School Turnaround Through Effective Teacher Teaming

Kristen Palatt, Nancy Love, and Jennifer Stokes
Learning Forward
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“As we know, groups exist on a continuum from novice to expert. Where a group exists on the continuum is independent of the length of time the group has been together and is dependent on the groups level of craftmanship, efficacy, interdependence, and flexibility. When individuals link together, they become something different. Relationships change us, reveal us, evoke more from us. Sometimes it is only when we join with others that our gifts become visible, even to ourselves. As you think about the achievements you each bring from the groups you represent, how might you move your groups from wherever they are on the continuum to even higher levels of expertise? Our time together is about moving along that continuum.”

-Kendall Zoller-

Stand Up If...

➔ Elementary School Teacher
➔ Have been on a team that has improved student achievement.

➔ Secondary School Teacher
➔ Want to know what those folks know!

➔ Coach/Specialist/Interventionist
➔ Consultant/Professional Developer
➔ Other?
➔ Have a pet
➔ Enjoy the cold weather

Learning Objectives

● Identify six elements for “seeding the soil” for effective teacher teaming
● Apply a framework and tools for planning, teaching, and assessing the impact of lessons that embody cultural proficiency, social/emotional learning, and high expectations
● Describe the culture, schedules, and support systems to sustain school turnaround through effective teacher teaming
Agenda

- Video Activator: The Morningside Story
- Seeding the Soil for Effective Teacher Teaming
- Learning by Doing: Being Part of a High-Impact Teacher Team
- The Culture, Structures, and Support Systems to Sustain Turnaround

The Morningside Story

What are the components of effective teaming that you hear/see?

What questions do you have?

Seeding the Soil for Effective Teacher Teaming

Their Purpose: To Ensure High Levels of Achievement...

School Improvement Is a Team Sport

The Biggest Effect...

Collective Teacher Efficacy & Expertise

“...in our business is the expertise of the teachers. It’s the teachers who work together collectively, collaboratively to understand their impact.” - John Hattie-
“True collaboration, the kind that makes adults significantly better at their jobs – happens when professionals collaborate daily on the defining work of their profession, striving to make it collectively the best that it can be....”

“The defining piece of work in the education field is the superb lesson plan and its well-executed delivery.”


“And so you just threw everything together?… Mathews, a posse is something you have to organize.”

They Built Trust

Credibility + Reliability + Intimacy
Self-Focus

— David Maister, Charles Green, & Robert Galford,
The Trusted Advisor

Regular Schedule for Team Meetings

A Professional Developer’s Dream:
“Good Seeds Grow in Strong Cultures”

Turn and Talk:
- What do you think about these elements for "seeding the soil" for effective teaming?
- Purpose and Passion
- Commitment to Collaboration and Embedded Professional Learning
- Schedule
- Trust
- What else might be important to add?
High-Impact Teacher Teams: Easier Said Than Done

The Missing Pieces

Framework for High-Impact Teacher Teams

Teacher Leadership

Professional Development in Coaching (Facilitating) High-Impact Teacher Teams

- Identification of teacher leaders
- On-site coaching for teacher leaders and administrators
- 3-day workshop for all faculty
- Applying a process, protocols, and materials for facilitating high-impact teacher teams

The Formative Assessment for Results (FAR) Cycle Meets Hattie

1.57 Effect Size – Collective Teacher Efficacy
1.44 effect size - Visible Learning

.75 effect size (teacher clarity)

.90 effect size (formative evaluation)

“.75 effect size (feedback)
1.04 (RTI)"

* Feedback
Investigation
Reteaching/Re-engaging/
Regrouping
Moving On
Extension

“Know thy impact”
Coaches Don’t Have to Reinvent the Wheel: “Teams” Materials Include:

Differentiated professional development activities, including:
- Activity directions
- Handouts
- Videos
- Techniques
- Data protocols
- And more...

Matching Is the Name of the Game

Framework for Coaching High-Impact Teacher Teams

STEP: What step in the FAB cycle is our focus?
PURPOSE: What is the purpose of the meeting?
ACTIVITY: What activity will we use to achieve our purpose?

What are your thoughts on the Framework?
Seeding the Soil for Effective Teacher Teaming

1. Purpose and Passion
2. Commitment to Collaboration and Embedded Professional Learning
3. Schedule/Structure
4. Trust
5. A framework to focus the work of teacher teams
6. Professional development and differentiated materials for teacher leaders

What Happened Was Beyond My Wildest Dreams!

Learning By Doing:
Being Part of A High Impact Teacher Team

A Trip Around the FAR Cycle
Steps 1 and 2: Guided Lesson Planning

Apply a framework and tools for collaborative planning, teaching, and assessing the impact of lessons that embody cultural proficiency, social/emotional learning, and high expectations.

Step 3: FAR Meeting

Prompt: Both Fernando in “At the Beach” and Han-hui in “The Ch’i-hin Purse” “do the right thing” when the time comes. What does it mean to do the right thing? Compare and contrast Fernando’s decision to tell the truth to Mami and Han-hui’s decision to give her purse away. How are their motivations the same? How are they different?

Type of writing response (circle one): Explanatory/Informative  Opinion  Narrative

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response has a clear, complete and accurate description of what it means to do the right thing. The response compares the two decisions, explaining how they are different. The response includes direct quotes from the text to support statements of comparison or contrast. The response includes explanations of how those quotes connect to statements of comparison or contrast.</td>
</tr>
</tbody>
</table>
Framework for Coaching High-Impact Teacher Teams

Purpose of Criteria Analysis

➔ To analyze student work in relation to pre-established success criteria (checklist or rubric)
➔ To lead to effective and targeted FIRME action

Criteria Analysis Materials

➔ Criteria Analysis Table: Success Criteria or Criteria Analysis Table: Rubric (depending on if using a list of success criteria or a rubric)
➔ Data-Driven Dialogue: Note-Catcher
➔ Student work to be analyzed (generally recommended to select work with a range of quality)

Criteria Analysis with Data-Driven Dialogue

Engage in Data-Driven Dialogue

<table>
<thead>
<tr>
<th>Review and do task</th>
<th>Phase 1: Predict</th>
<th>Phase 2: Go Visual</th>
<th>Phase 3: Observe</th>
<th>Phase 4: Infer/Question</th>
<th>Prepare to take FIRME* action</th>
</tr>
</thead>
</table>

*Feedback
Investigation
Reteaching / Re-engaging / Regrouping
Moving on
Extension
Stick to the Protocol

Review & Do
Task

Review the learning target, task, and success criteria.
Do the task yourselves and share solutions and approaches.
Assign Roles: Facilitator, Recorder, Materials Manager, Reporter

Don’t look at the student work yet.

Phase 1:
Predict
Phase 2:
Go Visual
Phase 3:
Observe
Phase 4:
Infer

I predict…
I assume…
I wonder…
I’m expecting to see…

How do you think students performed?
What criteria/criterion do you think they will do well on?
What criteria/criterion do you think they will have trouble with?
What errors or confusions do you anticipate students will make/ have?
Based on what assumptions?

Data-Driven Dialogue: Note-Catcher

Predictions
Observations
Inferences/Questions

Preparing to Take FIRME Action
❑ Moving On

Feedback  Investigation  Reteaching Re-engaging  Regrouping  Extension

How will we assess impact?
### Criteria Analysis Go-Visual Example

<table>
<thead>
<tr>
<th>Students’ Names</th>
<th>Description of what it means to “do the right thing”</th>
<th>[Compares] Describes how the decisions were similar</th>
<th>[Contrasts] Describes how the decisions were different</th>
<th>Includes direct quotes from the text to support claims</th>
<th>Includes accurate explanations that link the claims and the quotes</th>
<th>Notes/Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Student 2</td>
<td>✔</td>
<td>-</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Student 3</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>-</td>
<td>-</td>
<td>✔</td>
</tr>
<tr>
<td>Student 4</td>
<td>✔</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✔</td>
</tr>
<tr>
<td>Student 5</td>
<td>✔</td>
<td>-</td>
<td>✔</td>
<td>-</td>
<td>-</td>
<td>✔</td>
</tr>
<tr>
<td>Student 6</td>
<td>✔</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>✔ 6/6 = 100%</td>
<td>2/6 = 33%</td>
<td>4/6 = 67%</td>
<td>2/6 = 33%</td>
<td>4/67</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>✔ 0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Create a table to display your analysis of the student work.

Evaluate each piece of student work in relation to success criteria (work samples follow the task in the handout).

Use the table to record where each criterion has been met (✔) or not yet met (-) for each piece of student work.

Note specific errors in the boxes with the checks.

Use the last column to make additional notes.

Focus on evidence in the work, not what you think that student knows or can do.

Be aware of personal biases.
Concept Attainment: Observations

What do the “YESes” have in common? How are they different from the NOs?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It’s 63 degrees out</td>
<td>• It’s cold</td>
</tr>
<tr>
<td>• 75% of our 4th graders scored below proficiency in mathematics problem solving</td>
<td>• Our teachers are not comfortable with the new mathematics curriculum</td>
</tr>
<tr>
<td>• This student diagrammed each trip across the river</td>
<td>• The student must have used the diagram to generate the rule</td>
</tr>
</tbody>
</table>

YES

• 22% of our students answered item 15 “b”. The correct answer was “a”
• This year we increased the percentage of students in the top quartile in reading by 10% over last year
• 25% more boys than girls meet the standard in 8th-grade science on our state test

NO

• That’s because they don’t understand the vocabulary in the question
• Our new reading program must be working
• Boys are more interested in science than girls

Engage in Data-Driven Dialogue

Phase 3: Observe

Made by the five senses
Contain no explanations
‘Just the facts’

BECAUSE

Observe by Criteria, by Student, Totals

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<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>❌</td>
</tr>
<tr>
<td>Student 4</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>❌</td>
</tr>
<tr>
<td>Student 5</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>❌</td>
</tr>
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</table>

6 / 100% 2 / 33% 4 / 67% 2 / 33%
Engage in Data-Driven Dialogue

- What possible explanations do we have for the patterns we are seeing?
- How can we find out which of our hypotheses is right?
- What questions do we have?
- What additional data might we explore to verify our explanations?

A possible explanation...
That may be because...
A question I have now...
I wonder if...

Record notes on the Data-Driven Dialogue: Note-Catcher

5 min

FIRME Action

- Feedback
- Investigation
- Reteaching/Re-engaging
- Regrouping
- Extension

Questions? Takeaways?

Apply a framework and tools for collaborative planning, teaching, and assessing the impact of lessons that embody cultural proficiency, social/emotional learning, and high expectations.
Describe the culture, schedules, and support systems to sustain school turnaround through effective teacher teaming.

5 POINT ADVOCACY
- John Saphier

- SAY IT
- REWARD IT
- MODEL IT
- ORGANIZE FOR IT
- PROTECT IT

Collective Efficacy is the Key to Turnaround:
➔ What we are currently doing isn't working.
➔ Effective collaborative planning is going to improve student achievement.
➔ There are expectations for common planning:
  ◆ Show up on time.
  ◆ Focus on instruction, not on behavior
  ◆ No excuses
  ◆ Focus on the content and the data
➔ This is hard and important work. You can do it. We will help.

Model It

Administrators Walk the Walk:
➔ Attending every Guided Lesson Planning and FAR meeting
➔ Leading walkthroughs and lesson studies
➔ Conducting classroom observations and providing both informal and formal feedback
➔ Modeling collaboration and productive struggle in our own work
➔ Holding high expectations for teachers
**Organize for It**

**Protect It**

**Reward It**

**Support & Celebrate:**
- Team leader meetings
- Publicly acknowledging the work: Sharing out in faculty meetings
- Day to day impact on student learning: Sharing Experiments

**Questions? Takeaways?**
Describe the culture, schedules, and support systems to sustain school turnaround through effective teacher teaming.
Post-Session Evaluation

Take our 3 minute survey!

Session ID: 1317

NOTE: Session ID should be in all CAPS and is case-sensitive.

kickup.co/2019LF