Research for Better Teaching: High Expectations Teaching and Learning



D97 Board of Education

May 10, 2016

Presenters



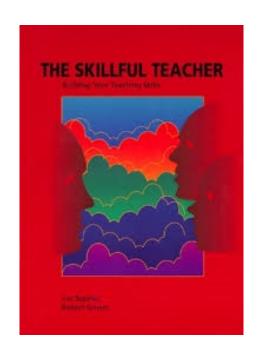
Renee DeWald Jonathan Ellwanger John Hodge Jennifer Las **Paul Manus** Katie Noonan Felicia Starks Turner **Emile Williams**

Introduction









Align Expectations Teaching Course: Essential Question



What do teachers do to create an atmosphere in which high expectations are communicated clearly and convincingly to all students, not just some?

Standards and Expectations



Standards: Established levels of proficiency (quantity and quality of work, work habits and procedures, general routines, interpersonal behavior).

Expectations: Our beliefs about students' capacity to achieve the standards.



Components of High Expectations Teaching and Learning



Strategies to Develop and

Nurture a Growth Mindset



Daily Instructional Strategies



Motivational Structures



Cultural Proficiency



Components of Figh Expectations Teaching and Learning



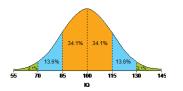
Strategies to Develop and Nurture a Growth Mindset

- Highlight and teach about attribution theory, fixed and growth mindsets and effective effort
- Teach learning strategies that help students exert effective effort
- Teach the research on brain malleability
- Be a model of a growth mindset
- Teacher choice of language in everyday interactions



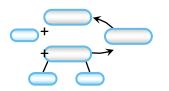
Ability and Effort-Based Belief Systems





Ability-based Believers

- Avoid challenge
- Give up easily
- See effort as useless
- Ignore constructive feedback
- Feel threatened by success of others

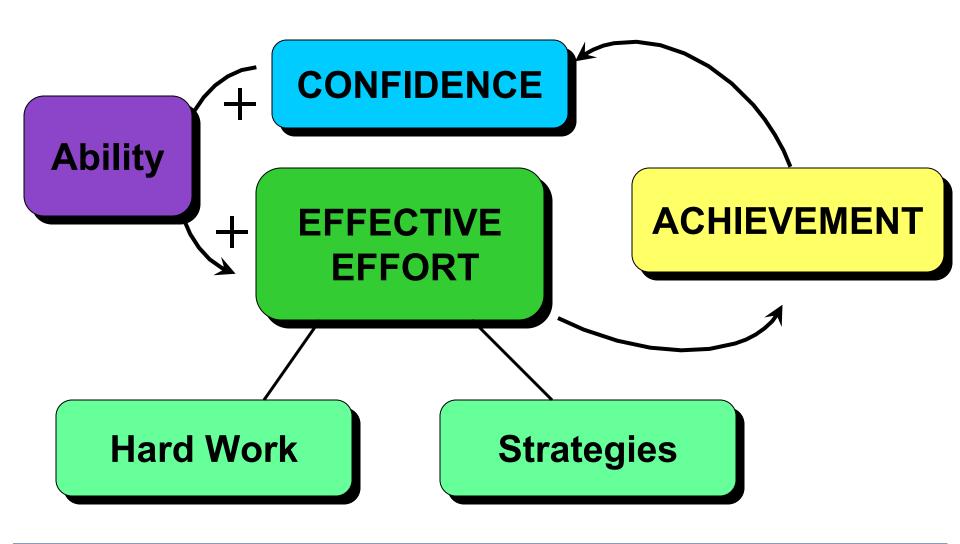


Effort-based Beli evers

- Embrace challenge
- Persist
- See effort as path to success
- Learn from constructive feedback
- Feel inspired by success of others
- Are invested in learning

The Effective Effort Cycle





Developing a Growth Mindsets in Emile Williams 4th Grade Classroom



Developing a Growth Mindset — Explicitly and Implicitly



Explicitness relates to teaching strategies

- Connect having a growth mindset to achievement
- Teach effective effort and learning strategies
- Teach brain malleability
- Be a model of a growth mindset

Implicitness relates to teacher decisions about

- Patterns of calling on students
- Responding to student answers
- When Students Don't Answer
- Giving help
- Positive framing of reteaching
- Being tenacious

Teacher Choice of Language



"Sending high expectation messages and convincing students that they have the capacity to achieve at high levels is a moment by moment everyday mission..."



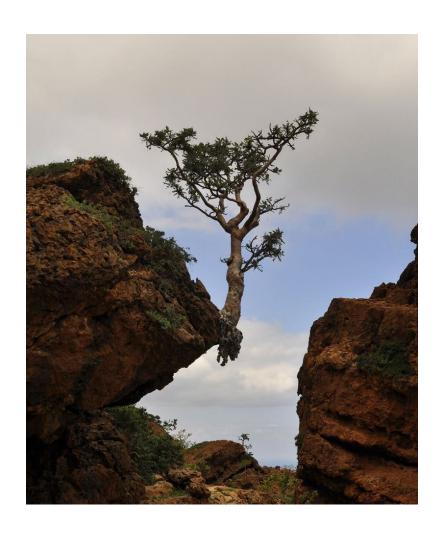
The Skillful Teacher p. 276

Tenacity in Paul Manus' 4th Grade Classroom

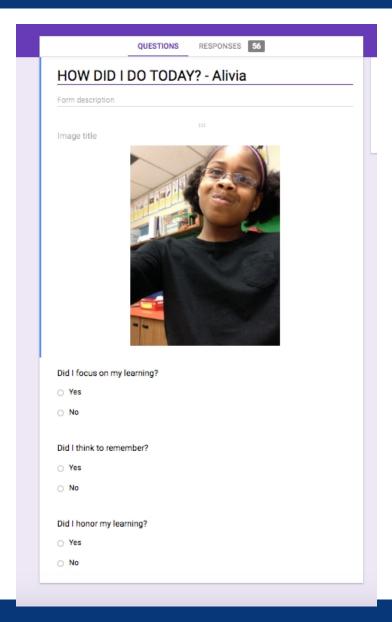


Tenacity is persistent determination

This is important; you can do this with effective effort; And I won't give up on you!











I met my goal because on Monday Tuesday Wednesday and Friday I completed it. I didn't finish it on Thursday because I was gone. LUIC J

Feb 5 9:38am



Your reflection:

- -should show proof you met your goal.
- -should tell whether or not you met your goal.
- -tells why you were successful or not.
- -is in complete sentences.

Mrs. Homann Feb 5 9:09am



I'm curious to see how it goes. Maybe keeping an eye on your time would help?

Mrs. Homann Feb 5 9:07am



My goal for this week is to get journal done on time my EE plan is to practice righting at home. Zoie S Feb 1 8:48am



Criteria for success:

Mrs. Homann Feb 1 8:20am

Your goal:

- -is in complete sentences.
- -is something you can accomplish in one week.
- -is something you can prove or measure.
- -is a speed goal, a quality goal, or a quantity goal.
- -includes your Effective Effort plan, or what you are going to do to help you reach your goal. (Be specific!!)







Math is difficult for me

So I am listening but when we do something new I am like what.

I will keep trying and not give up

And ask questions and ask for help when I need it.





I am bad at homework
especially math I just don't
like it like him
I can practice by doing from my teacher or from math on my own time my parents

And when I know how to do it from practicing harder and harder I can be better like him

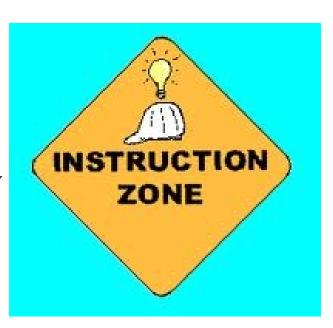


Learning



Daily Instructional Strategies

- Communicate mastery objectives
- Use formative assessment
- Create criteria for success
- Give students feedback
- Check for understanding
- Have students summarize frequently
- Make student thinking visible



Checking for Understanding in Jen Las's 1st Grade Classroom



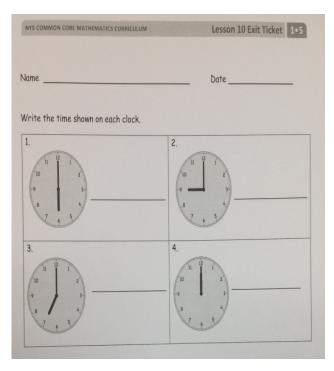
Checking for Understanding

The process of realizing who is not understanding a concept to make informed decisions on next steps.









Checking for Understanding Examples



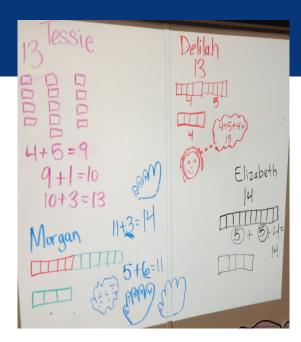


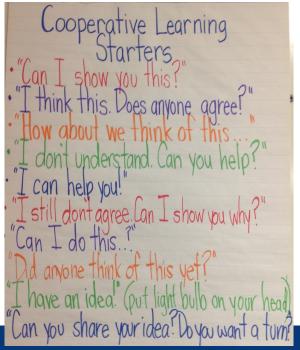
Making Student Thinking Visible in Jen Las's 1st Grade Classroom

The importance of knowing what is going on inside students' heads.

- Structuring classroom interactions where frequent verbal or written expressions of student thinking are shown.
- Get students engaged in rational and supporting their thinking.
- Cause interactions and discussions among students.
- Build a climate of safety and mutual inquiry. Mistakes are OK!







Learning



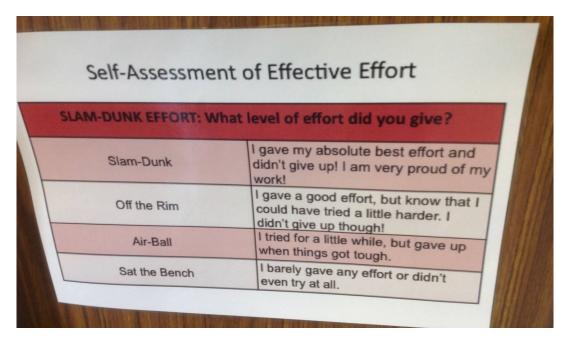
Motivational Structures

- Student self-assessment
- Re-teaching, retakes, and re-dos
- Cooperative learning
- Student goal-setting



Goal Setting in the Irving Slam









Cooperative Learning in the Irving Library







Students were given a maker of random colors. They found the basket with that color marker. They began their brainstorm at that chart. Then they moved around the room to each chart, adding their colors.



Cooperative Ecarring in the hymb

Library



Biography Pairs

Students chose a name out of a basket of a famous person. They had to find the person who picked the same name. That was their partner for the project.











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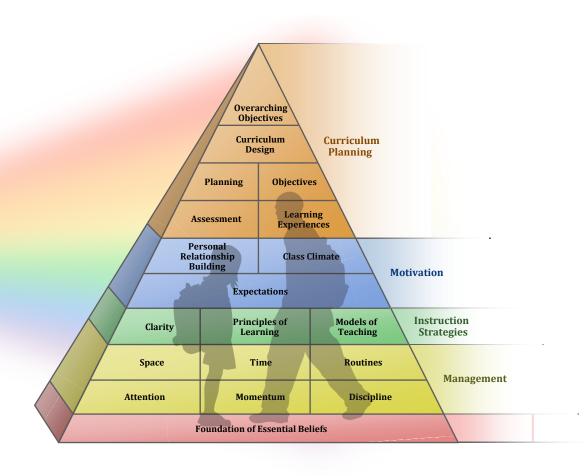
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Components of High Expectations Teaching and



Learning

Cultural Proficiency Lens



Follow Up Sessions For Cohorts 1 and 2



Goals:

- To continue to share strategies for high expectations teaching that we are implementing
- To continue to learn about high expectations teaching strategies in greater depth
 - Growth Mindsets
 - Formative Assessment and Criteria for Success
 - Cultural Proficiency
 - Professional Community
- To apply what we have learned by co-creating materials



Parent Workshops



RBT Staff Participation





Cohort I: 2013 - 2014



Central Office Administrators	5
Principals/Asst. Principals	8*
Classroom Teachers K-5	11*
Classroom Teachers 6-8	3*
ESL/Spanish Immersion Teachers	2
Student Support Specialist	1
Special Education Teachers	1
Speech Pathologist	1
Teacher Leader for Mentoring	1

^{*}Three principals, one K-5 teacher, and one 6-8 teacher are no longer employed by the district

Cohort II: 2014 - 2015



Principals/Asst. Principals	4
Classroom Teachers K-5	18*
Classroom Teachers 6-8	4
Special Education Teachers	3
Special Education Coordinator	2*
Media Specialists	1
Behavior Interventionist	1
Teacher Librarians	2

^{*}The Special Education Coordinator and one K-5 teacher no longer employed by the district

Cohort III: 2015 - 2016



Central Office Administrators	1
Principals/Asst. Principals	5
Classroom Teachers K-5	25
Classroom Teachers 6-8	2
Special Education Teachers	1
Special Education Coordinators	1
Student Support Specialist	1
Data Coaches	1

Follow Up Cohort: 2015 - 2016



Central Office Administrators	3
Principals/Asst. Principals	8
Classroom Teachers K-5	17
Classroom Teachers 6-8	4
Language Arts Specialists	2

RBT Trained Staff



Beye	7
Brooks	7
Hatch	8
Holmes	8
Irving	7
Julian	7
Lincoln	11
Longfellow	12
Mann	8
Whittier	8
Central Office	7

^{*}Numbers reflect staff currently employed by the district.

Parent Feedback, Participation & Feedback





Parent Participation Dates



	January	March	April	May
Beye	Thursday, 21	Thursday, 10	-	Thursday, 5
Time	6-8 pm	6-8 pm	-	6-8 pm
Location	commons	commons	-	
Hatch	Wednesday, 13	Wednesday, 2	Wednesday, 20	_
Time	5:45-7:45pm	5:45-7:55pm	6:30-8:15pm	-
Location	Hatch	Mann	Hatch	
Holmes	Thursday, 21	Thursday, 3	-	Tuesday, 10
Time	6:00 - 8:00	6:00 - 8:00	-	6:00 - 8:00
Location	Media Center	Media Center	-	Media Center
Irving	Wednesday, 13	Wednesday, 9.	-	Wednesday, 11
Time	6:00-8:00p	6:00-8:00p	-	6:00-8:00p
Location	Media Center	Media Center		
Lincoln	Thursday, 21	Thursday, 10	-	Tuesday, 10
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Media Center	Media Center		Media Center

Parent Participation Dates Contd ...



	January	March	April	May
Longfellow	Monday, 25	Thursday, 3	-	Tuesday, 3
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Media Center	Media Center		Media Center
Mann	Wednesday, 13	Wednesday, 2	Wednesday, 20	-
Time	6:30-8:15pm	6:30-8:15pm	6:30-8:15pm	-
Location	Hatch	Mann	Hatch	
Whittier	Thursday, 21	Thursday, 3	-	Tuesday, 10
Time	5:30-7:30 PM	5:30-7:30 PM	-	5:30-7:30 PM
Location	Community Rm	Community Rm		Community Rm
Brooks	Tuesday, 26	Wednesday, 16	-	Tuesday, 17
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Media Center	Media Center		Media Center
Julian	Thursday, 28	Tuesday, 1	-	Tuesday, 3
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Commons	Commons		Commons

Parent Feedback Survey Questions



Rating Scale (Not at all, Slightly, Moderately, Very):

- •Overall, how valuable & informative did you find the RBT parent sessions?
- •Based on what you've learned in these sessions, how comfortable would you feel...
 - Explaining to someone else the difference between a fixed and a growth mindset?
 - Changing your language to support a growth mindset?
 - Defining effective effort and making use of different learning strategies?
 - Describing the characteristics of effective goals and setting family goals?
- Tools & Takeaways
 - How helpful were the session takeaways (bookmark, effort meter, & handouts?
 - How useful was the Padlet for collaboration & learning between sessions?

Open-Ended:

- •Can you share some ways you've used (or plan to use) the strategies you've learned in these sessions at home?
- •Is there any other feedback you'd like to provide on the content or logistics of these sessions?

Parent Feedback Responses



Responses are still coming in, but here are a few comments we've already received from parents:

"I just loved the discussions and ideas with teachers and other parents. I think partnerships like this are so important. The teachers know the current research on how kids learn and parents know their kids--getting us all together to help children get better, feel good about the process, and persevere was awesome!" – *Parent at Mann*

"Was really fantastic having both Principals present for each session. I was really impressed by the ways they contributed to the discussion and it showed how much they truly care about our students and teachers." – *Parent at Mann*

"I photocopied and shared with so many friends the first session's handout, including with my spouse, who got so inspired that he bought the Carol Dweck book *Mindset*. I've incorporated the concept of effective effort with my daughter, as well as trying to use process language vs. fixed outcome language." – *Parent at Hatch*

"Thank you for offering this series to parents. It is essential for creating a strong partnership between home and school." – *Parent at Hatch*

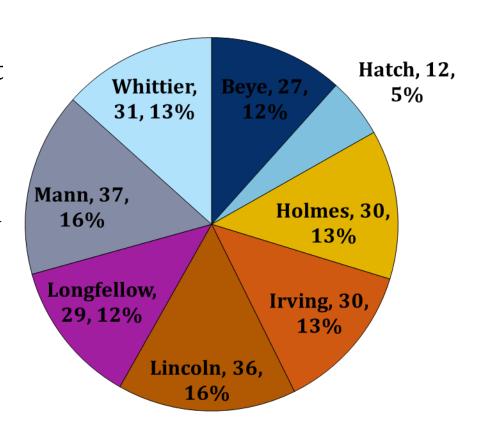
Elementary School Parent/Guardian Participation



Parent/Guardian Participation, by School

232 parents, representing **329** students, participated in at least 1 RBT parent session

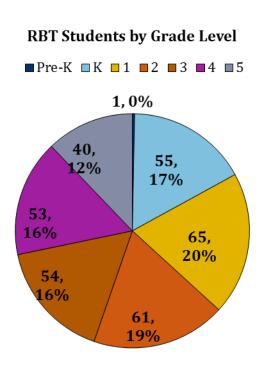
119 parents (51%) participated in both sessions held to date

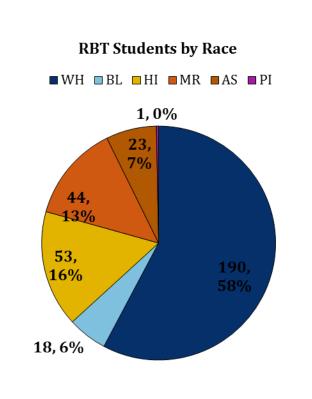


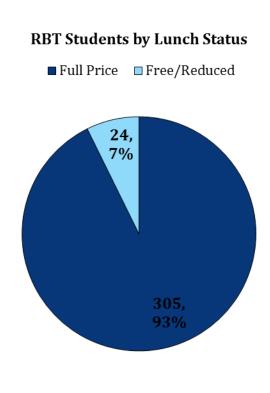
Elementary School Students



329 elementary students have been touched by RBT parent programming







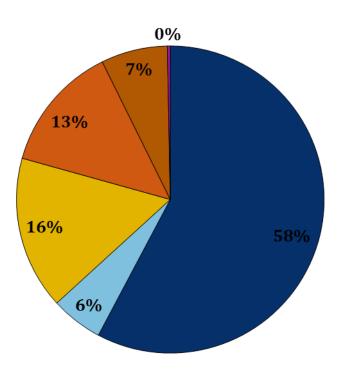
Data labels represent Number of Students, % of 329

Elementary School Students, by Race



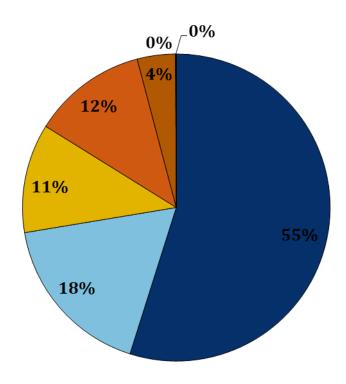






D97 K-5 Students Overall



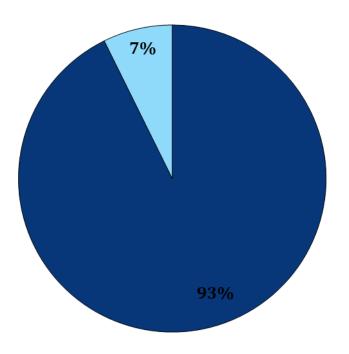


Elementary School Students, by Lunch Status



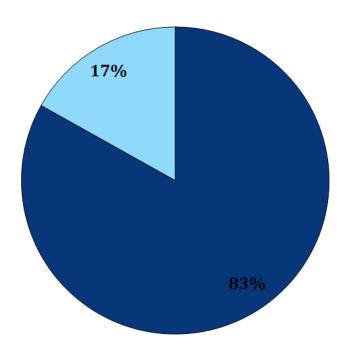
RBT Students

■ Full Price ■ Free/Reduced



D97 K-5 Students Overall

■ Full Price ■ Free/Reduced



Next Steps ...





Next Steps ...





Administrator Quick Reference Guide for High Expectations Teaching

Teachers are significant figures in the lives of students and in the motivation they form as learners. Research shows a high correlation between teacher expectation and student learning. (Excerpt taken from Introduction to MOTIVATION section of *The Skillful Teacher* – 6th Edition, September 2007).



This quick reference guide is designed to be a resource to Instructional Leaders in "looking for" High Expectations Teaching (HET) strategies in classroom instruction. This document is not intended to be an exhaustive list of Research for Better Teaching (RBT) strategies but rather a resource document to support the array of HET materials provided during RBT training.

Strategies to Develop and Nurture a Growth Mindset

 Teacher monitors his/her language to encourage a growth mindset in students. 	
Teacher explicitly teaches attribution theory, fixed and growth mindsets and effective effort.	
Teacher explicitly teaches learning strategies that help students exert effective effort.	

Next Steps





