

Framework and Language for Conversation about Instructional Strategies

Marsha Moyer TRSD Secondary POINT Training December 2016 (notes Kelly Turner NVHS) & Developing Professional Expertise in Standards Driven Systems by Laura Lipton, Ed.D & Bruce Willman, M.Ed

Guiding Question:

How do we have meaningful conversation with peers about instruction?

Goals:

- Hold meaningful conversation fluidity and clarity in 20 minutes or less.
- Support colleagues in building instructional practices that benefit student learning.

Characteristics of Professional Conversation:

Developmental Phases: Strategies and Curriculum Change Continuously. The needs of the teacher depend upon their level of expertise and experience, from novice to master teachers.

Data Driven: The conversation is based on evidence collected during the observation.

Standards Based: For TRSD teachers the standards are the LEGENDS rubric. The district wide foci are: *Using Assessment in Instruction 6.1 and 6.3; Student Engagement 5.1 and 5.2 8.3 and 8.5 and Questions and Discussion 8.4 and 8.5.*

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http://maestraturnernv.weebly.com/uploads/7/4/7/3/74733869/10_14_trsd_evaluation_focus_assessment_student_engagement_questions_and_discussion.pdf

Growth Oriented: The instructional practices of the POINT teacher and the colleague grow through observation and conversation.

What is meant by fluidity, clarity and efficiency in professional conversation?

Fluidity: A continuum of interactions (p. 13) built upon trust (the 3rd point) and attending fully to the meaning of the conversation.

Clarity: The comments and questions invite thinking, include pauses and employ skillful use of paraphrasing.

Efficiency: The conversation is completed in sixteen to twenty minutes using a template.

Key Concepts: pages 6-12

Continuum of Learning Focused Professional Conversation p. 13

<u>Calibrating</u> : Use of directive language. (Struggling teacher.)	<u>Consulting</u> : Instructive language (Novice teacher.)	<u>Collaborating</u> : The use of questions and active listening. (Effective teacher.)	<u>Coaching</u> : Facilitating reflection led by the teacher. (Master Teacher.)
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POINT Teachertalk

COLLEAGUE talk

Note: The majority of teachers benefit most from the collaborative or coaching stance by a peer coach. The consulting stance is most beneficial to first or second year teachers.

Calibrating p. 13

Guiding Question: What are the gaps in skills or areas in need of growth?

Characteristics of teacher: This teacher is unable to analyze their own performance.

Consulting

Guiding Question: What information, ideas or technical resources would be most useful to this teacher?

Characteristics of the teacher: This teacher recognizes the gaps in their content knowledge, student knowledge or instructional repertoire.

Sentence Starters Employed by POINT:

--I think that...

--It is important to...

--Here is one way to think about that....

Collaborating (POINT teachers start here always)

Guiding Question: What are some ways to balance my contribution to this teacher's expertise and experiences?

Characteristics of the teacher: This teacher is effective or highly effective, self-reflective, responsive to student outcomes and capable of analyzing their own instruction.

Role of the POINT teacher: The professional conversation is a shared platform for co-construction of improved student outcomes through improved instruction. Either the teacher or the POINT can offer analysis or solutions to problems identified by the teacher and seen in the observation.

Sentence Starters Employed by POINT:

--Let's think about

--How might we...

Coaching

Guiding Question: What mental or emotional resources might be most useful for this teacher at this time?

Characteristics of the teacher: This teacher can manage their own professional learning.

Role of the POINT teacher: To facilitate dialogue and ask questions.

Types of Paraphrasing

1. Acknowledge & Clarify: Purpose is to communicate our desire to understand and our value for the person and what s/he is saying or feeling. Emotions and content are identified and directly reflected.

Scaffold for Crafting Paraphrases to Acknowledge and Clarify:

--So, you're feeling.....

--You're seeing that...

--In other words...

--You're suggesting that

2. Summarize & Organize: Purpose is to summarize and organize themes which shape a long stream of language when a great deal has been said. Key elements are identified so that the speaker can react. Organizing topics may include: categories, compare/contrast, large themes or a sequence or hierarchy.

Scaffold for Crafting Paraphrases to Summarize and Organize:

--So, there seems to be two key issues here _____ and _____.

--On the one hand, there is _____ and on the other hand there is _____.

--For you then, several themes are emerging: _____.

--It seems you're considering a sequence or hierarchy here; _____.