

Design Qualities for EQ-Supported Professional Learning

- Outside Experts
- Multiple Sessions, Sustained over Year
- Practice and Feedback
- Large Group, Small Group, Individual
- Rigorous
- Relationship-building
- Certain Core Values
 - Growth Mindset
 - Public Practice
 - Reciprocal Accountability/Hard on the Work Culture

Of 41 elementary education programs in Florida

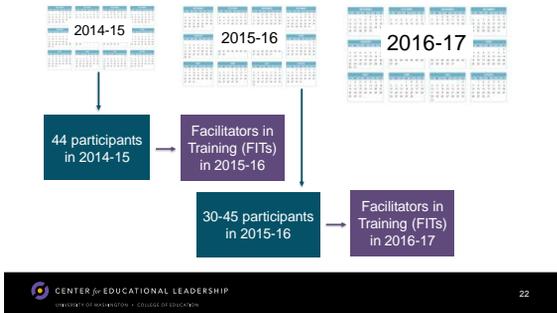
On a 4.0 scale

- 1 program scored a 3.6
 - University of Florida
- 6 programs scored a 3.3
 - Daytona State College
 - Northwest Florida State College
 - University of South Florida – St. Petersburg
 - Florida Southern College
 - Florida State University
 - University of Central Florida

As reported to the Department, approximately how many hours did Florida educators spend in professional development during the 2013-14 school year?

1. 3,000,000
2. 6,000,000
3. 9,000,000
4. 12,000,000

Commissioner's Leadership Academy (CLA)



Learning Walk Skills

Describe teaching and learning specifically and without judgment

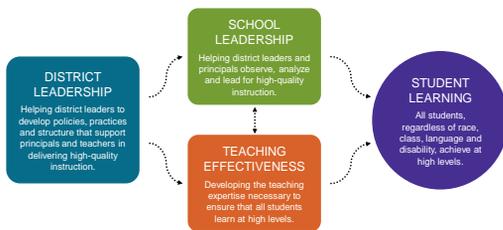
Align observational evidence to practices within an instructional framework

Press one another for evidence when discussions are subjective, interpretive, or not grounded in a framework

Ask an authentic question about a teacher's intention, vision, and/or decision-making based on an observation

Identify what teachers can do and what they are on the verge of in order to identify the next best step

Getting Alignment Around Instructional Effectiveness



We cannot stop at a conversation – it is an essential vehicle of leadership that takes time to cultivate and sustain but we should always keep our eyes on the prize: equity of outcomes for each and every student . . . Ultimately, if our effort to develop authentic conversations and a culture of collective inquiry does not affect teaching practice and learning outcomes for our students, then learning how to have a different kind of conversation is only a nice exercise.

- Steven Fink and Anneke Markholt, 2011, p. 126



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Leading for Quality Teaching

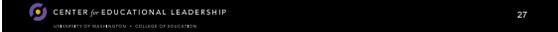
May 13, 2016

Anneke Markholt, Ph.D.

The image shows a black footer bar with the Center for Educational Leadership logo on the left, which includes a stylized 'C' and 'E' icon. To the right of the logo, the text reads 'CENTER for EDUCATIONAL LEADERSHIP' in white, with 'UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION' in smaller text below it. The page number '26' is located in the bottom right corner of the bar.

Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.

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Equity Is a Key Principle of Our Work

Equal Outcomes

Fairness

Access and Support

Respect for Differences

Achievement of Every Student

Equity

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Foundational Ideas

- Pick a quote
- Read it and share your thinking with your table mates:
 - What do you think about the idea in the quote?
 - What resonates with you?
 - What is challenging?

You have 10 minutes!

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Foundational Ideas

1. If students are not learning they are not being afforded powerful learning opportunities.
2. Teaching is a highly complex and sophisticated endeavor.
3. Practice of sophisticated endeavors only improves when it is open for analysis and critique.
4. Improving practice in a culture that is "public" requires reciprocal accountability.
5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
6. Leaders cannot lead what they don't know.

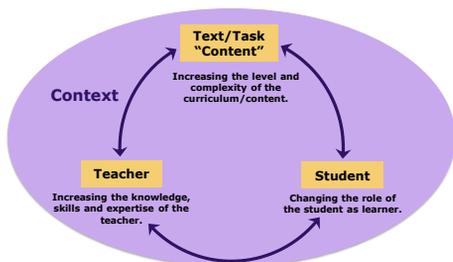
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Goals for Today's Session

- Better understand the goals and learning process of the CLA and consider how we might apply this process for our own learning and collaboration efforts
- Understand the components of a professional development proposal to gauge interest and feasibility

The Instructional Core: We Can Improve Teaching and Learning by....

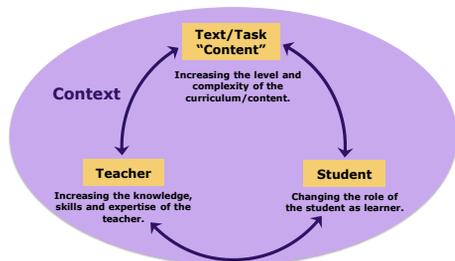


CHILDRESS, ELMORE, GROSSMAN, KING. Public Education Leadership Project, 2007

We learn to see a thing by learning to describe it. A prerequisite to being able to describe an experience is being able to distinguish between description (what one sees) and interpretation (ascribing meaning to what one sees).

Himley and Carini

The Instructional Core: We Can Improve Teaching and Learning by....



Quick exercise to build *expertise*:

Expertise around -

(1) Content / Standards: What is high-quality instruction that leads to high-quality student learning? How do we know if it is happening? What do we observe for?

(2) Process: *How* do we observe? How do our observation skills help us partner with principals to think through instructional improvement entry points?



An experience with your framework

- diving into "student engagement"
- a process for building shared understanding/expertise



Getting Ready to Observe

- What specific language about *student engagement* in your district's instructional framework prepares us to observe a 5th grade reading lesson?
- What would these practices look like at a high level for 5th grade?
 - What might the task be?
 - What might the teacher be doing?
 - What might the students be doing?

Reading, speaking and listening (5th grade)

- Use of complex text
- Determine a theme of a story, drama or poem from details in the text, including how the speaker in a poem reflects upon a topic
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Engage in collaborative discussions, building on others' ideas and expressing their own clearly
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

Classroom video : Lori

What can the students and teacher do?

- “Can” means there is strong evidence that the practice is in place (with intention) and effective.
- “Verge of” means there is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.

What did you see?

What did you see in relation to student engagement?

- What CAN the students do as they discuss the poem? What might they be on the verge of?
- What CAN the teacher do? What might she be on the verge of?

Possible Wonderings: Text Complexity

- How did the teacher select the text for whole group teaching?
- How did the teacher analyze the text to determine where students may struggle?
- What strategies does the teacher have for helping students access texts that are challenging (talking, questioning, modeling, grouping)?
- What does the teacher understand about her students' reading levels?

Possible Wonderings: Students' Collaborative Discussion

- How does the teacher currently use student "talk" throughout her teaching?
- What does the teacher think is the purpose of "talk"?
- What do students think is the purpose of "talk" and reading?
- What are all the ways students are asked to talk about what they read everyday?

Possible Wonderings....

Text complexity	Students' Collaborative Discussion
<ul style="list-style-type: none">• How do teachers select texts for whole group teaching?• How do they analyze those texts to determine where students may struggle?• What strategies do teachers have for helping students access texts that are challenging (talking, questioning, modeling, grouping)?• What do teachers understand about their students' reading levels?	<ul style="list-style-type: none">• How are teachers currently using "talk" in their classrooms?• What do teachers think is the purpose of "talk"?• What do students think is the purpose of "talk" and reading?• What are all the ways students are asked to talk about what they read everyday?

Reflections on the shared experience

- What did you learn for your own practice of observing and analyzing teaching and learning?
- What kind of expertise (e.g.: knowledge of content, standards, instructional framework, observation skills) might you need to hone for yourself?
- How could this expertise help us partner with principals to think through instructional improvement entry points?

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Questions / Survey
