagement**

We Believe

School improvement is **context-based**,

not one-size fits all

Outcomes

To define the connection between current practices at P.K. Yonge and competency-based learning models of instruction;

Outcomes

To self-evaluate using the Elements of Effective Instruction and determine an area for learning;

Outcomes

To use the Elements of Effective Instruction and revise or develop materials or structures for use in your classroom/work.

Resources

http://greatschoolspartnership.org/pkyonge/

Agenda: Aug. 3

Introduction, Outcomes, Agenda Review

Looking at Student Work

A Framework for Practice

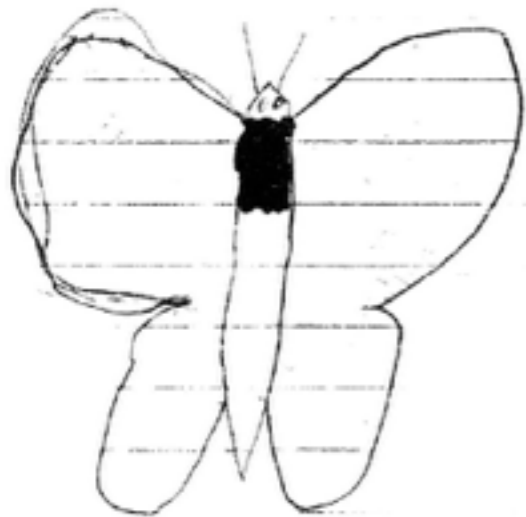Elements of Effective Instruction

Team Work + Learning Time

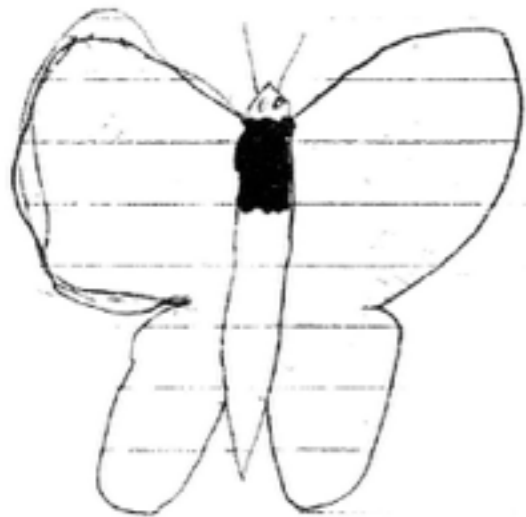Closing and Next Steps

Norms

- Be present (attend to time, listen actively, ask questions)

- Monitor and share air time

- Take risks as learners

- Be open to new possibilities

Learning from Student Work
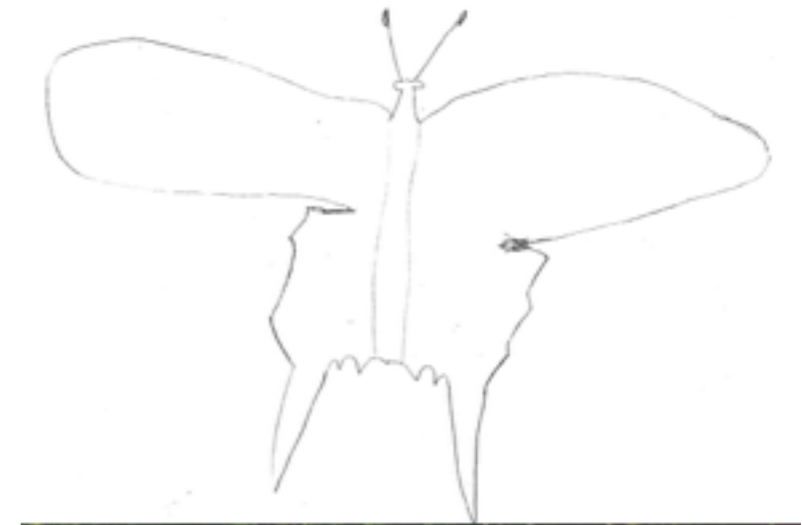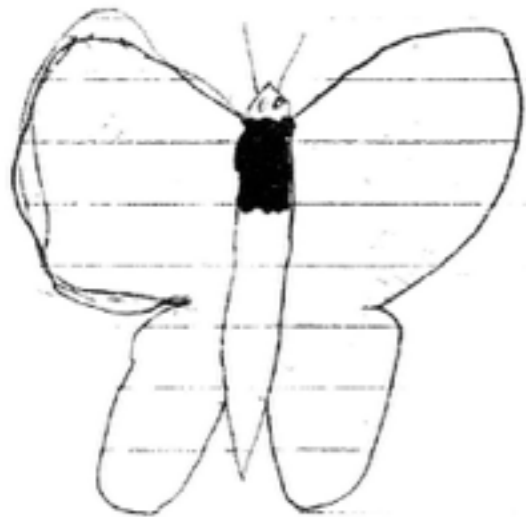
Learning from Student Work

Description

To keep ourselves in **description**:
What makes you think that/say that?
What in the pictures do you see that relates to that?
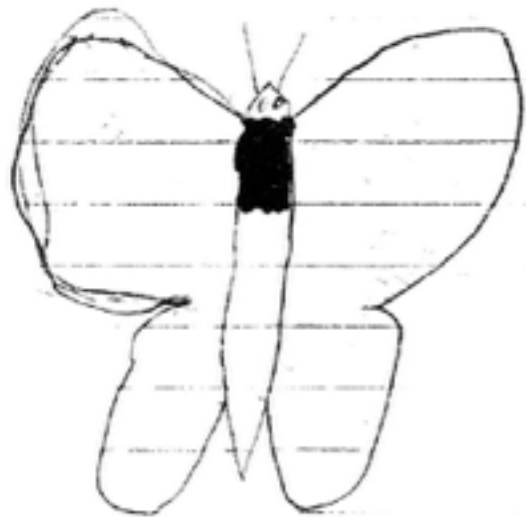
Learning from Student Work

Questions + Speculation

Learning from Student Work

Context

Learning from Student Work

Implications for Student Work

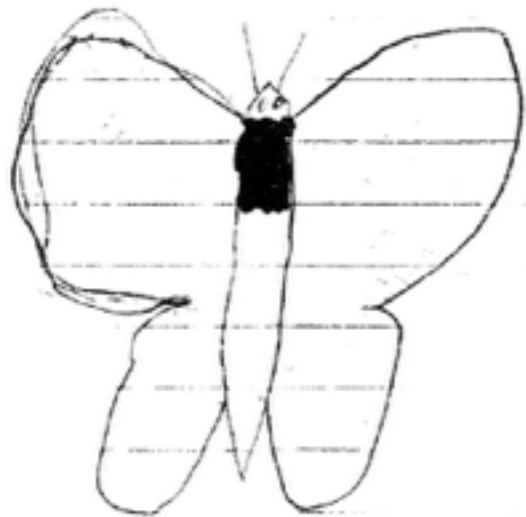# Learning from Student Work
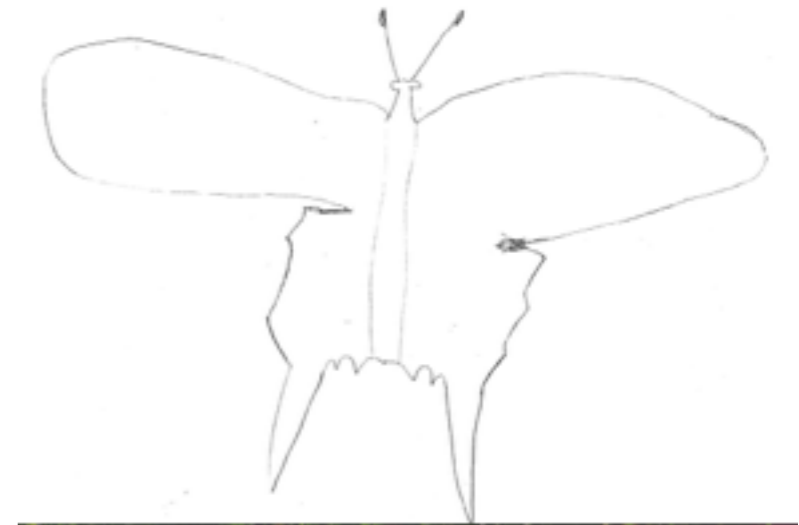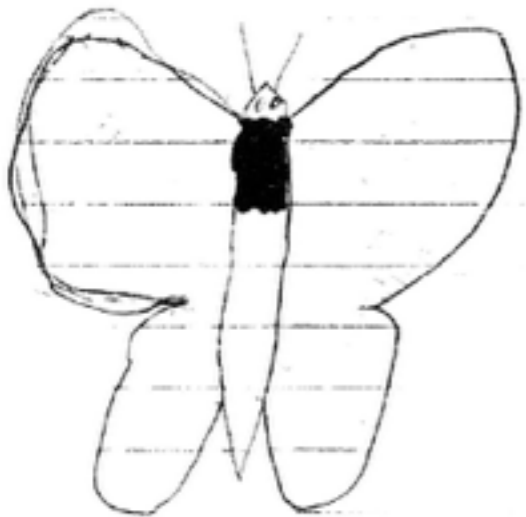
Learning from Student Work
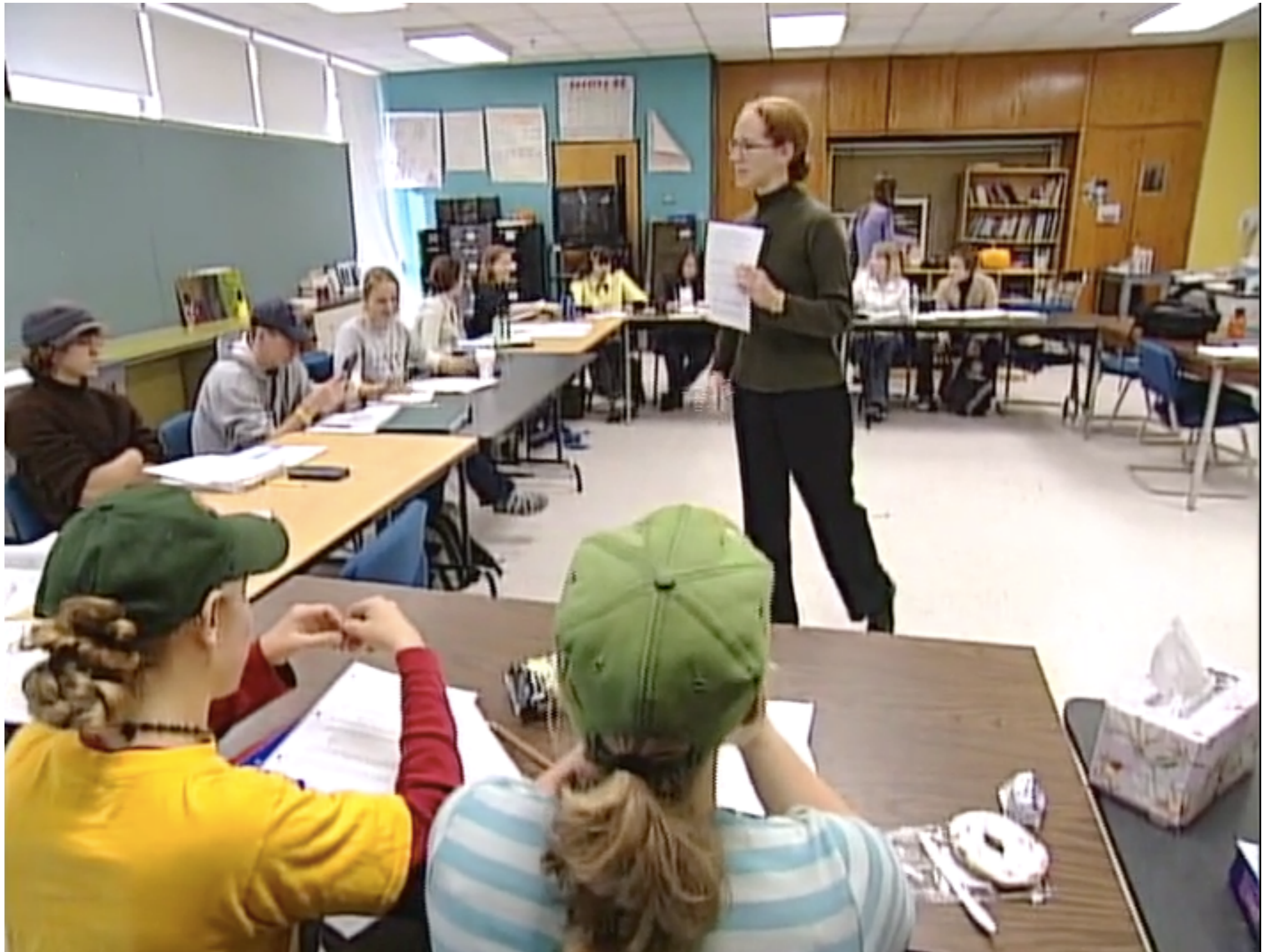
Implications for Learning Environment

What did these students do that we want our students to do?

What about the learning environment supported them?

What can we do to foster and create those conditions?

Break!

From Standards to Practice
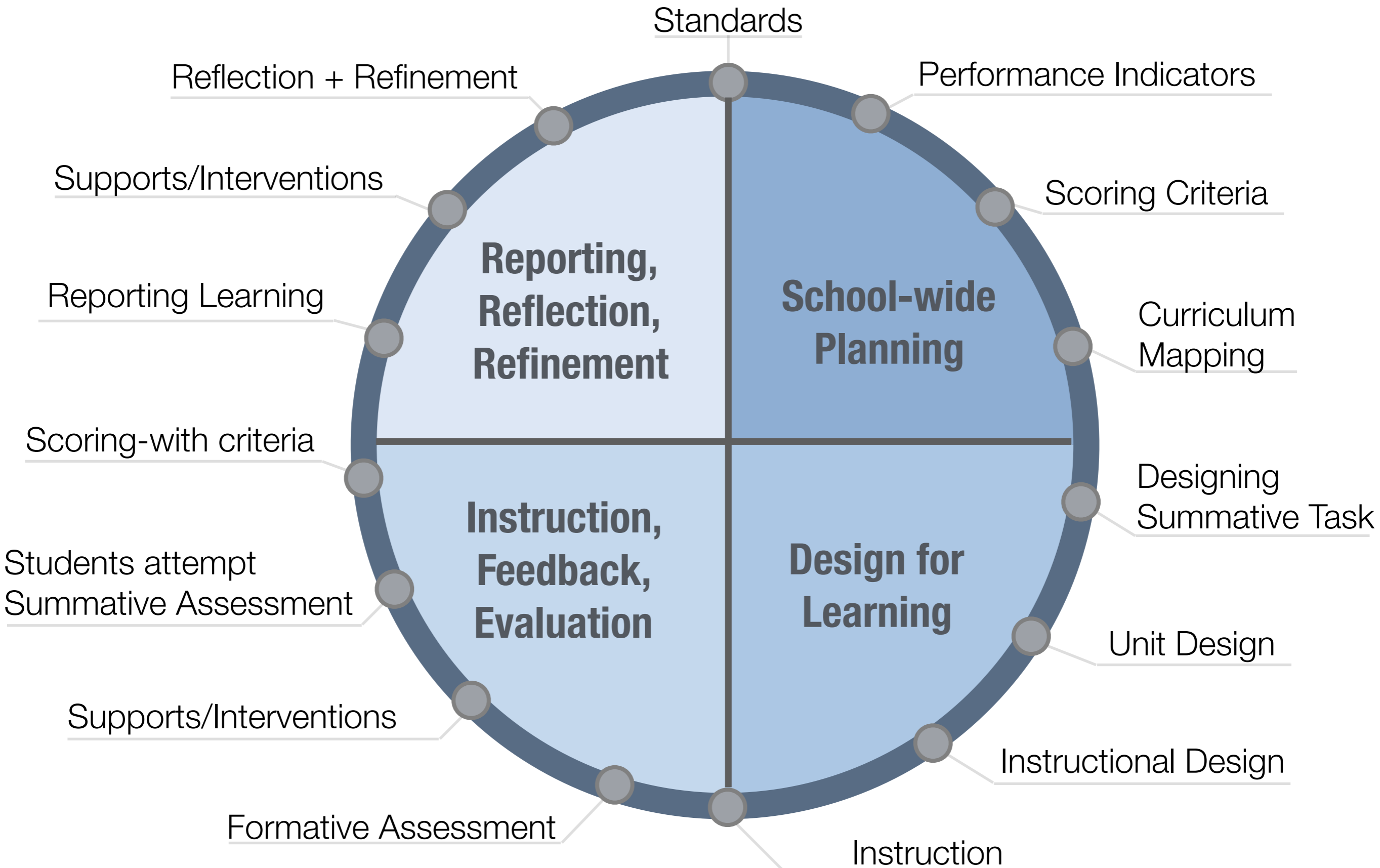
Connecting the Dots

1. Generate a list of your professional learning topics over the last 4-5 years. Put 1 topic on each sticky note.

2. Share at your table, eliminate redundancies, place stickies on the circle in the appropriate quadrant

Connecting the Dots

1. Post/place your completed circle at your table

2. Review every group's circle

3. Return to your table and discuss: What do you notice? What do you wonder?

4. Individually, complete this sentence on an index card: "What this means to me is…"

Elements of Effective Instruction
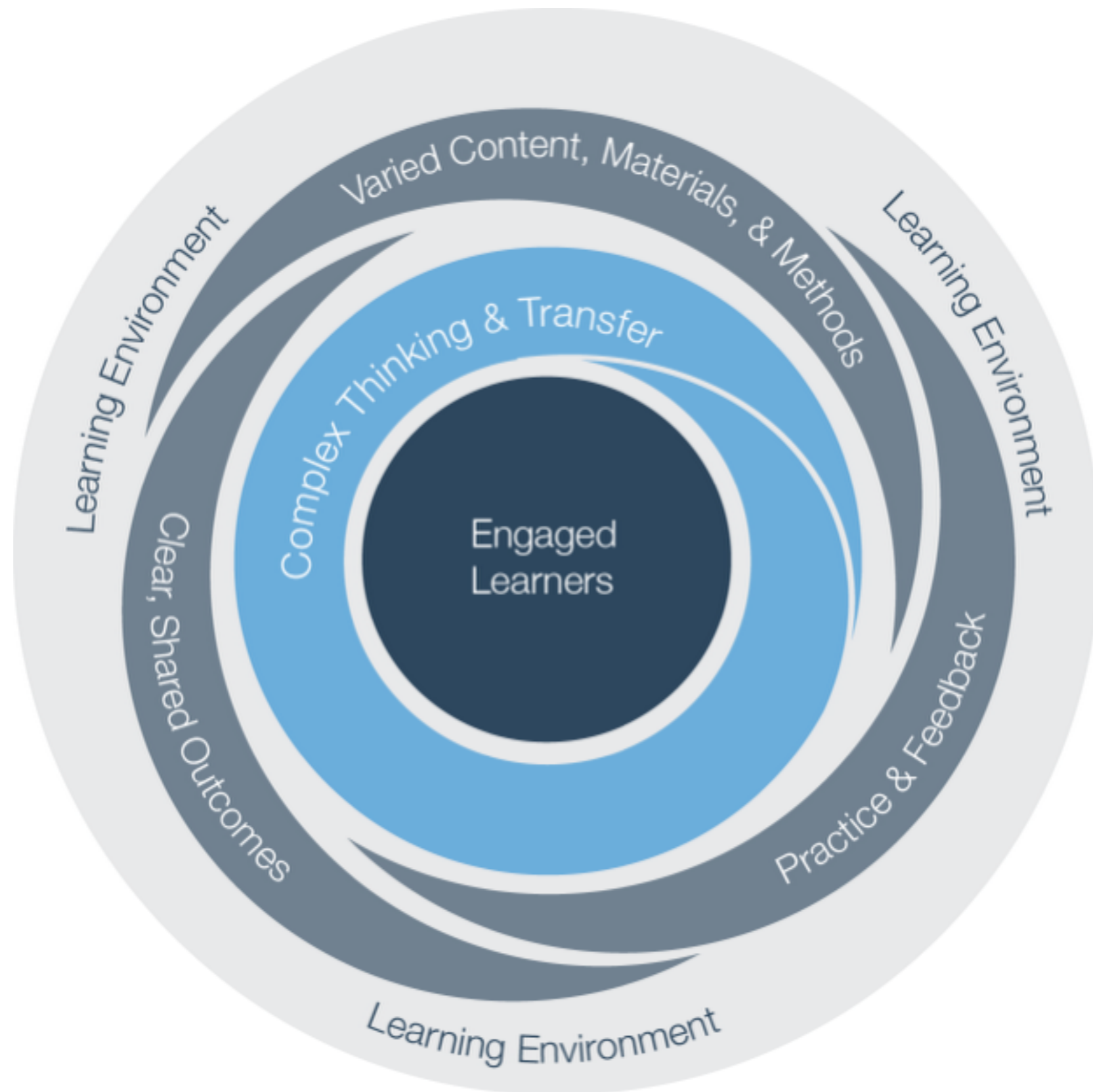
Student Engagement

"We have to stop seeing boredom as a frilly side effect. It is a central issue.

Engagement is a precondition for learning. No learning happens until students agree to become engaged with the material."

- Jal Mehta

https://www.gse.harvard.edu/news/ed/17/01/bored-out-their-minds

Elements of Effective Instruction

1

Learning Environment

A shared domain that fosters risk-taking for learning:

- Physical Space and Routines

- Relationships and Culture

Photo has been cropped, by Ben + Sam via Flickr

Learning Environment

"[W]hen students feel a **sense of belonging** in a classroom community, believe that their **efforts will increase their ability and competence,** believe that **success is possible** and within their control, and **see work as interesting or relevant to their lives,** they are much more likely to persist at academic tasks despite setbacks and to demonstrate the kinds of academic behaviors that lead to learning and school success."

- Melissa Roderick

The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Chicago, IL: University of Chicago Consortium on Chicago School Research.

Elements of Effective Instruction

2

Clear, Shared Outcomes

Where we're going and why it matters:

- Choice in learning experiences

- Reflection about learning process

Clear, Shared Outcomes

"**Learning is empowered when students understand what they are aiming to learn,** and something has to happen beyond posting the objective on the board to ensure that student understanding."

- Jon Saphier, Mary Ann Haley-Speca, and Robert Gower

Saphier, Jon, Mary Ann Haley-Speca, and Robert Gower (2008). *The Skillful Teacher*. Acton, MA: Research For Better Teaching, Inc.

Elements of Effective Instruction

3

Varied Content, Materials, Methods

Differentiated entry points, learning experiences and end products:

- Choice and voice in **content;**
- Vary **process** structures, resources;
- Choice of assessment **products**.

Varied Content, Materials, & Methods

"That's at the core of equity: understanding **who your kids are** and how to meet their needs. You are still focused on outcomes, but **the path to get there may not be the same for each one**."

—Pedro Noguera

Elements of Effective Instruction

4

Complex Thinking and Transfer

Every student is capable of complex thinking which promotes engagement:

- Wrestle with authentic problems

- Integrate, apply, practice learning

Complex Thinking and Transfer

"[H]igher-order thinking happens when **students engage with what they know in such a way as to transform it.** That is, this kind of thinking doesn't just reproduce the same knowledge; it **results in something new**…. Higher-order thinking only makes sense if to truly 'know' something means that you can use it and transform it."

- Susan Brookhart

Brookhart, S.M. (2014). How to Design Questions and Tasks to Assess Student Thinking, Alexandria, VA: ASCD.

Elements of Effective Instruction

5 Practice and Feedback

Targeted feedback supports learning from mistakes to develop competency:

- Cycle of practice and feedback

- Opportunities to revise, show growth
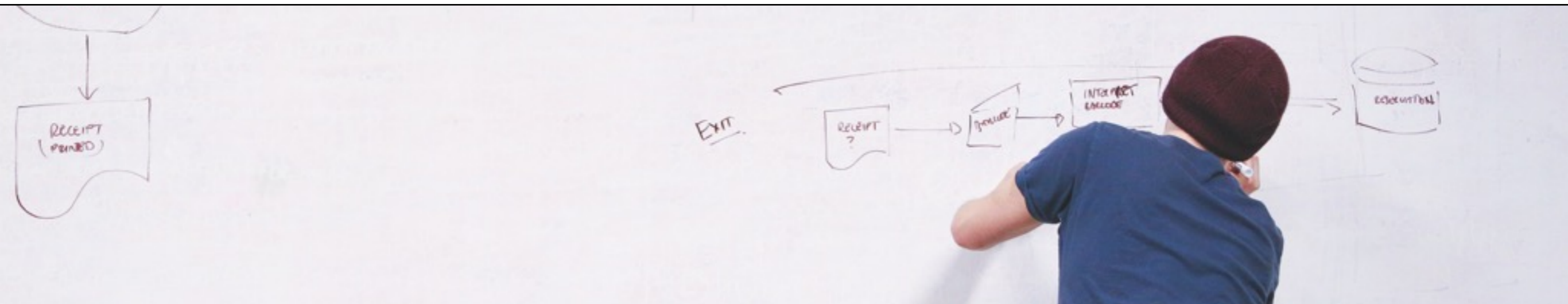
Practice and Feedback

Teachers need to seek and learn from feedback…as much as do students, and only when assessment provides such learning is it of value to either."

- John Hattie and Helen Timperley

Hattie, J. and Timperley, H. (2007). "The Power of Feedback," Journal of Educational Research, 77: 81.

Self-Assessment Tool

GREAT SCHOOLS PARTNERSHIP

Instructional Seminar 2016: Proficiency-based Instruction Self-Assessment Tool

Purpose of the Self-assessment Tool:
- To propose key components of personalized instruction
- Participants conduct a self-check and orient themselves to learning opportunities in their future
- Teams conduct a collective team-check, then plan to learn broadly and strategically on behalf of school-wide capacity

How we recommend you use the Self-assessment Tool:
This self-assessment is intended to help you and your colleagues reflect -- honestly and deeply -- on the essential components and practices to support proficiency-based learning. Take this opportunity to assess your areas of strength and your areas of need.
Please also compare notes with members of your team, so that you may be strategic about planning for your collective approach to all of your learning opportunities that lie ahead.

Not a classroom teacher? Choose your lens:
School administrators and other non-teaching staff should consider adopting a lens with which to utilize this tool. Our recommendations are
- Complete the self-assessment on behalf of a teacher of your choosing (perhaps someone whose professional goals you will be supporting in the coming year);
- Complete the self-assessment with a school's entire faculty in mind;
- Complete the self-assessment for yourself, in terms of your strengths and areas of need related to observing, supporting or evaluating these characteristics;
- Or, your own defined lens.

See p. 2 to begin the self-assessment ⌐

Self-Assessment Tool

Element 1: *Learning Environment*

The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

Clarifying Prompts	Declare Your Present Level				Reflections, recent anecdotes, currently working on...
	Learning about	Somewhat true	Largely true	Perfecting & Adjusting	
Does my classroom have clear routines and procedures? Do students know what is expected, when and why?					
Does every student feel safe and supported in this classroom? Are they willing to take risks? Is it ok to be wrong or to fail at something?					
Are my students involved, invested and interested in the tasks they do? Do I create opportunities for them to reflect on themselves as learners?					
Are there positive relationships between me and my students? Do my students have opportunities to build relationships with each other, and the support to do so?					
my classroom arranged to support a variety of different learning ta and different learners? Is my classroom configured in different wa at best fit the task at hand?					
Overall Self-Assessment for **Learning Environment**					

Add reflective questions for yourself here. What do you most want to work on at this Institute? What are you hoping to shift in your practice?

Time for Self-Assessment

If done early:

http://bit.ly/ifdoneAug3

Lunch!
(until 1:15)

Frame your Inquiry

1. What are strengths that you can build on to reach more students, more effectively?

2. What strategies could you learn more about and use to engage students?

3. Review the Elements, Supporting Beliefs and Key Traits to identify what areas align.

Plan your Inquiry

1. Confer with your team.

2. Choose an outcome.

   - revise a **unit/part of unit**
   - revise **an assessment or rubric**
   - revise a **classroom routine** or structure
   - create and **plan coaching/leadership moves**
   - revise an **observation or feedback tool**

3. Determine a strategy.

4. Create an agenda for yourselves (time, task, outcome)

   - Until 3:20 today
   - Tomorrow 1-3:15

Learning and Planning Time

Resources:

http://greatschoolspartnership.org/pkyonge/

Task:

- Choose a focus area

- Select resources and review

- Work alone or together

- Use what you learn to:

    - revise a **unit/part of unit**

    - revise **an assessment or rubric**

    - revise a **classroom routine** or structure

    - create and **plan coaching/leadership moves**

    - revise an **observation or feedback tool**

Reflection and Feedback

Plus:

What worked/went well?

Delta:

What could have been different/better?