



**OCTOBER 14, 2016**

**MARSHA MOYER TRSD**

**EDUCATOR INSTITUTE**

**STEPS TOWARD  
CONTINUOUS CLASSROOM  
INSTRUCTION IMPROVEMENT**

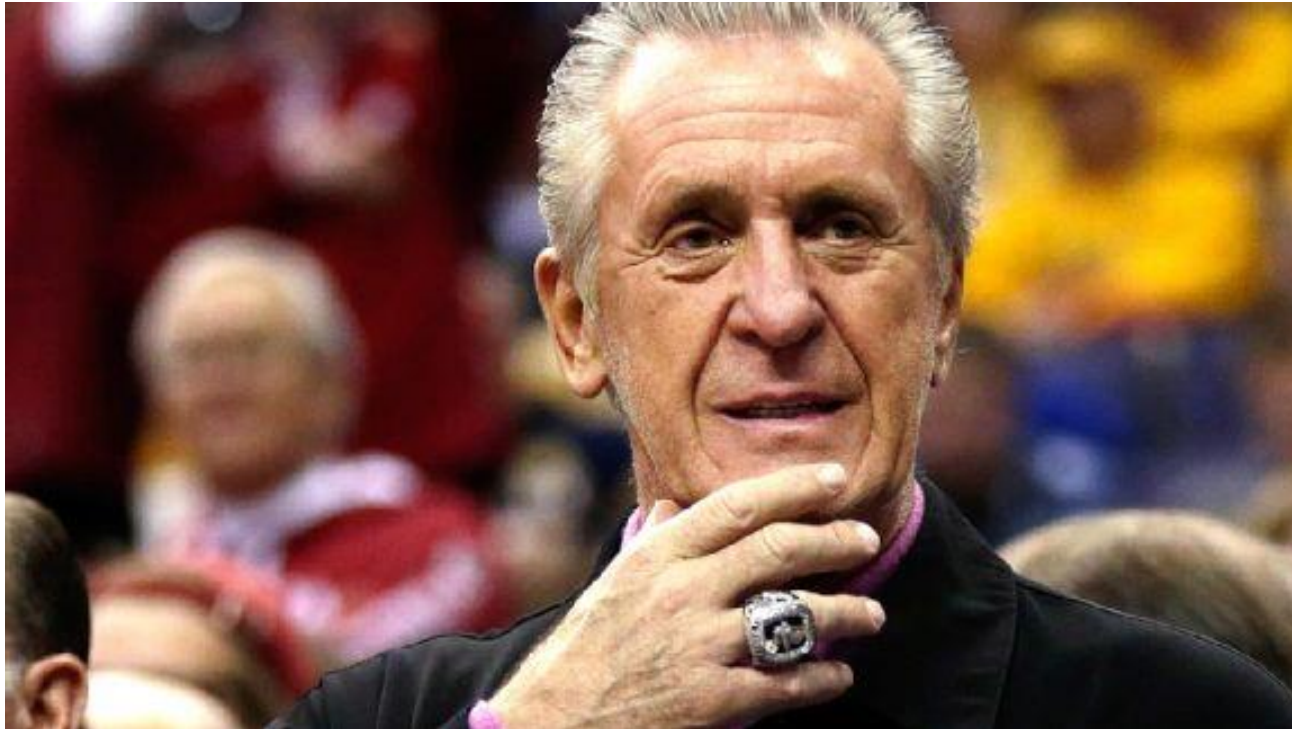
# Dennis Misner

“ The main thing is to keep the main thing the main thing.”

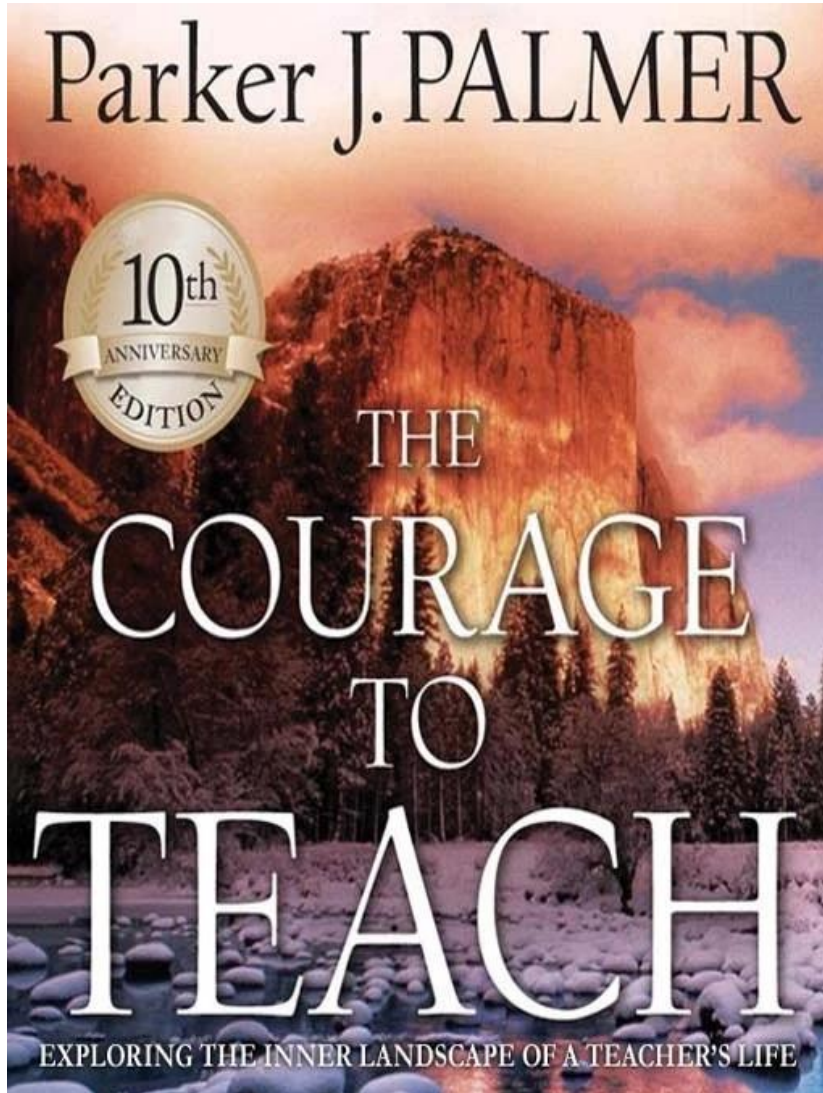
--*Pat Riley, LA Laker and Miami Heat Coach*

*Our thing is teaching.*

*Our thing is not for the weak at heart.*



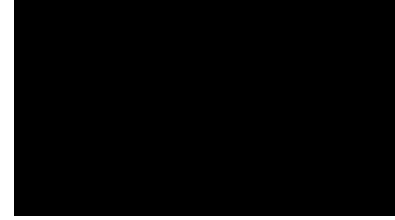
# The Courage to Teach by Parker J. Palmer



**“To teach is to create a space in which the community of truth is practiced.”**

# Pair Practice

**“A”** – *ask questions and listen.*



- ▶ How is who you are reflected in how you teach?
- ▶ What are the most important objectives or skills that you teach?
- ▶ Five years after graduation, what do you hope your students remember about your class?

# Pair Practice

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*“To teach is to create a space in which the community of truth is practiced.”*

Most of our careers we have worked (taught) as one adult in a classroom of children (young people).

Learning to collaborate with other adults to **grow** our practice and **strengthen** student performance.

REALITY

NEW REALITY

# “Good teachers join self and subject and students in the fabric of life.”

- ▶ What do I stand for as a teacher?
- ▶ What are my “birthright gifts” that I bring to my life work?
- ▶ What do I want my legacy to be?



# **NORMS**

---

**A**sk questions

**E**ngage fully

**I**ntegrate new information

**O**pen your mind to diverse views

**U**tilize what you learn, and

sometimes **WHY**



# That's All I Need to Know, Teacher?

Panamanian Cab Driver and English Teacher

Teaching to the Objective and Project Based Learning



**HIGH FIVE**

# LEARNING TARGET:

**TRSD teachers will deepen their understanding of effective practices in the following three focus areas:**



- **Question, Discussion & Prompts**
- **Student Engagement**
- **Using Assessment in Instruction**

# Take Away:

Instructional Strategies that can be included in the SLGG TalentEd.  
(Student Learning & Growth Goal #2) [TalentEd Link](#)

**Strategies:** Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish this goal. These strategies can be adjusted throughout the year based on data about student progress.

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Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Example: This example is from an administrator SLG goal focused on mathematics in grades 6-8.

"I've built a school-wide schedule that establishes on their students that show state assessment results. I provided data to teachers showing which students (by trimester) as well as which students received Study Team so they can work with teams to focus on worked with the coordinator to track and analyze is effectively supporting the students it serves.



Building: North Valley High School

KELLY A T

Task: SLG #2 Goal Setting Form

## Student Learning & Growth Goal #2



# LEGEND Standards

## TRSD Licensed Evaluation Handbook [LINK](#)



### Three Rivers School District

#### *Licensed Evaluation Handbook*

July 1, 2013

LEGENDS - Licensed Educator Growth, Evaluation, and Development System

#### Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
<b>5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.</b>	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.
<b>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.</b>	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Does not encourage students' formation of independent ideas and creative approaches.

#### Guiding Questions

- How is content made "real" to students as they reach the level of application?
- Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area?
- What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?
- Are activities used to allow students to demonstrate the ability to apply content?
- Delivers content relevant to students' experiences and needs.

#### Evidence Examples

- Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work)
- Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content
- Inquiry methods which are purposefully chosen to connect with real-world content application and involve other disciplines



# LEGEND Teacher Self Evaluation

## Task 1 on TalentEd



MY FOLDER



SIGNATURES



- Tasks
- History
- Attachments
- Profile

### Incomplete Tasks

School Year

#	Task	Process	Scheduled	Due	Results 1-4 of 4
1	*LEGENDS Teacher Self-Evaluation *	SLG Process for Teachers		11/20/2016	<a href="#">GO TO FORM</a>

# LEARNING TARGET

## Reminder:

**TRSD teachers will deepen their understanding of effective practices in the following three focus areas:**

➤ **Question, Discussion & Prompts**



➤ **Student Engagement**

**Using Assessment in Instruction**



# **Using Assessment in Instruction**

**6.1 Design and or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills**

**6.3 Engages learner in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress**

## **LEGENDS Standards**

# Using Assessment in Instruction

- **Assessment Criteria**
- **Monitoring Of Student Learning**
- **Feedback To Students**
- **Student Self-assessment & Monitoring Of Progress**
- **Lesson Adjustment**



# Using Assessment in Instruction

- ✓ Is feedback to students timely, constructive, and substantive?
- ✓ Is there evidence of lesson adjustment in response to formative assessment?
- ✓ Does feedback provide guidance for students to improve?
- ✓ Are the assessment criteria clear?
- ✓ Is there evidence of the use of rubrics?
- ✓ Does the teacher monitor student learning through formative assessments, including proximity?



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➤ **Using Assessment in Instruction**



# STUDENT ENGAGEMENT

**5.1** Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.

**5.2** Engages learners in critical and creative thinking, encouraging new ideas and approaches

**8.3** Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.

**8.5** Engages all learners in developing higher order thinking skills and metacognitive processes.

## LEGENDS Standards

# **STUDENT ENGAGEMENT**

## **EVIDENCE of EFFECTIVE PRACTICE**

- **Activities and Assignments**
- **Grouping of Students**
- **Instructional Materials and Resources**
- **Structure and Pacing**



# **LEGENDS Evidence**

# **STUDENT ENGAGEMENT**

- ✓ **Is there evidence of gradual release strategies?**  
“I do, We do, You do.”  
*(Model, Guided Practice, Independent Practice)*
- ✓ **Are transitions (including groupings) quick? (10 sec.)**
- ✓ **Are instructional materials and resources engaging?**
- ✓ **Is the pacing fast enough to keep their attention?**
- ✓ **Is the pacing slow enough for most students to master skills?**
- ✓ **Is there evidence that students have rehearsed structures?**



# LEARNING TARGET

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**Question, Discussion & Prompts**

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**Using Assessment in Instruction**





# QUESTION AND DISCUSSION

**8.4** Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.

**8.5** Engages all learners in developing higher order thinking skills and metacognitive processes

## LEGENDS Standards

# **QUESTION AND DISCUSSION**

## **EVIDENCE OF EFFECTIVE PRACTICE**

- **Quality of Questions**
- **Discussion Techniques**
- **Student Participation**

# QUESTION AND DISCUSSION

- Quality of Questions
  - Discussion Techniques
  - Student Participation
- 
- ✓ Do many simple questions scaffold higher order questions?
  - ✓ Are students given opportunities to discuss questions with partners or groups?
  - ✓ What is the level of student participation?

# STUDENT ENGAGEMENT

“2”

# QUESTION & DISCUSSION

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

- Quality of Questions
- Discussion Techniques
- Student Participation

“3”

# USING ASSESSMENT

- Assessment Criteria
- Monitoring Of Student Learning
- Feedback To Students
- Student Self-assessment And Monitoring Of Progress
- Lesson Adjustment

“1”

# *Video 1*

**Watch the video.**

**Observe and record the elements of effective instruction in ONE focus area.**

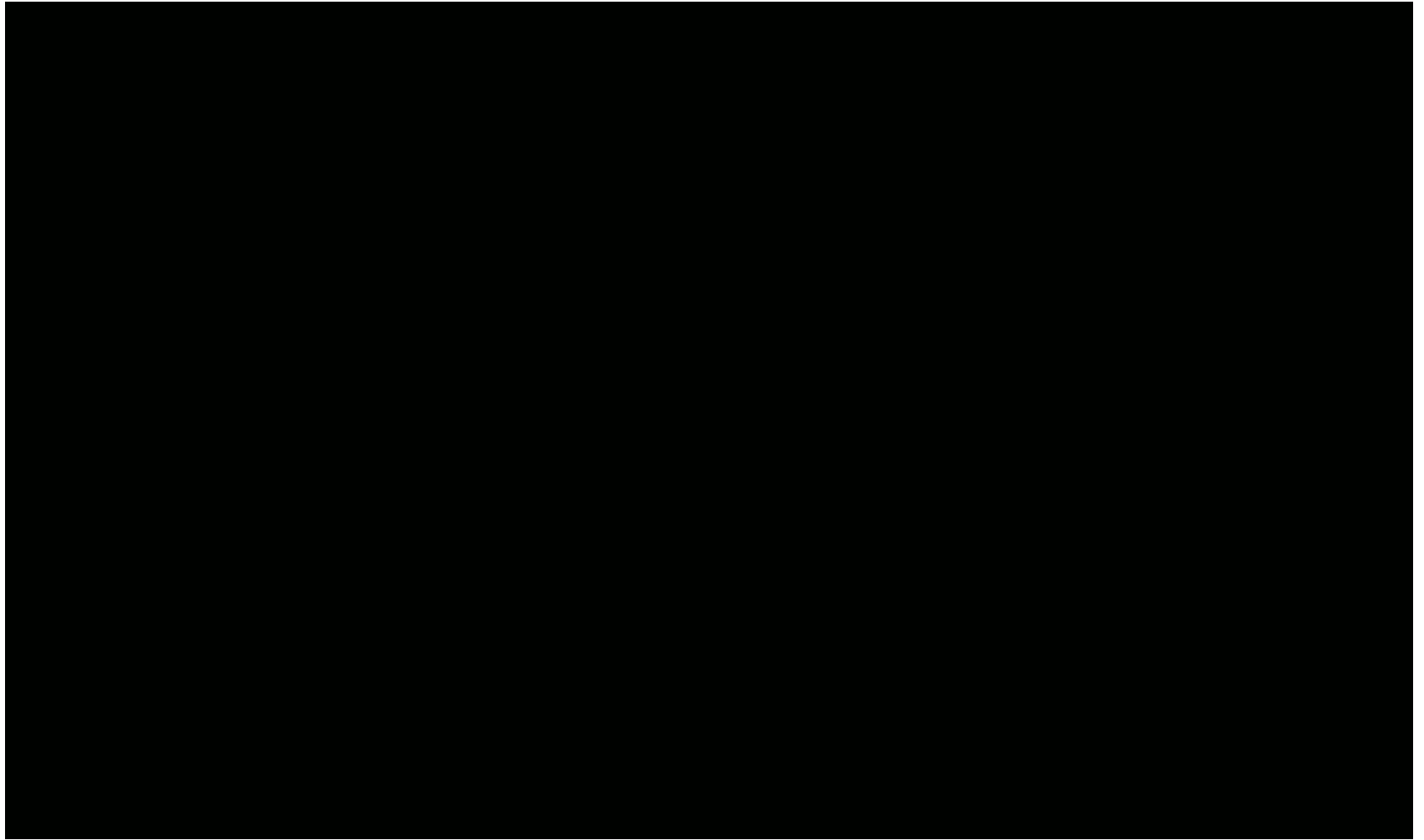
- 1. Assessment**
- 2. Student Engagement**
- 3. Question & Discussion**

**Be ready to strategize in your group:**


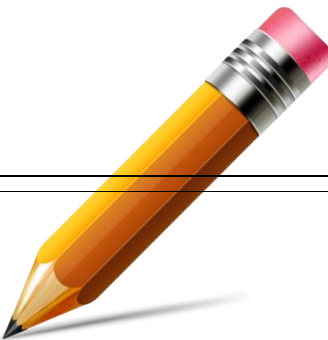


***What were the missed opportunities?***

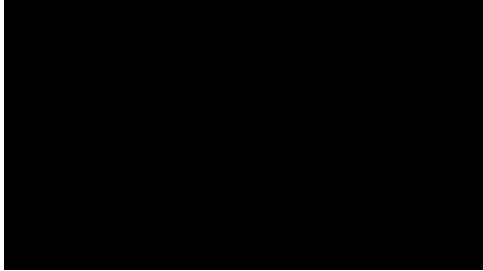
***How can the teacher “level up.”***

# *Shelly Nagle- 10<sup>th</sup> Grade -Science*





Evaluation Focus	Observed Strategies		"Missed Opportunities" to 'level up.'
<p><u>Using Assessment in Instruction</u></p>  <p>6.1 and 6.3</p>			
<p><u>STUDENT ENGAGEMENT</u></p>  <p>5.1, 5.2, 8.3 &amp; 8.5</p>			
<p><u>QUESTION &amp; DISCUSSION</u></p>  <p>8.4 and 8.5</p>			



Take a couple of minutes to process observed strategies.

**Identify 3 or more Level-Up strategies (missed opportunities.)**

**Be prepared to share in small groups.**

# In Groups of 4 Discuss & Record

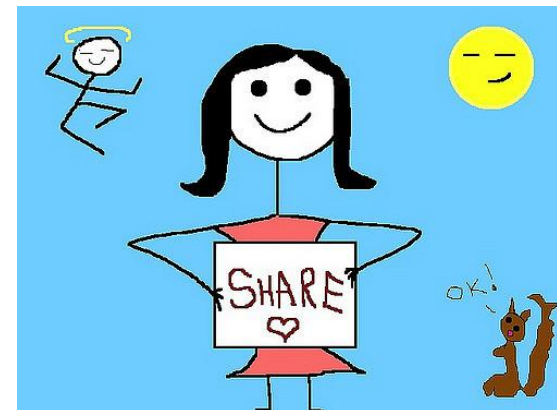


**Step I:** Compile effective observed strategies

**Step II:** Identify Level-Up strategies that might have been incorporated

**Step III:** Share with the whole-group

**BE PREPARED TO**



# **STUDENT ENGAGEMENT**

Share

# **QUESTION & DISCUSSION**

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

- Quality of Questions
- Discussion Techniques
- Student Participation

## **USING ASSESSMENT**

- Assessment Criteria
- Monitoring Of Student Learning
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# STUDENT ENGAGEMENT

“2”

# QUESTION & DISCUSSION

“3”

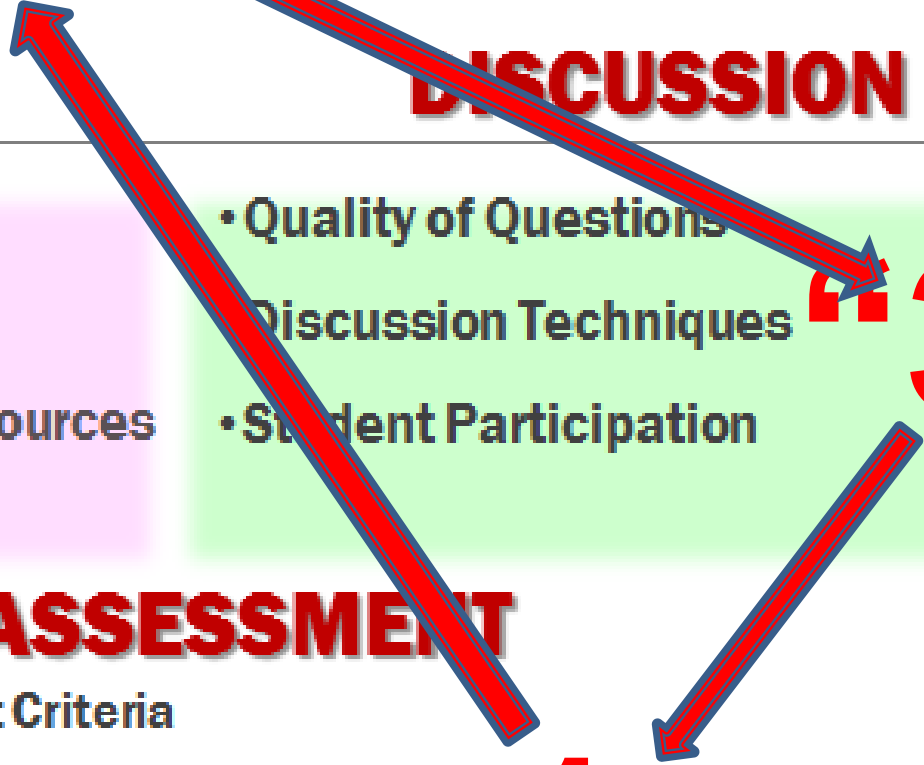
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- Student Participation

# USING ASSESSMENT

“1”

- Assessment Criteria
- Monitoring Of Student Learning
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## *Learning Experience 2:*

**New Groups: 1's are 2's; 2's are 3's & 3's are 1's.**

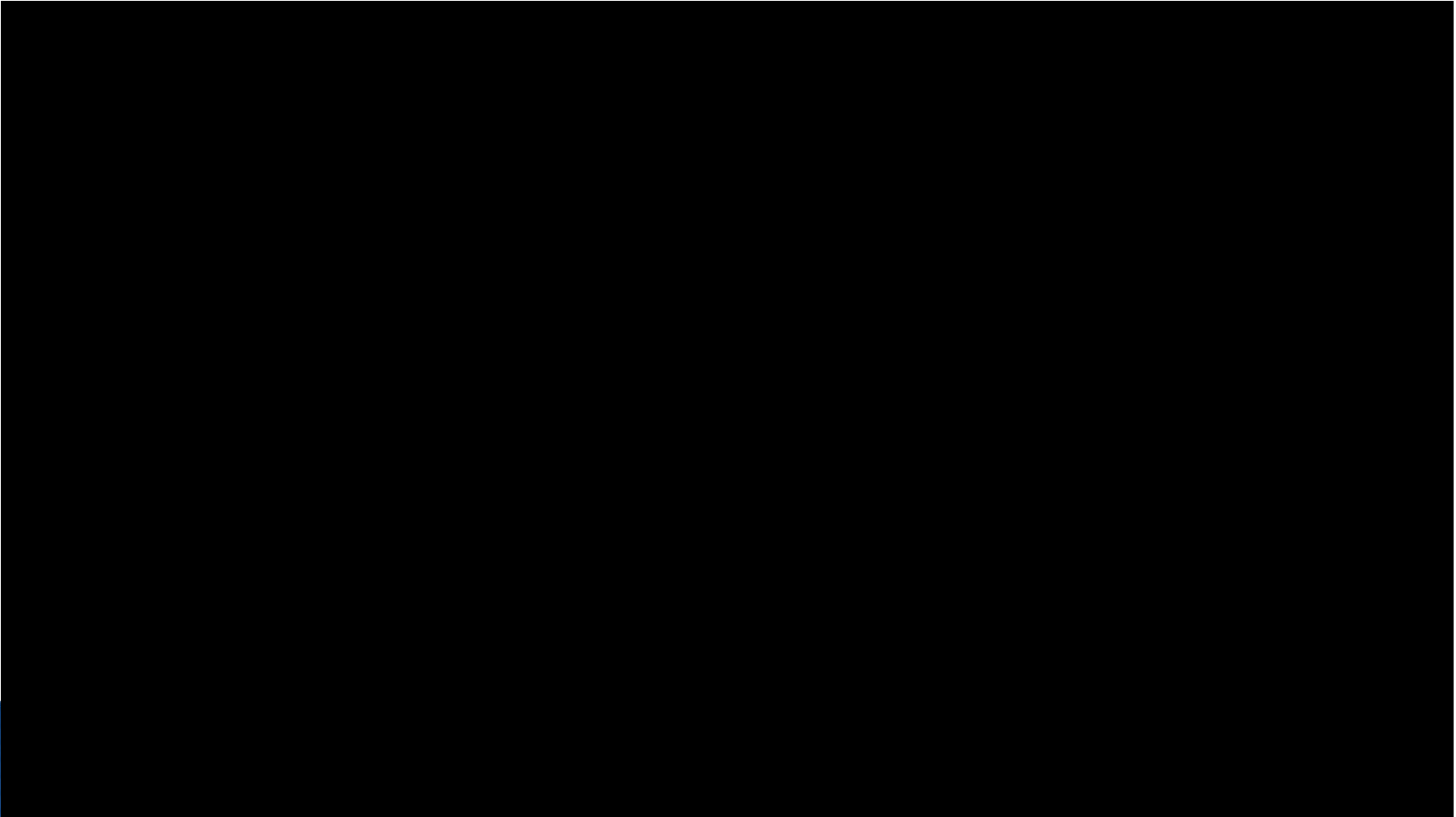
**Watch the video**

**Observe and record the elements of effective instruction in the areas of**


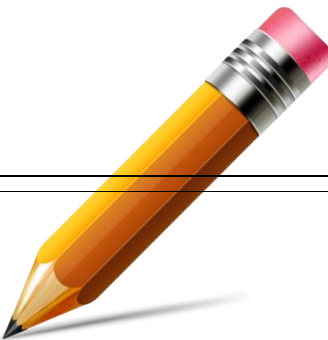


- 1. Assessment**
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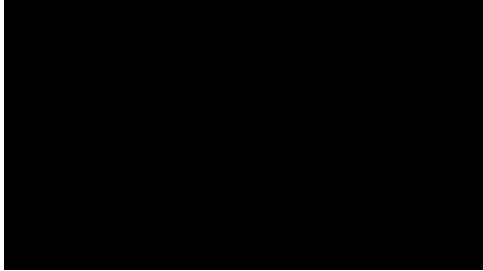
**Be ready to strategize in your area where the teacher could  
“Level-Up”**

5<sup>th</sup> or 6<sup>th</sup> Grade





Evaluation Focus	Observed Strategies		"Missed Opportunities" to 'level up."
<p><u>Using Assessment in Instruction</u></p>  <p>6.1 and 6.3</p>			
<p><u>STUDENT ENGAGEMENT</u></p>  <p>5.1, 5.2, 8.3 &amp; 8.5</p>			
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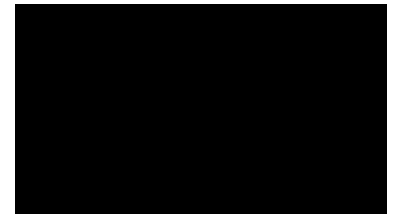


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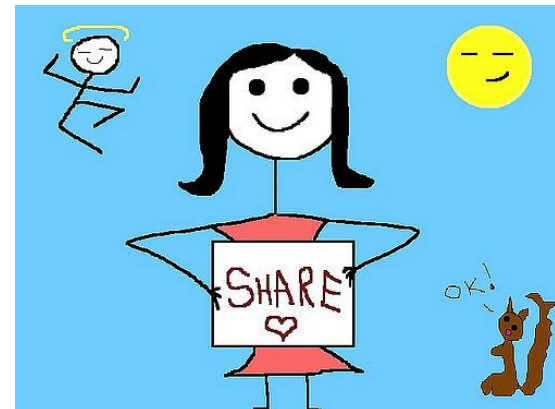


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# **STUDENT ENGAGEMENT**

Share

# **QUESTION & DISCUSSION**

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing


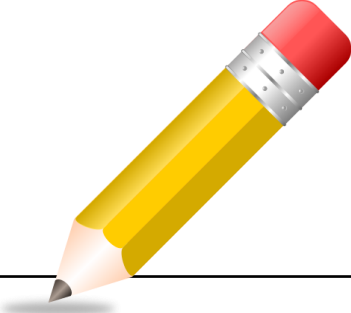


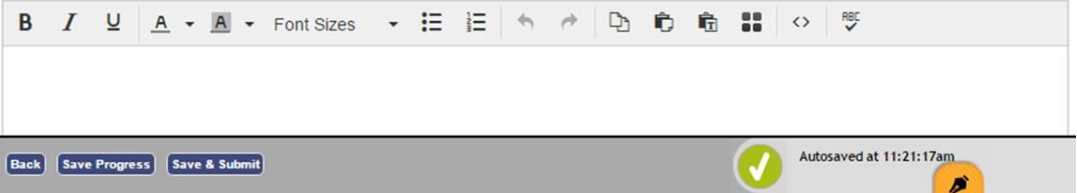
- Quality of Questions
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## **USING ASSESSMENT**

- Assessment Criteria
- Monitoring Of Student Learning
- Feedback To Students
- Student Self-assessment And Monitoring Of Progress
- Lesson Adjustment



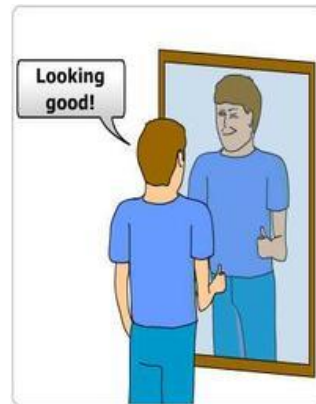
**Directions:** List Effective Strategies for Each Focus Area. These can include strategies demonstrated in the videos, strategies discussed during today’s workshop or strategies from your own toolbox. These strategies can be included in your TED Student Learning Goals (SLG).

<b>Evaluation Focus</b>	<b>Strategies</b>
<p><b><u>Using Assessment in Instruction</u></b>  <b>6.1 and 6.3</b></p> 	
<p><b><u>STUDENT ENGAGEMENT</u></b>  <b>5.1, 5.2, 8.3 &amp; 8.5</b></p> 	<p><b>Strategies:</b></p> <p>Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.</p> <p>Example: This example is from an administrator SLG goal focused on mathematics in grades 6-8.</p> <p>"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."</p>
<p><b><u>QUESTION &amp; DISCUSSION</u></b>  <b>8.4 and 8.5</b></p> 	

# Self Reflection



- ▶ **Think about your classroom practice regarding: **Student Engagement, Question & Discussion and Assessment****
- ▶ **Note two or more strategies in each area and consider how you might utilize them to improve your practice**



# How can you get access to materials provided today?

## Kelly's Korner

([maestraternv.weebly.com](http://maestraternv.weebly.com))

- ▶ **Handouts**
- ▶ **PowerPoint**
- ▶ **Legends Standards for Evaluation**
- ▶ **TalentEd Link**
- ▶ **NVHS 2014–15 Report Card**
- ▶ **Structured Movement/Modified Cooperative Learning Handout and Videos.**



**BREAK**

**10 MINUTE BREAK**

**BREAK**

Return at \_\_\_\_\_ for Part 2

***Writing Student Growth Goals (SLGs)***



**---Erik Lathen**

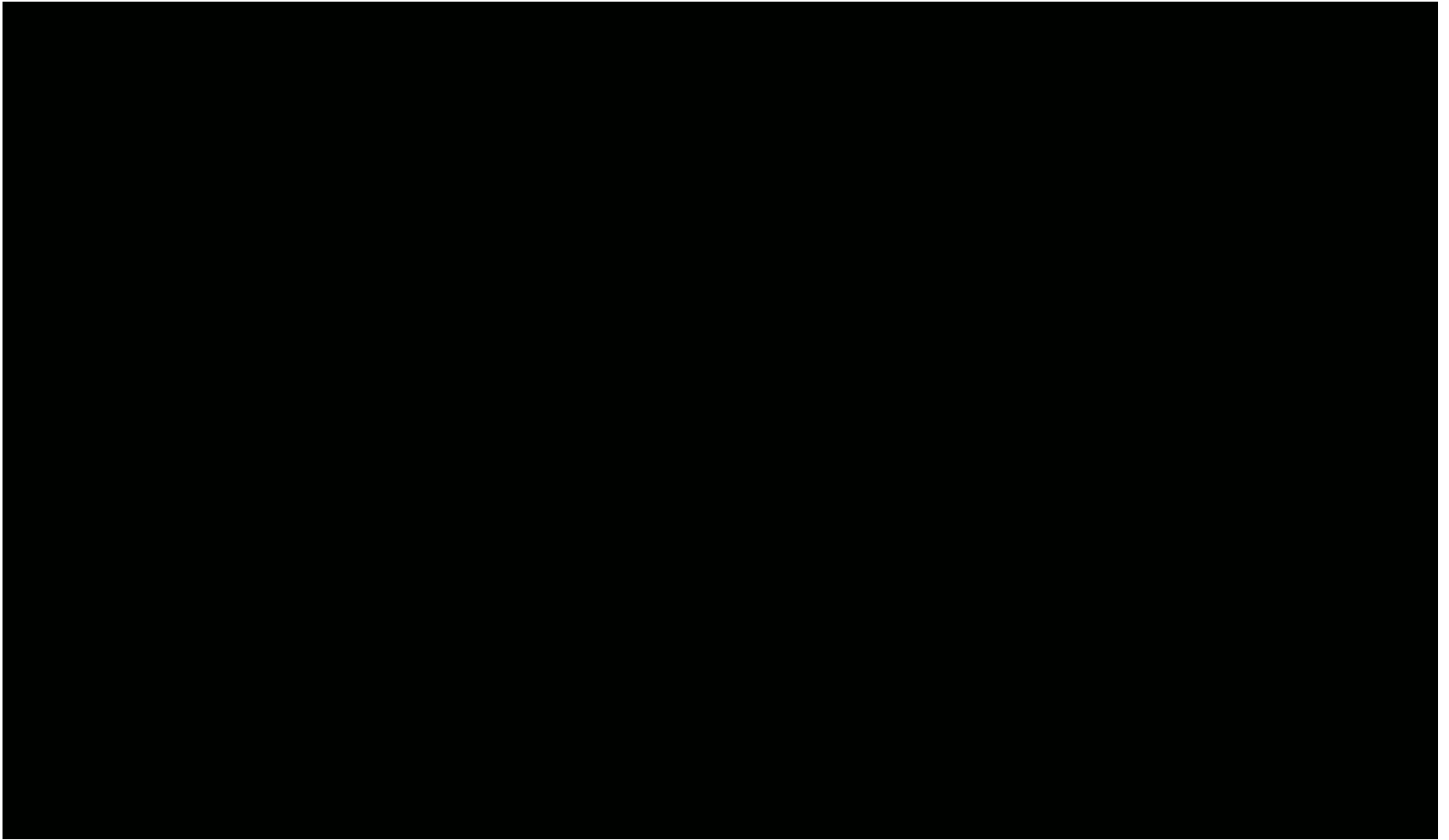


FIN

The End

...that's  
all  
folks...

# *Heather Fox-9<sup>th</sup> Grade-Social Studies*



# *Tammy Mendoza-6<sup>th</sup> Grade-Science*

