Crosslake Padlet

Information to support Level 2 work

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2.4, 2.5, 2.6 Instructional walks/rounds

COUNDUCTING INSTRUCTIONAL ROUNDS

Twenty Rules of Thumb

Asking and answering key questions in advance of a school's launching of instructional rounds offers an opportunity for maximizing the central purpose of the experience; that is, **learning from each other**. But referring to these guidelines as "rules of thumb" makes the obvious point that there are a useful variety of good approaches to conducting rounds. From the experience of many schools we have learned...

Whose classrooms should we visit?

1. The classrooms of effective teachers. A struggling teacher is likely not to provide the example of good teaching that can serve as a prompt for great discussions; and we do not want to embarrass a colleague.
2. And initially, the classrooms of volunteers.
3. Classrooms where instructional coaches are offering demonstration lessons are likely venues for seeing great teaching.

Should the students be told in advance that a rounds group is going to be visiting?

4. Absolutely. This is a chance to let students know that teachers in this school are committed to learning from each other.

Who leads the rounds group?

5. A master teacher (perhaps an instructional coach, or a grade-level chair, or a department chair). The rounds leader must be steeped in the school's instructional framework.

2.4 2.5 2.6 InstructionalRoundsandPLC Walk

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Summary

School: Crosslake Community Schools   Level: 2   Date: 3/27/2023
Time: 9:00am- 10:15am

Survey data:

- Values: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), strongly agree (5). Stakeholders were allowed to respond with a rating of *n/a or don't know*, with these ratings excluded from the statistics, which will affect the response count to any question.
- Means greater than 3.5 suggest a majority of respondents agreed.
- Means less than 2.5 suggest a majority of respondents disagreed.
- Means close to 3.0 suggest: (1) similar numbers of respondents that agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed.

(One thing I want you to always consider with Level 2 work would be is there congruence with our perceptive practices and scholar results? If there is skew what can we do to strengthen our processes)

Leading Indicator
2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school. Survey Mean Results: Admin: 4.88 Staff: 4.39

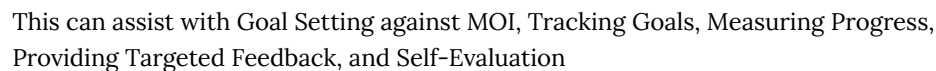| Lagging Indicator artifacts and/or data Examples:	Notes:
• School-wide written instructional framework/model • New teacher academy/institute agenda – presentations • Video of PLC or Collaborative Planning session showing use of instructional framework and language usage	• **What did you notice about your data that was what you considered positive?** • **What caught your attention and caused you to ask yourself a question about your systems/practice?** • **Is there congruence/skew between teachers and administrators?** *__Celebration__ (What makes this your strongest Leading Indicator? What actions have you put into place that causes the data to be as high as it is?)

Crosslake Community Schools docx

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2.2 2.4, 2.5, 2.6 Data, Observation, and Feedback Tools

This can assist with Goal Setting against MOI, Tracking Goals, Measuring Progress, Providing Targeted Feedback, and Self-Evaluation

2.2, 2.4, 2.5, 2.6 Improving Teacher Development and Evaluation - Tracking For Reproducible

REPRODUCIBLE

FIGURE 2.7:
Tracking Progress Chart

Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____

Specific things I am going to do to improve: _____

figure2.7trackingprogresschart
PDF document
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2.2, 2.4, 2.5, 2.6 Improving Teacher Development and Evaluation - Tracking For Reproducible

This form can be used to track progress against MOI

Tracking Form for Design Areas, Observational Categories, and Elements

Design Area	DA Score	Observational Category	OC Score	Element	0	1	2	3	4
I. Providing and Communicating Clear Learning Goals		i. Scales and Rubrics		1. Providing scales and rubrics					
		ii. Progress Tracking		2. Tracking student progress					
		iii. Celebrating		3. Celebrating success					
II. Using Assessments		iv. Informal Assessments of the Whole Class		4. Using informal assessments of the whole class					
		v. Formal Assessments of Individual Students		5. Using formal assessments of individual students					
III. Conducting Direct Instruction Lessons		vi. Chunking		6. Chunking content					
		vii. Processing		7. Processing content					
		viii. Recording and Representing		8. Recording and representing content					
IV. Conducting Practicing and Deepening Lessons		ix. Structured Practice		9. Using structured practice sessions					
		x. Similarities and Differences		10. Examining similarities and differences					
		xi. Errors in Reasoning		11. Examining errors in reasoning					
V. Conducting Knowledge Application Lessons		xii. Complex Tasks		12. Engaging students in cognitively complex tasks					
		xiii. Resources and Guidance		13. Providing resources and guidance					
		xiv. Claims		14. Generating and defending claims					
VI. Using Strategies That Appear in All Types of Lessons		xv. Highlighting		15. Previewing strategies					
				16. Highlighting critical information					
		xvi. Reviewing and Revising		17. Reviewing content					
				18. Revising knowledge					
				19. Reflecting on learning					
		xvii. Extending		20. Assigning purposeful homework					
				21. Elaborating on information					
		xviii. Organizing		22. Organizing students to interact					

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appendixdtrackingformfordesignareasobservationalcategoriesandelements
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13. Providing resources and guidance						
14. Generating and defending claims						
15. Previewing strategies						
16. Highlighting critical information						
17. Reviewing content						
18. Revising knowledge						
19. Reflecting on learning						
20. Assigning purposeful homework						
21. Elaborating on information						
22. Organizing students to interact						
23. Noticing and reacting when students are not engaged						
24. Increasing response rates						
25. Using physical movement						
26. Maintaining a lively pace						
27. Demonstrating intensity and enthusiasm						
28. Presenting unusual information						
29. Using friendly controversy						
30. Using academic games						
31. Providing opportunities for students to talk about themselves						

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appendixctrackingformforteacherreflection
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2.2, 2.4, 2.5, 2.6 Improving Teacher Development and Evaluation - Tracking For Reproducible

2.4 Data Collection Tool

Possible tool to support the collection of observation data, survey/perception data to identify and evaluate trends

Qualtrics XM // The Leading Experience Management Software
Our software gives you the tools to ask the right questions, listen to what people need, and respond with the right actions, every time. We call it empathy at scale - others just call it good business. The world's best brands choose Qualtrics.

QUALTRICS

qualtrics.™ **Make every interaction an experience that matters**

2.2 Walkthrough system for trend watching

Qualtrics XM - Experience Management Software

Ask the right questions, listen to what people need, and respond with the right actions, every time with the world's leading Experience Management software.

QUALTRICS

The Power of Video in Education

Implementing a video-powered professional learning process is one of the most powerful things you can do as an educator. No other method of professional learning comes close to the power of actually seeing yourself and other teaching professionals teach. Videos for self-reflection, coaching, and peer collaboration will clarify and amplify the impact you have as a teacher.

SMORE

2.6 Video Impacting Learning
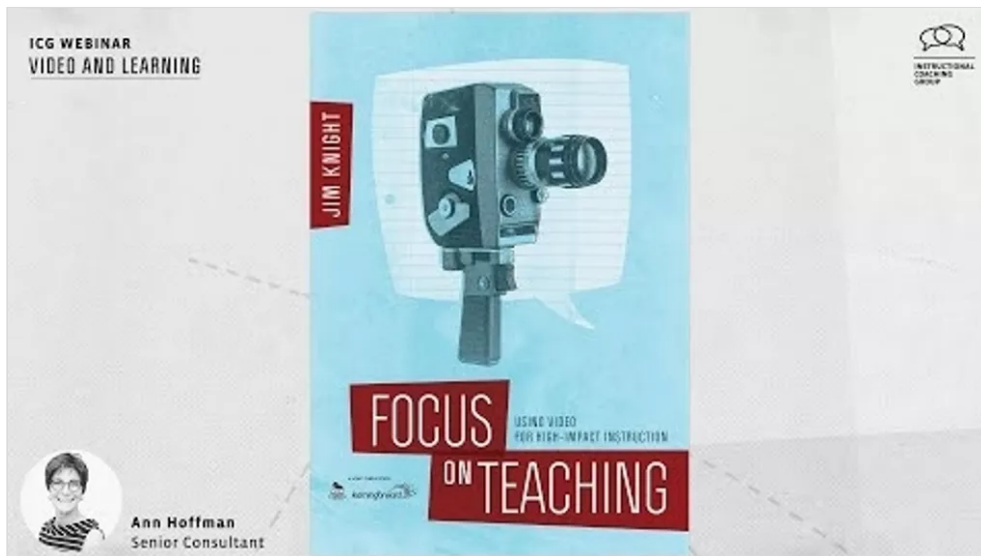
Instructional Coaching Webinar: Video and Learning
by Instructional Coaching Group

YOUTUBE

2.6 Teacher Video Reflection Tool

Teacher Self-Reflection Protocol

Name:	Grade:
Content Area:	Date:

Reflection/Focus Area(s):

Rationale: (Why do you want to reflect/focus on the area(s) listed below?)

Format	• **Self-Reflective Journal** (Jot down a few notes describing your reactions and feelings. Break it up into concrete sections: lesson objectives, mastery checks, materials, delivery, classroom management, scholar engagement, teacher feedback, etc.)
	• **Video Recording** (Unaltered and unbiased vantage point from both a student's and teacher's perspective)
	• **Scholar Observation** (Hand out a simple survey or questionnaire after your lesson to get student's perspective about how the lesson went)
	• **Peer Observation** (Invite a colleague to come into your classroom and observe you teaching. Create a questionnaire for your colleague to fill out as they observe)
	• Other _____

	Guiding Questions
Lesson Objective	● Was the lesson objective/content explicitly taught?
	● Was the lesson too easy or too difficult for the scholars?
	● Did the scholars understand what was being taught?

Teacher Self-Reflection Protocol 2 (1)
Word document

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2.6 Swivls for reflection

Swivl

Swivl's suite of audio and video tools are used by over 50k schools worldwide — positively impacting learning inside and outside classrooms.

SWIVL

2.6 Power of Instructional Video

2.6 3-2-1 video reflection tool

(2) Ideas I can take and use to establish my classroom culture and environment

3-2-1 Video Reflection Tool
Word document

2.6 PBIS Level 1 Observation Tool

C4 PBIS Classroom Observation Tools
Classroom Walk Through, Observation and Self-Analysis

This document is intended to serve several related purposes. Overall the materials are a guide for administrators and educators as they conduct walk throughs within instructional environments. The more specific purposes are outlined below.

First, it identifies essential classroom instructional practices supported through research that are related to academic and social/behavioral achievement. The practices should be actively included in school professional development so that all personnel understand what they are and how they should be implemented.

Practices we should observe: Define classroom rules, align them to schoolwide expectations, teach the rules, and acknowledge rule following

1. Define classroom routines, teach routines, acknowledge routine following
2. Provide positive specific feedback consistently to reinforce students ' use of academic skills, classroom rules and procedures
3. Implementation of these strategies when responding to inappropriate behavior:
   a. Prompt (identify error)
   b. Re-teach (expectation/rule/concept)
   c. Provide choice (where, when, how work is done)
4. Employ active supervision (move, scan, interact)
5. Provide multiple opportunities to respond (MRS-Multiple Response Strategies)
6. Use activity sequence (Scaffolding)
7. Assure academic success/task difficulty is matched to student ability

The practices in the Walk Through / Brief Observation forms require direct observation during instructional times. They provide the observer with an opportunity to record what is observed during approximately 5 – 10 minutes of

C4 PBIS Tools for Support
Word document

2.5 Avanti Instructional Video Coaching and Feedback

Avanti

One of the leading K-12 education companies, Solution Tree offers professional development, online courses, and education books for teachers. Solution Tree works to raise student achievement and performance by providing customizable tools and strategies that empower educators and further teacher education.

2.5 Professional Development Evaluation Resource - Learning Forward

Evaluating Professional Learning: Measuring Educator And Student Outcomes | Learning Forward

Because effective professional learning improves educator practice and is fundamental to student learning, all educators have an obligation to seek out and participate in effective professional learning. However, educators often leave the responsibility for evaluating that learning to others.

LEARNING FORWARD

2.4 Teacher Feedback Resource

Principal's Playbook - Instructional Feedback & Coaching

Productive and effective feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent. Corrective feedback should include specific and objective evidence, impact, exemplar, and next steps.

THEPRINCIPALSPLAYBOOK

2.4 Oldie but Goodie on Teacher Development

Marzano Research Laboratory

Teacher Development Toolkit

for the Marzano Teacher Evaluation Model

marzano_teacher_development_toolkit
PDF document
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2.4 Becoming a Reflective Teacher Info

MARZANO RESEARCH ASSOCIATE TIPS FOR REFLECTIVE PRACTICE

Lesson Segments Involving Routine Events

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: What do I typically do to provide clear learning goals and scales (rubrics)?

- Help students understand the difference between their learning goals and their assignments.
- Make sure that learning goal language clearly indicates whether the learning goal is declarative or procedural.
- Create more than one learning goal for in-depth lessons or units (content goal, writing goal, vocabulary goal, and so on).
- Refer to and talk about the scale with students throughout the lesson and unit.

marzanoresearchassociatetipsforreflectivepractice-MR
PDF document

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2.4 Teacher Self Reflection from Becoming a Reflective Teacher

Becoming a Reflective Teacher Reproducibles
Build confidence and skills in the areas that matter most -Register today for an upcoming workshop >>

MARZANORESOURCES

2.3 MN Instructional Feedback Info 2.3

Instructional Feedback
Teachers are the number one school related factor impacting student growth. This leadership practice considers the school leader's role in developing teacher capacity by understanding and communicating effective teaching practices, identifying classroom evidence of these practices, framing reflective questions to mediate teacher thinking, partnering with the teacher to frame an action plan, and providing support and resources to ensure growth.

MN

ASCD Article on Use of Walkthrough Data

What Research Says About... / Classroom Walk-Throughs
Touted as a systematic and efficient way to gather helpful data on instructional practices, classroom walk-throughs (also called learning walks, quick visits, and data walks) are showing up everywhere. The idea behind walk-throughs is that firsthand classroom observations can paint a picture to inform improvement efforts.

ASCD

2.3 Example of District Using Walk Data to Inform Trends

attitudes and receptiveness throughout your school, rather than jumping into walkthroughs early in the year. Consider moving onto walkthroughs after your SBLT has been established and is functioning well as a vehicle for school improvement. Effective communication about walkthrough results is an important way to make sure that walkthroughs are not seen as threatening, but rather as a valuable tool for school improvement.

When to Use
The purpose and timing of walkthroughs should depend on data review and analysis. Consider establishing your first walkthroughs based on what your SBLT saw in the data you reviewed to create your SIP. Then, as more data becomes available during the year, use that data and the strategies you outlined in your SIP to guide the purpose of future walkthroughs.

How to Use
Consider the questions below.

What should a walkthrough protocol look like?
The focus of your walkthroughs should be dependent on data and connected to your SIP, and because every school has flexibility within their SIP, there is no guideline for exactly how a walkthrough protocol should look. Different approaches are appropriate in different contexts, so your SBLT should work together to come up with a protocol that works for your school.

Who should participate in walkthroughs?
The Principal and members of the SBLT will be consistent walkthrough participants. You also should consider including members who play a critical role in work related to the focus of the walkthrough or have particular expertise in that area.

How do we make sure our data is consistent and useful?
It is important to work toward collecting walkthrough data that is consistent and comparable across participants. For example, if two walkthrough participants disagree about what gradual release of responsibility looks like, they could see the same teacher do the same lesson but describe it very differently, making the data they collected potentially misleading. Consider starting the walkthrough process with a short walkthrough involving all participants to calibrate using the protocol and make sure everyone is on the same page about the practices you are looking for. Also, make sure that the data you collect on walkthroughs is based on facts and things you can observe during the walkthrough, rather than on judgments or prior knowledge and beliefs.

tool4b-walkthrough-data-2018-19
PDF document

Marzano High Reliability Schools

A Summary of Administrator and Staff Perceptions Regarding Leading Indicators for Level 2

Crosslake Community School_HRS L2_Admin-Teacher Survey Report
PDF document

Level 2 Survey Data

2.1 Conditions for Successful Teacher Induction 2.1

2.1 Teacher Induction Info
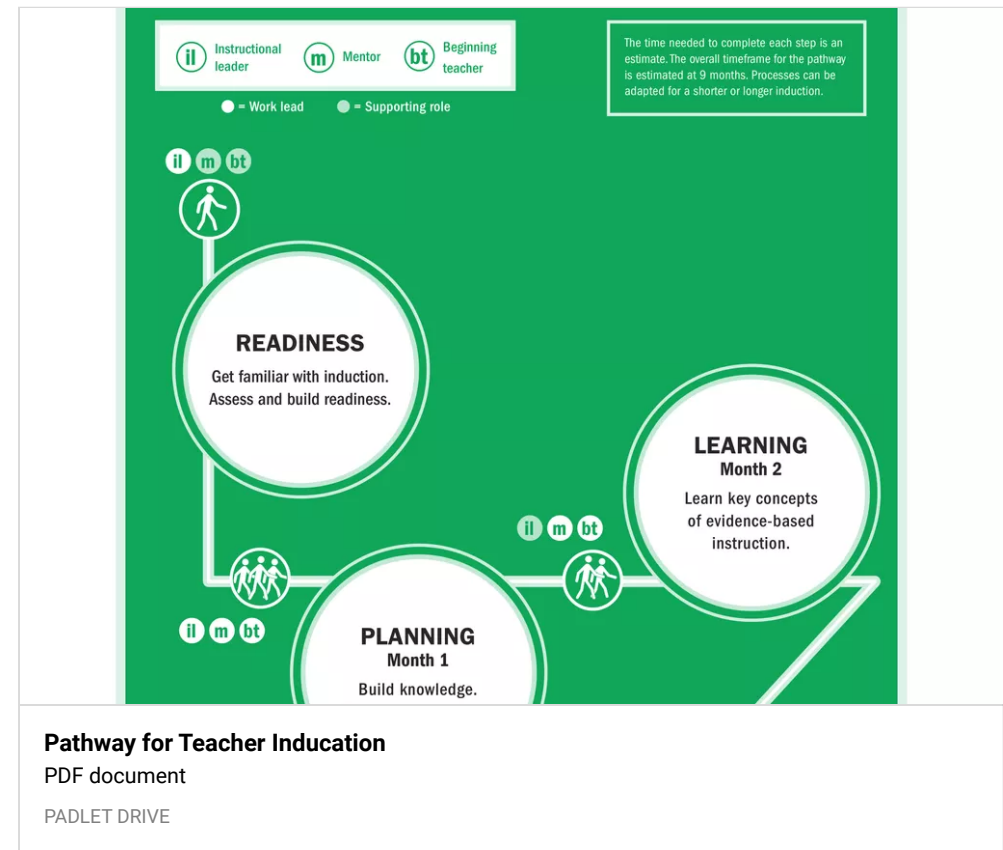
Pathway for Teacher Induction
PDF document

Teacher Induction Systems
PDF document

2.1 Adult Teacher Inducation Toolkit

Adult Education Teacher Induction Toolkit

This comprehensive, integrated multimedia resource supports instructional leaders, mentors, and beginning teachers to implement a teacher induction program. It features information briefs, instructional strategies and techniques, online interactive tools, online courses, and role-based step-by-step implementation guides. The Toolkit was field tested in adult education programs and may be adapted to fit a variety of individual program and teacher needs.

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