



# Reflection + Collaboration to Enhance Instructional Practice

February 9, 2018  
OCSU



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

# We Believe

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

# We Believe

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

# We Believe

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School improvement is **context-based**,  
not one-size fits all

# Outcomes

Under the umbrella of PBL, define areas of instructional strength and areas for growth using a self-assessment reflection tool;

# Outcomes

Identify several resources to enhance your practice as you work towards PBL in one or two areas;

# Outcomes

Leave with at least one strategy you'll use to reach all learners.

# Agenda

Introduction, Outcomes, Agenda, Norms Review

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Elements of Effective Instruction, Self-Assessment  
+ Inquiry Question

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Independent Work Groups + Resource Gathering

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Closing and Next Steps

# Norms

**Respect time and agenda:** start/end on time; use time well—engage in the work, including what is challenging; attend to personal needs to stay engaged

**Listen well:** give all speakers your full attention; ask questions and seek to understand

**Manage your own participation:** recognize and name your own assumptions; monitor how frequently and how long you speak

**Maintain perspective:** this work is important and can be challenging; having fun and embracing a growth mindset helps it feel manageable as well

# Collective Efficacy

“Teachers who set high goals, who persist, who try another strategy when one approach is found wanting—in other words, teachers who have a high sense of efficacy and act on it—are more likely to have students who learn. (Shaughnessy, 2004).”

— Protheroe, Nancy (2008).  
**Teacher Efficacy: What Is It and Does It Matter?.**  
**Principal**

## **Why Elements of Effective Instruction?**

- We can all agree that commitments to PBL by the school must translate into every classroom every day.**
- With that in mind, GSP has created a tool to support teachers and administrators in self-reflection and goal setting as they move towards PBL.**
- The self-assessment tool you will be completing soon establishes five research-based elements of effective PBL classroom practices,**
- As we move towards creating district wide PK-12 Content Standards, these elements will allow you to think about elements that contribute to that broader vision.**

# Focus on Students: Turn and Talk



Who is thriving?



Who is struggling?

- What does a learning experience look like?
- What aspects of learning experiences seem to work particularly well for those students?

# At Your Tables...

What do you hope to leave with?

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What do you hope to leave with?

- Resources?
- Instruction strategies?
- Ideas for professional development?
- Other?

# Guiding Questions

Classroom practice and professional growth is driven by the same process for teachers and students.



**Where am I going?**

# Guiding Questions



**Where am I now?**

# Guiding Questions



**How can I close the gap?**

# Elements of Effective Instruction

## Beliefs and Traits

# 1

## Learning Environment

A shared domain that fosters risk-taking for learning:

- Physical Space and Routines
- Relationships and Culture



# Elements of Effective Instruction

## Beliefs and Traits

# 2

## Clear, Shared Outcomes

Where we're going and why it matters:

- Choice in learning experiences
- Reflection about learning process



# Elements of Effective Instruction

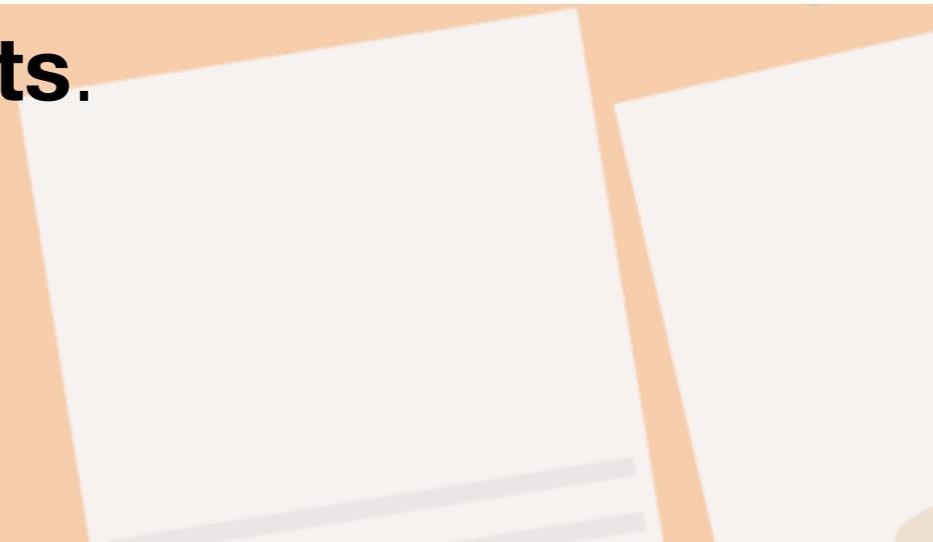
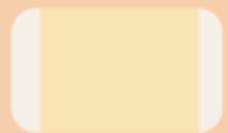
## Beliefs and Traits

### 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**.



# Elements of Effective Instruction

## Beliefs and Traits

# 4

## Complex Thinking and Transfer

Every student is capable of complex thinking which promotes engagement:

- Wrestle with authentic problems
- Integrate, apply, practice learning



# Elements of Effective Instruction

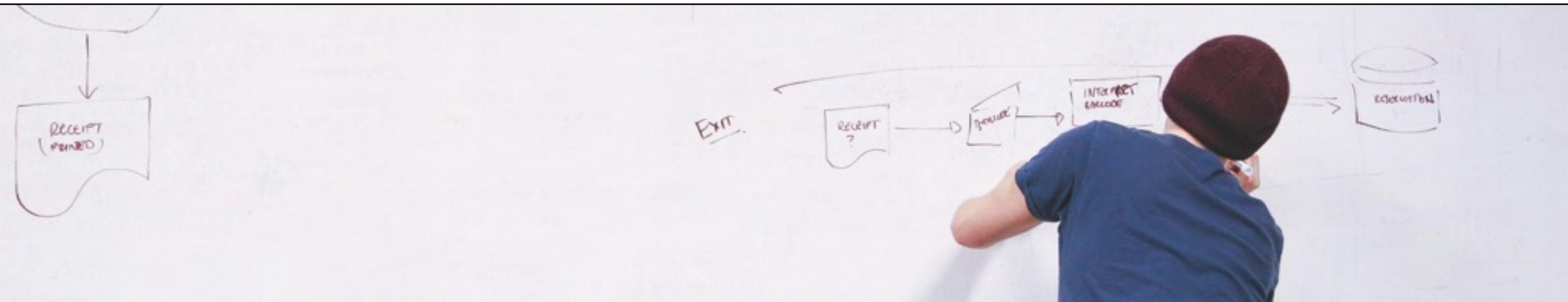
## Beliefs and Traits

# 5

## Practice and Feedback

Targeted feedback supports learning from mistakes to develop mastery:

- Cycle of practice and feedback
- Opportunities to revise, show growth



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# Guiding Questions



**Where am I now?**

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**How can I close the gap?**

# Self-Assessment Tool



## 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.

Declare Your Present Level

| Clarifying Prompts   | Learning about | Somewhat true | Largely true | Perfecting & Adjusting | Reflections, recent anecdotes, currently working on... |
|--|----------------|---------------|--------------|------------------------|--|
| 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?               |                |               |              |                        |  |
| 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? |                |               |              |                        |  |
| <b>Overall Self-Assessment for Learning Environment</b>  |                |               |              |                        |  |

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**

# Resource Review

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4. Complex Thinking and Transfer

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2. Clear, Shared Outcomes
3. Varied Content, Materials, Methods
4. Complex Thinking and Transfer
5. Practice and Feedback

# T-Chart for notes . . .



## **Inquiry Question + Resource Gathering**

What are some burning questions you have? What are your professional goals? What do you want for your students between now and the end of the year? Based on your self-assessment and the needs of your students, define the focus of your inquiry that would have the greatest impact on your students' learning this spring.

### **Examples**

- How might I structure my classroom/class time so that students become more independent?
- How do I set attainable outcomes?
- How might I plan my instruction to reach different types of learners?
- How am I modeling or allowing practice of complex thinking?
- How can I give more “on the go” feedback?

### **Guiding Question for Inquiry:**

#### **Resources:**

Which resources inform the focus of my inquiry?

#### **Next Steps for my instruction:**

What will I do with the resources I've identified?

**Resources available ...**

# Resources available ...

- Text (articles, books, websites)

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- Text (articles, books, websites)
- Videos (teaching channel)

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- Text (articles, books, websites)
- Videos (teaching channel)
- Classroom Strategies and Examples

# Closing + Feedback

Return to larger group:

Share resources with a partner. What will you use immediately?

Did you answer the guiding question you set out to explore?

Did we reach our session outcomes?

How will these resources help you reach OCSU's goal of PBL?

# Outcomes

1. Under the umbrella of PBL, define areas of instructional strength and areas for growth using a self-assessment reflection tool;
2. Identify several resources to enhance your practice as you work towards PBL in one or two areas;
3. Leave with at least one strategy you'll use to reach all learners.

# Questions?





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# THANK YOU

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