



GREAT
SCHOOLS
PARTNERSHIP

iNACOL
International Association for K-12 Online Learning

Elements of Effective Instruction that Drive the Transformation of Learning

iNACOL
October 22, 2018

TODAY'S FACILITATORS

From the Great Schools Partnership

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WHO WE ARE



ABOUT WORK RESOURCES PROFICIENCY EVENTS NEWS DONATE



*Keeping my students,
their histories,
their dreams
and their potential
at the center
of everything.*

PORTRAIT GALLERY

+



GLOBAL BEST PRACTICES

+

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

Opening &
Connections



1. Select ONE student: either one you WONDER about or one you WORRY about.

2. Partner with ONE person you don't know.

3. Introduce yourself in 29 seconds using this Introduction Stem:

Good afternoon, I'm [your name] and I'm here from [where you live OR where you work]. I [WORRY or WONDER] about my student because [share 2-3 reasons]. I'm bringing the student I [WORRY or WONDER] about into this room as a way of grounding me in what I learn about the Elements of Effective Instruction.

4. Notice similarities and differences in your stories.



Outcomes & Agenda

OUTCOMES

- **Review** and become familiar with the Great Schools Partnership Elements of Effective Instruction (EEI) Framework
- **Initiate** an EEI self-assessment to determine the assets and opportunities that exist in your classroom, school, or district.
- **Use** the framework and associated tools to develop a concrete plan of action using at least one of the elements as an entry point.

AGENDA

Opening, Connections, Outcomes, Agenda

Elements of Effective Instruction Model and Self-Assessment

What leads to engagement?

Using EEI to coach next steps

Resources

Questions

Closing and Exit Ticket

EEI Model & Self-Assessment

THE MODEL

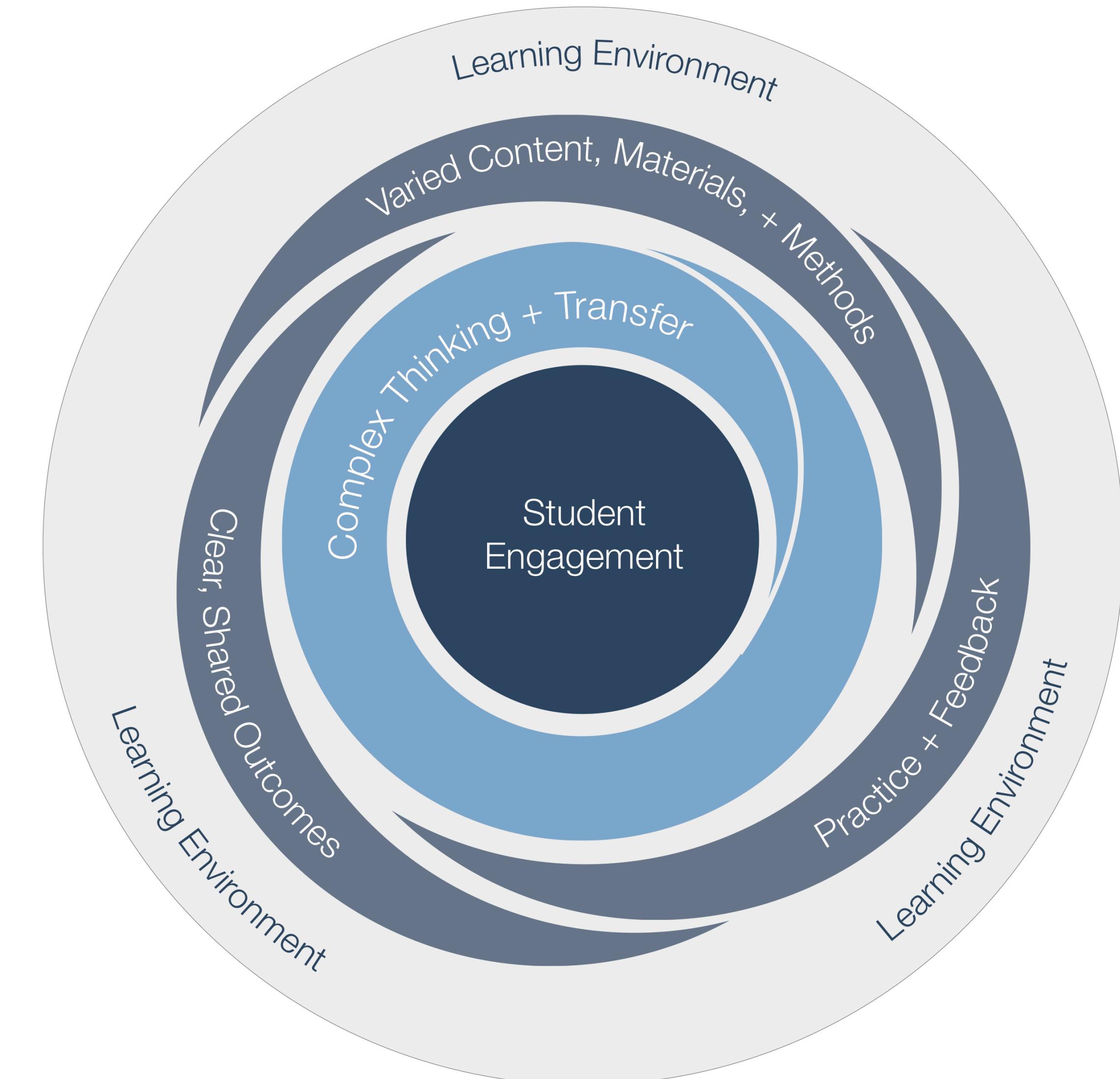
Learning Environment

Clear, Shared Outcomes

Varied Content, Materials,
and Methods of Instruction

Practice and Feedback

Complex Thinking and
Transfer



THE SELF-ASSESSMENT



Elements of Effective Instruction Self-Assessment Tool

How to Use this Self-Assessment

This self-assessment is designed to help you:

- **Reflect** on your own practice; and
- **Implement and refine** instructional practices that foster student engagement and promote equitable outcomes.

Teacher and Teacher-Leader Use: If you are a classroom teacher, a specialty area teacher (e.g., art, music, health, physical education, special education, ELL/ESL teacher, etc.), or a teacher-leader (e.g., content specialist, grade-level coordinator, or department chair), this self-assessment tool can be used to reflect on your practice.

Coach and Leader Use: If you provide instructional support and/or coaching or are a building or district leader, this self-assessment tool can be used to reflect on how you support, observe, or evaluate the elements and traits of effective instruction.

Step 1. Review the Descriptions, Beliefs, and Practices

Review the definition of each element, including the specific beliefs that support the element and the key practices described. Think about how you—or those you are supporting, observing, and/or evaluating—implement each practice.

THE SELF-ASSESSMENT

Step 3. Assess Your Performance

In the far right column, record evidence and data related to each practice in the table. This could include specific products and/or strategies used, student performance data, habits of work data, observations, reflections, etc. Using the performance descriptions above, rate your implementation of each practice.

Based on the evidence, data, and ratings for each practice, determine an overall self-assessment for the specific element aligned to the performance descriptions.

Example:

Practice	Your Present Level				Evidence and Data
	Initiating	Developing	Demonstrating	Refining	
My classroom has clear routines and procedures. Every student can explain what is expected, when, and why.			✓		<p><i>Evidence:</i></p> <ul style="list-style-type: none">• Warm up/do now routine• Exit tickets• Handout folders <p><i>Data:</i></p> <ul style="list-style-type: none">• All students on task within first 5 mins of class• Data from exit tickets that informs the next class
I create an environment where all students feel safe and confident about taking risks and making mistakes.			✓		<p><i>Data:</i></p> <ul style="list-style-type: none">• Student reflections reveal an average of 4.2 on a scale of 5 in response to the statement “I don’t worry about being right or wrong in this class”• No score was below a 3

Video-Based Discussion



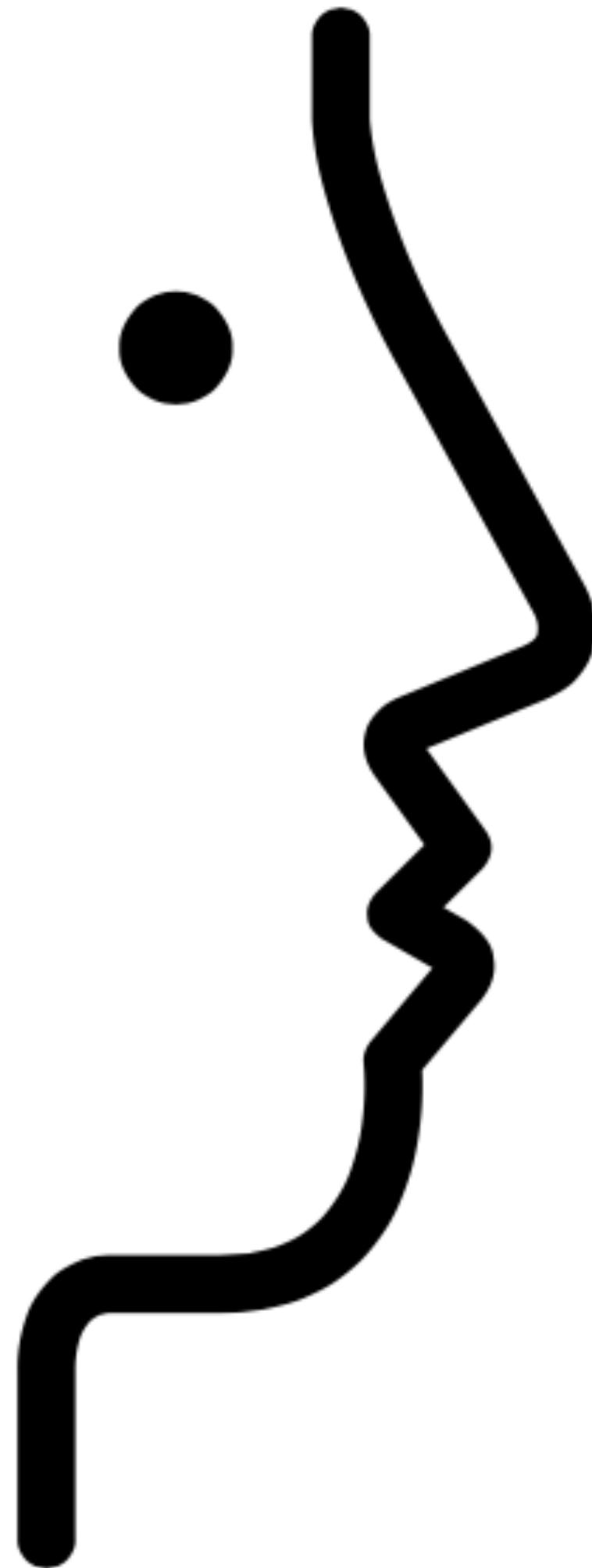
Using a Problem-Based Task with Fourth Graders to Create Deep Engagement in Math

OUR FOCUS QUESTION: Where is the engagement?

“And time for reflection with colleagues is for me a lifesaver; it is not just a nice thing to do if you have the time. It is the only way you can survive.”

– *Margaret J. Wheatley*

TABLE DISCUSSION



Discuss your responses to these questions:

- What engaged students?
- What was effective for student learning?
- What leads to engagement for all students?
- How do you make such engagement happen purposefully versus having it happen accidentally?

Coaching Next Steps

I DO; We DO; You DO

explicit instruction

ANITA L. ARCHER
CHARLES A. HUGHES

WHAT WORKS FOR SPECIAL-NEEDS LEARNERS

EFFECTIVE AND EFFICIENT TEACHING

WE DO - Senior Exhibition



Every 12th grade student in a school must complete an **authentic research project** and present their findings. The teachers of the core content areas work together to **develop a rubric** that could apply to a research project completed in any of their disciplines—English, science, social studies, or math. Students **choose the content area** in which they will individually complete a project and each develops a topic and research questions. The teachers create a **set of online tutorials** on various aspects of the project—including how to develop research questions, how to conduct interviews, how to cite sources—that students select based on their prior knowledge.

The teachers agree to **employ common structures** in their classrooms that will allow students to have time to choose from and use these resources, to work on their research projects and presentations, and to **meet with and receive coaching** from their teachers regularly throughout the process. Teachers will score each research project and evaluate students' ability to demonstrate proficiency on the cross-curricular skills described above using the same **schoolwide common scoring guide or rubric**. Of course, teachers will also assess students' ability to meet any related content-specific performance indicators using commonly developed scoring criteria with their department colleagues.

WE DO - Senior Exhibition

- **EEI Locus:** Look at Practice and Feedback.
- **Brainstorm:** What might you ask the teacher/s to help you understand more about the scenario (You may use the self-assessment to jumpstart your thinking)?
- **Coaching Moves:** If you were coaching the teacher/s, what might you say you noticed? What would you wonder? What might you suggest?



WE DO - Senior Exhibition

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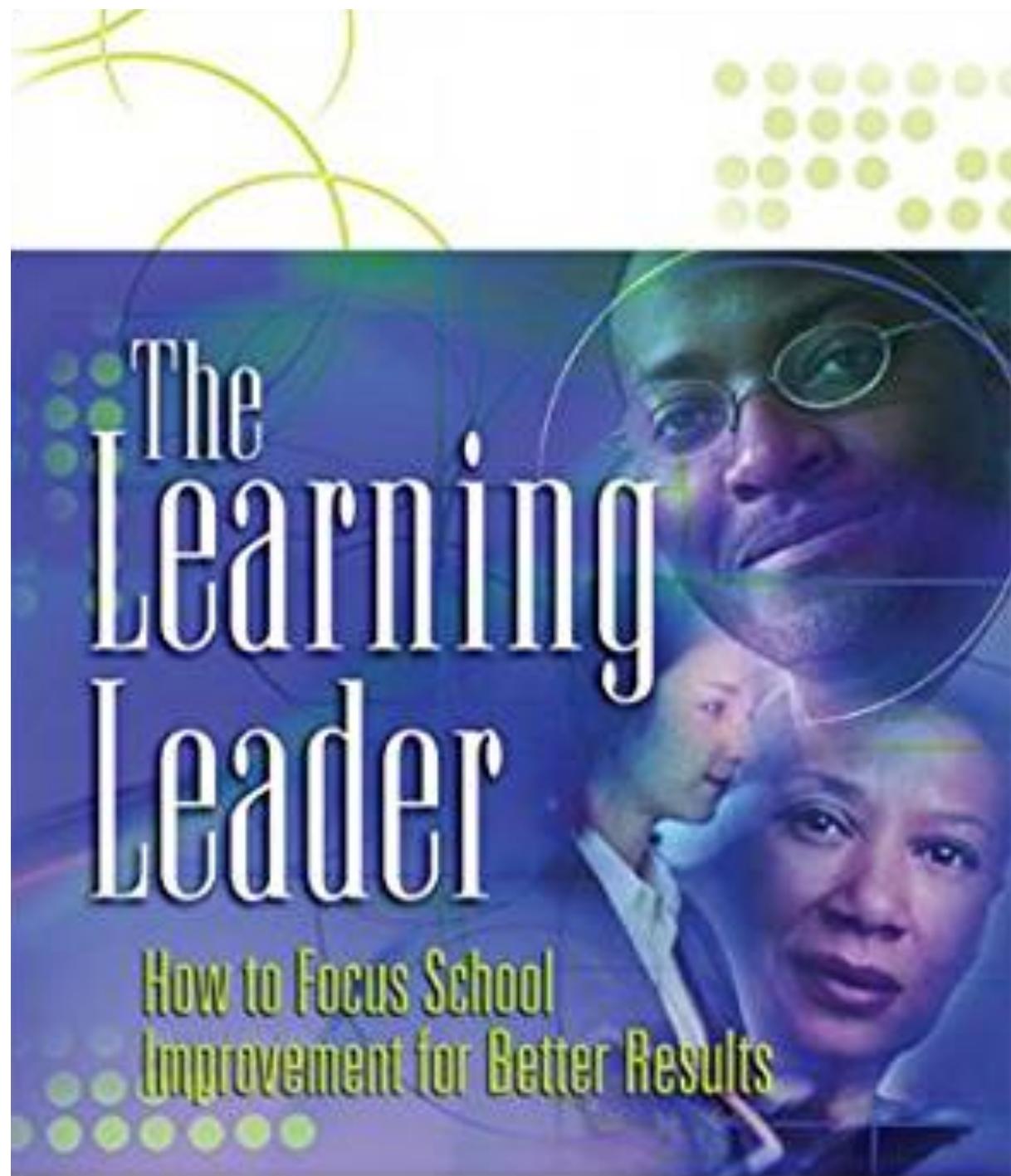
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Elements of Effective Instruction Scenarios: Coaching Next Steps

Coach's Position: Teacher Department Chair Mentor Administrator Other:

Elements	What do you notice? What do you wonder? What stands out? What suggestions might you make?		
	<i>Scenario ONE</i>	<i>Scenario TWO</i>	<i>Scenario THREE</i>
1. Learning Environment			
2. Clear, Shared Outcomes			
3. Varied Content, Materials, and Methods of Instruction			
4. Practice and Feedback			

The Leadership for Learning Framework



Douglas B. Reeves

ACHIEVEMENT of Results

LUCKY

High results, low understanding of antecedents
Replication of success unlikely

LEADING

High results, high understanding of antecedents
Replication of success likely

LOSING

Low results, low understanding of antecedents
Replication of failure likely

LEARNING

Low results, high understanding of antecedents
Replication of success likely

ANTECEDENTS of Excellence

Douglas Reeves

Resources



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

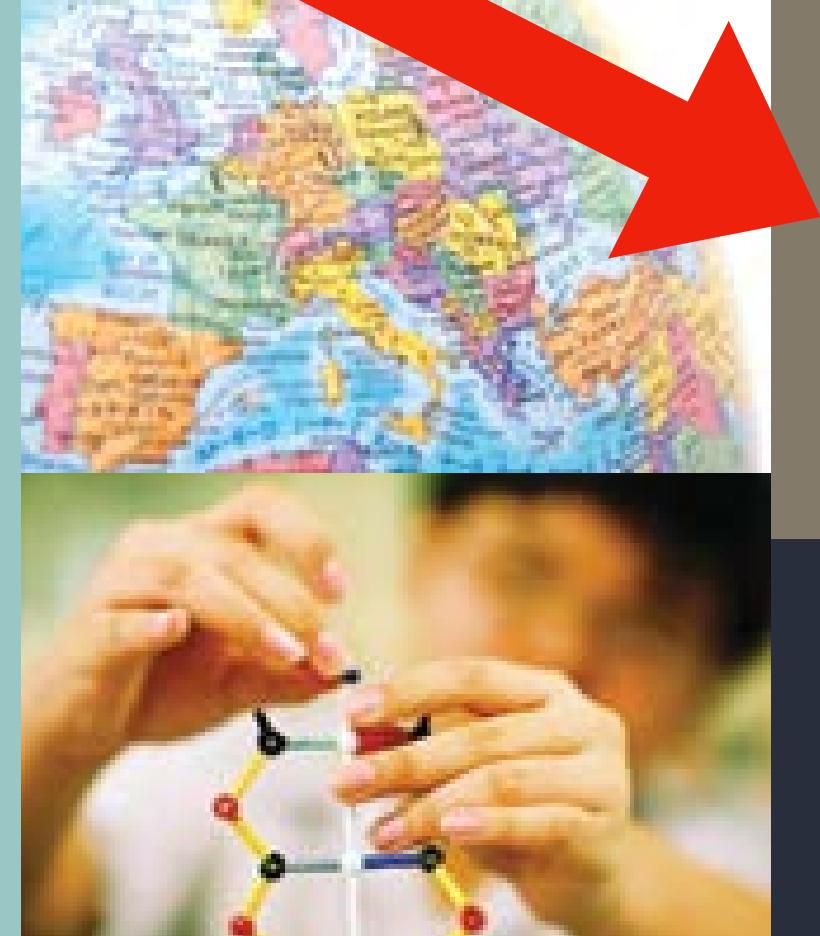
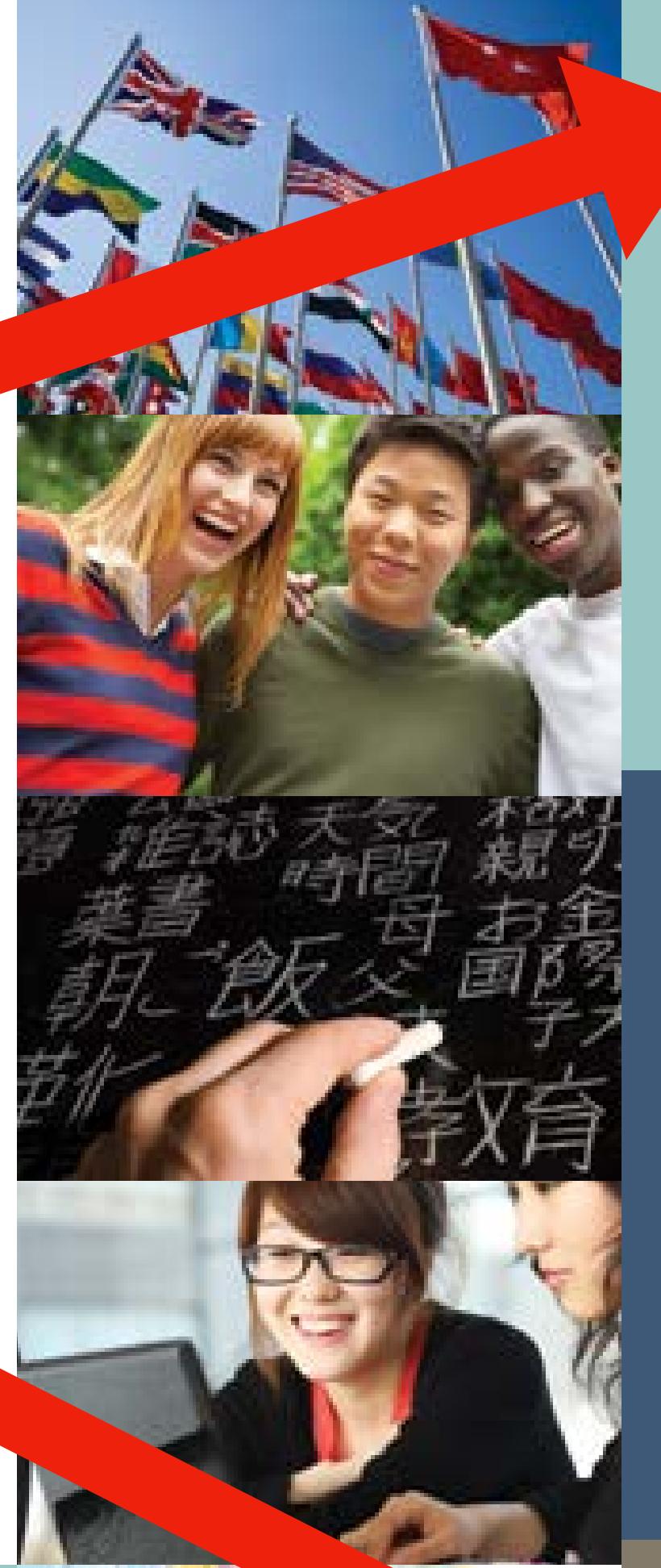
GLOBAL BEST PRACTICES

2ND EDITION

22 dimensions

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*

4 strands



TEACHING + LEARNING

- 1.1 Equity
- 1.2 Personalization + Relevance
- 1.3 Academic Expectations
- 1.4 Proficiency-Based Education
- 1.5 Assessment Practices
- 1.6 International + Multicultural Learning
- 1.7 Technology Integration
- 1.8 Learning Communities

ORGANIZATIONAL DESIGN

- 2.1 Vision, Mission + Action Plan
- 2.2 School Culture
- 2.3 Multiple Pathways
- 2.4 Transitions
- 2.5 Supports + Extensions
- 2.6 Time + Space
- 2.7 Data Systems + Applications
- 2.8 Continual Improvement

SCHOOL LEADERSHIP

- 3.1 Teacher Recruitment + Retention
- 3.2 Administrative Leadership
- 3.3 Shared Leadership
- 3.4 Moral Courage

SCHOOL DISTRICT

- 4.1 School Board
- 4.2 District Administrators

Questions

QUESTIONS



Closing & Exit Ticket

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”

– *Peter Drucker*



**GREAT
SCHOOLS
PARTNERSHIP**

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THANK YOU

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