Community of Practice on Student Centered Learning

Tuesday, December 5, 2017

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Welcome, Introductions, Agenda Overview
Series Outcomes

Participants will:

• Understand key components of student-centered learning

• Understand how these components could be implemented in their context

• Gather and give feedback on implementation with other participants
Today’s Outcomes

Participants will:

- Gain an understanding of the Elements of Effective Instruction
- Practice with the Self-Assessment associated with the Elements of Effective Instruction
- Explore how the Elements of Effective Instruction can be implemented in your school or district
- Continue district and school work
Agenda

Welcome, Overview, Introductions

Thinking About the Traits Developed in October

Elements of Effective Instruction

Self-Assessment for the Elements of Effective Instruction

Next Steps with the Elements of Effective Instruction

Lunch

Team Time: What Are Your Next Steps?

Sharing and Feedback
Logistics

Timing: 8:30 - 3:00

Dates Remaining:
  January 17
  February 13
  March 27

NESSC Conference: March 12 and 13 in Providence

Virtual Coaching Sessions
Is a non-profit support organization based in Portland, Maine 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.

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

School improvement is context-based, not one-size fits all.
Revisiting the traits of engaging learning from our first session
Personalized Learning
Elements of Effective Instruction
What Creates Powerful Teaching and Learning?
Elements of Effective Instruction

When students are engaged they are curious about and invested in their learning. Engaged learners can explain the relevance and importance of their work and their learning improves as a result. Student engagement is not only an outcome of effective instruction but a driver of deep learning. It results from the weaving together of the Elements of Effective Instruction by skillful teachers in ways that promote and facilitate student ownership and choice.

The Elements of Effective Instruction are not established one by one but rather intertwined traits that support and rely on each other. These traits evolve and are incorporated to varying degrees throughout the cycle of learning to foster student engagement. As illustrated, a productive and safe learning environment is foundational to student learning. This environment is fostered and strengthened by clear, shared outcomes, a variety of content, materials, and methods, and ongoing practice and feedback. When learning experiences require complex thinking and the transfer of knowledge and skills, students become fully engaged in meaningful learning that lasts.
When students are engaged they are curious about and invested in their learning. Engaged learners can explain the relevance and importance of their work and their learning improves as a result.
Student engagement is not only an outcome of effective instruction but a driver of deep learning. It results from the weaving together of the Elements of Effective Instruction by skillful teachers in ways that promote and facilitate student ownership and choice.
Elements of Effective Instruction

Learning Environment
Clear, Shared Outcomes
Varied Content, Materials, and Methods of Instruction
Practice and Feedback
Complex Thinking and Transfer
A Deeper Dive into Two of the Elements of Effective Instruction

Learning Environment

Complex Thinking and Transfer
Learning Environment

BELIEFS THAT GROUND THIS ELEMENT

The environment is a shared domain between students, teachers, and other partners in learning.

Excerpt shared: 3:45 - 4:32
The environment is a shared domain between students, teachers, and other partners in learning.
Learning Environment

BELIEFS THAT GROUND THIS ELEMENT

Safety and respect are vital to engagement and risk-taking
Positive and meaningful relationships are the foundation of a productive learning culture.
1. Review key traits of Learning Environment

2. Read the excerpt from “Becoming the Math Teacher You Wish You’d Had”

3. Discuss in small groups
   What traits were evident?
   How are these traits reflected in your school or district?
Complex Thinking and Transfer
Complex Thinking and Transfer

BELIEFS THAT GROUND THIS ELEMENT

Every student is capable of complex thought

Higher order thinking promotes student engagement

Learning that promotes transfer of knowledge and skills prepares students for the future
1. Review key traits of Complex Thinking and Transfer
2. Watch the video
3. Discuss in small groups
   What traits were evident?
   How are these traits reflected in your school or district?
Complex Thinking and Transfer

Thristene Francisco
6th Grade
Orange Grove Middle School, Tampa, FL
https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills
How Can YOU Use the Elements of Effective Instruction?
Elements of Effective Instruction

Where do I want to be?
Elements of Effective Instruction

Where do I want to be?

Where am I now?

How can I close the gap?
Self-assessment tool

Elements of Effective 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 competency-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. The physical environment, routines and procedures, classroom management practices and the development of positive relationships support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

<table>
<thead>
<tr>
<th>Clarifying Prompts</th>
<th>Learning about</th>
<th>Somewhat true</th>
<th>Largely true</th>
<th>Perfecting &amp; Adjusting</th>
<th>Reflections, recent anecdotes, currently working on...</th>
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<tbody>
<tr>
<td>Does my classroom have clear routines and procedures? Do students know what is expected, when and why?</td>
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<td>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?</td>
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<td>Are my students involved, invested and interested in the tasks they do? Do I create opportunities for them to reflect on themselves as learners?</td>
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<td>Are there positive relationships between my students and me? Do my students have opportunities to build relationships with each other, and the support to do so?</td>
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<tr>
<td>Is my classroom arranged to support a variety of different learning tasks and different learners? Is my classroom configured in different ways that best fit the task at hand?</td>
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### Overall Self-Assessment for Learning Environment

Add reflective questions for yourself here. What do you most want to work on? What are you hoping to shift in your practice?
• Pick one element and do the self-assessment (about 5 minutes)

• Gather in groups by the element chosen and discuss what you learned
Triad Conversation

Form mixed groups of 3: introductions; time-keeper role

Round One (3 min each): name a success or a strength you identified in the self-assessment process

Round Two (3 min each): Name and explore a challenge or set of challenges you are willing to work on

Open conversation: up to 5 minutes
Break
How do our school structures intersect with the Elements of Effective Instruction?
In district teams, consider one of the following:

- School schedule, including teacher load
- Teacher evaluation
- Course structure (grouping practices, tracking, content, etc)
- Student behavior processes
Use the following prompts:

• How does this help promote best practices?
• How does it hinder?
• What are your solutions?
Record in the Google Doc that you created for this purpose.

We will share this after today’s session.
Lunch!
Team Time!
Feedback

- 15 minutes per school in pairs
- What question do you want answered **today**?
- Response from other schools
- Repeat
- Come back to the full group ready to share a key insight or question
Reminders

- Resources will be posted by tomorrow
- Virtual Coaching options
- January 17th next meeting
- Feedback
What worked well today?
(on front of index card)

What could have been improved?
(on back of index card)
Thank You