

### Instruction – Big Changes

5. Student Engagement
6. Time
7. Approaches to Teaching
8. Professional Learning

### Lessons Learned: SALT



### Key Observation

**Schools are eerily similar, particularly in teaching styles.**

### Key Observation

**“Too much discussion is focused on between-school differences...**

### Driving Principle

**The key to school improvement is to reduce the “variance within schools”...**

### Key Observation

**by developing the “collective expertise” among teachers in the school**

### Guiding Principles

1. Most schools are riding the crest of their majority students.
2. Unless their majority students are middle class, those schools are labeled low-achieving.
3. Schools improve from the classroom out not the top down.
4. Students and teachers learn what we teach them.
5. Most teachers teach the way they were taught.
6. If we are going to improve student achievement, we must improve teaching.
7. Our focus must be on the affect of our teaching on student learning.
8. Teachers spend too much time on the things that don't matter and too little time on things that do.

To improve student achievement we must improve teaching.

We cannot improve teaching by piling more strategies on teachers.

We must spend time doing the things that matter most.

### What Matters Most

1. Teacher Expectations (Hattie, Dweck)
2. Relationships (Hattie)
3. Use of Time (MET, Sutton)
4. Purposeful Reading, Writing, and Discussion (Schmoker)
5. Formative Assessment (William, Hattie)
6. Feedback (Hattie)
7. Chunking (Willingham)
8. Engagement OTR (numerous studies)
9. Mastery (Hattie)
10. Collective Action - School-wide Protocols, Practices, Common Language (Elmore, Marzano, Christensen, McKinsey)

Instead, we major in the minors.

# Less is More!

# What if?

## Every Day in Every Classroom

1. Consistent Beginning (Focusing Activity)
2. Solid Ending (Formative Assessment)
3. Engaged Students
4. Checks for Understanding & Feedback

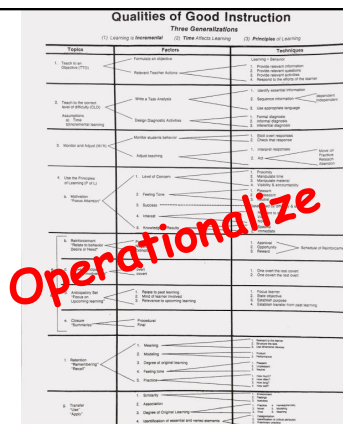


**+ Purposeful Reading, Writing, Discussion**

*Based on the works of...*

Madeline Hunter	Marilyn Burns
James Popham	Mike Schmoker
Barak Rosenshine	Douglas Fisher
Dylan William	Dan Willingham
Robert Marzano	Richard F. Elmore
Jon Saphier	Frederick H. Jones
John Hattie	Harry Wong

*Madeline  
Hunter*



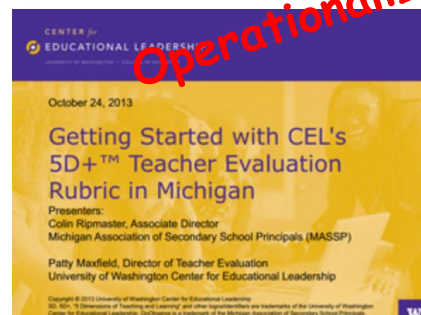
## Danielson Framework

<b>Domain 1: Planning and Preparation</b> 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	<b>Domain 2: Classroom Environment</b> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b> 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	<b>Domain 3: Instructional Practices and Strategies</b> 3a Selecting Instructional Strategies 3b Using Questioning and Discussion Techniques 3c Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

### Marzano: Teacher Evaluation



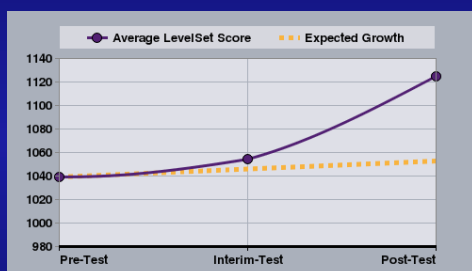
### 5D+



By doing what  
effective teachers  
already do.

Improve academic  
achievement for *all*  
students

T.C. Williams – Achieve 3000 Results  
700% the expected Lexile gains



Reduce course  
failures  
by 2/3

Improve  
Graduation Rates

Reduce discipline  
referrals and  
suspensions by more  
than 70%

Improve student  
attendance



Reduce teacher stress,  
improve teacher  
morale, reduce turnover



Five generations of school improvement



Trial and Error Learning





teacher  
friendly

Begin with improving  
classroom instruction  
and work out  
from there.



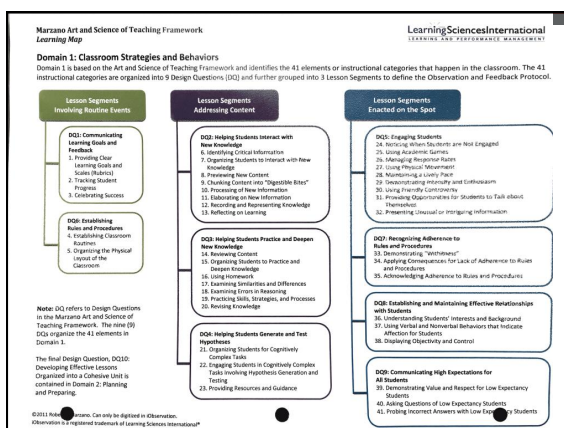
**COMMON LANGUAGE**



## Change Fatigue

- Standards-Based Grading
- Standards-Based Instruction
- Common Core Standards
- New Teacher Evaluation
- Common Grading
- Ninth Grade Transition
- EOC - end-of-course tests
- CHAMPS
- CRISS
- Love and Logic
- Pyramid to Intervention
- Response to Intervention
- Learning Targets
- Data Walks
- TPEP - teacher-principal evaluation project
- SIP - school improvement plan
- ACT - academic collaboration time
- PBIS

## Overwhelmed



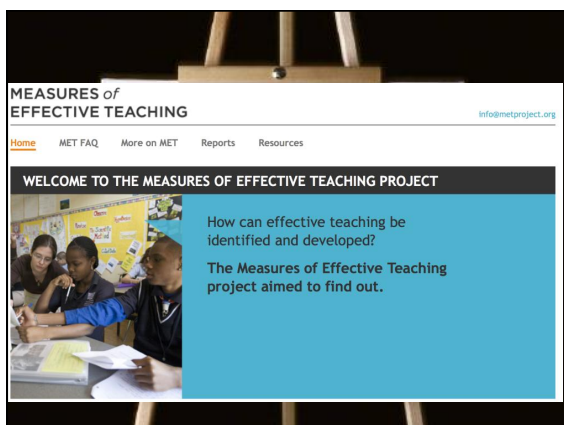
MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM FRAMEWORK FOR TEACHING	
DOMAIN 1: Planning and Preparation	DOMAIN 2: Learning Environment
<b>1a Selecting Instructional Goals</b> *Value, sequence, and alignment *Clarity *Balance *Suitability for diverse learners <b>1b Designing Coherent Instruction</b> *Learning activities *Instructional materials and resources *Instructional groups *Lesson and unit structure <b>1c Demonstrating Knowledge of Content and Pedagogy</b> *Content knowledge *Prerequisite relationships *Content pedagogy <b>1d Demonstrating Knowledge of Students</b> *Student skills, knowledge, and proficiency *Special needs <b>1e Designing Student Assessments</b> *Congruence with outcomes *Criteria and standards *Formative assessments *Use for planning	<b>2a Managing Learning Environment Procedures</b> *Instructional groups *Transitions *Materials and supplies *Noninstructional duties *Supervision of volunteers and paraprofessionals <b>2b Managing Student Behavior</b> *Expectations *Monitoring behavior *Response to misbehavior <b>2c Establishing a Culture of Learning</b> *Importance of content *Expectations for learning and achievement *Student pride in work *Teacher interaction with students *Student interactions with students <b>2d Organizing Physical Space</b> *Safety and accessibility *Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instructional Effectiveness for Student Learning
<b>4a Communicating with Families</b> *About instructional program *About individual students *Engagement of families in instructional program <b>4b Developing and Maintaining an Accurate Record System</b> *Student completion of assignments *Student progress in learning *Noninstructional records <b>4c Demonstrating Professional Work Ethic</b> *Integrity/ethical conduct *Service to students *Advocacy *Decision-making *Compliance with school/district regulation <b>4d Growing and Developing Professionally</b> *Enhancement of content knowledge/pedagogical skill *Responsibility to feedback from colleagues *Service to the profession <b>4e Reflecting on Professional Practice and Engaging in a Professional Community</b> *Accuracy *Use in future teaching *Relationship with colleagues *Participation in school projects *Involvement in culture of professional inquiry *Service to school	<b>3a Engaging Students in Learning</b> *Activities and assignments *Student groups *Instructional materials and resources *Structure and pacing <b>3b Demonstrating Flexibility and Responsiveness</b> *Lesson adjustment *Response to students *Persistence <b>3c Communicating Clearly and Accurately</b> *Expectations for learning *Directions and procedures *Explanations of content *Use of oral and written language <b>3d Using Questioning and Discussion Techniques</b> *Quality of questions *Discussion techniques *Student participation <b>3e Using Assessment in Instruction</b> *Assessment criteria *Monitoring of student learning *Feedback to students *Student self-assessment and monitoring

Denise Juneau, Superintendent - Montana Office of Public Instruction - www.opi.mt.gov

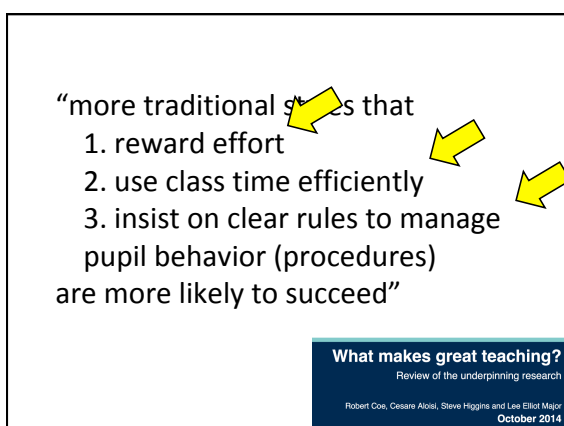
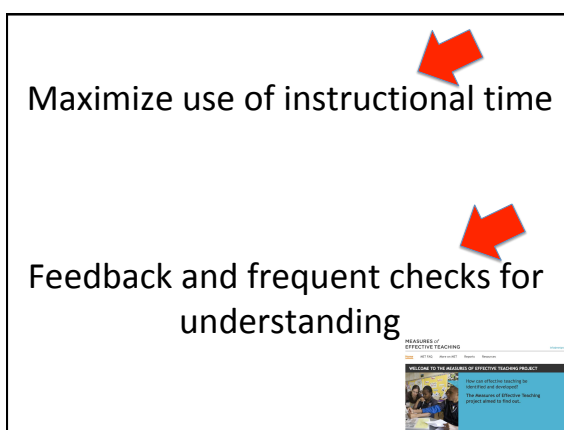
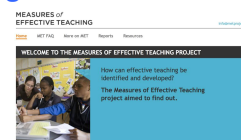
## Instructional Framework

start  
with why

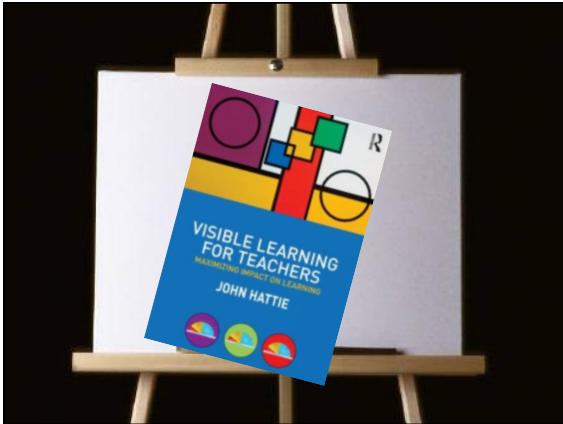




“...two questions can predict how much kids learn: **“Does your teacher use class time well?”** and, **“When you’re confused, does your teacher help you get straightened out?”**”







Most teachers are teaching the way they were taught... unless they are provided an alternative.

Most teachers are simply marching through a textbook.

We have to get every teacher doing what our master teachers have always done.




**Crawl, Walk, Run**



**Time**

“Maximizing learning time is one of the most effective means for increasing student achievement.”

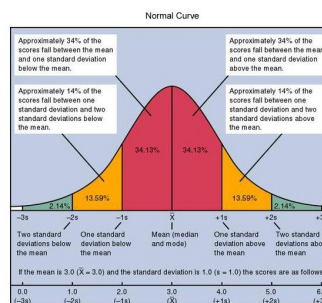


**Effort**  
*creates*  
**Ability**



***Given time,  
all students can learn.***

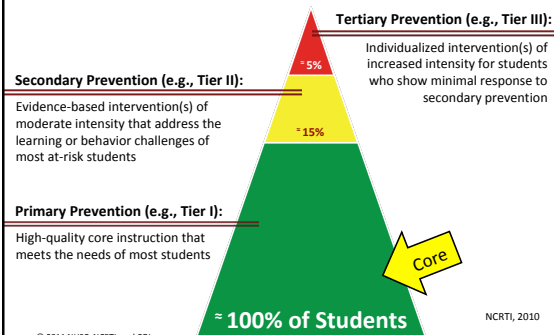
If time is held constant, this is what student achievement will look like – a bell curve.



## Time

- Longer school day
- Longer school year
- “Double Block”
- Tutoring (Tier 2)
- Interventions (Tier 3)
- Maximize use of classroom time

## RtI Framework



## Essential Question

How are you increasing learning time?



"I can't teach bell-to-bell...  
I can't talk that long."

**No down time**

**Avoid the Void**

Maximize use of instructional time

Checks for understanding

MEASURES *of*  
EFFECTIVE TEACHING

**"Purposeful"**

Maximize use of instructional time

Checks for understanding

MEASURES *of*  
EFFECTIVE TEACHING



**High Performing Schools  
focus on building school  
wide practices.**

*Principal  
Time-Use and  
School Effectiveness*  
Richard L. Marsh,  
Dennis K. Bailey, and  
Betsy Lee

School-wide practices  
can significantly  
improve student learning.

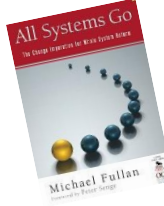
Professional Learning

**Individual  
Capacity**



**Build Collective Capacity**





"Defined practices" build collective capacity.

### Defined Practices



Shared Responsibility calls for...

## Collective Action

## Tap into the combined knowledge and experience

...without  
interfering with the  
creativity of the  
teacher

School-wide practices  
can significantly  
improve student learning.

The ultimate goal is that protocols and practices become a part of the culture of the entire school.



**Crawl, Walk, Run**



**We must build a solid foundation!**

**A Solid Foundation**



**Simplify  
Clarify  
Amplify**

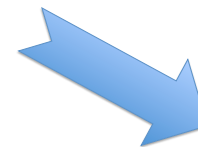


**Behavior**



**Learning**

**Get students engaged**



**Keep students engaged**



Students watch while teacher works



Teachers check while students work

J.O. Johnson High School  
McNair Jr. High School  
Instructional Framework



Mindsets - Relationships - Personalization

## Action Steps – Professional Learning

- Meet with school leadership team, data team, and literacy council and discuss professional development needs based on the assessed needs of the students and the observed needs of the teachers as they relate to implementation of the Common Core Standards.
- Establish three not more than five areas of focus.
- Just as every school has its own DNA, so does every change initiative. Every successful change initiative starts small with a select group of willing people and builds on success.
- The school staff will need short-term wins to maintain motivation. Therefore, school leaders will need to create both a short-term and long-term, minimum of three years, plans for continuous, connected, ongoing, and job-imbedded professional development.

Student  
Teacher  
Relationships

1.44 years of growth

"A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."

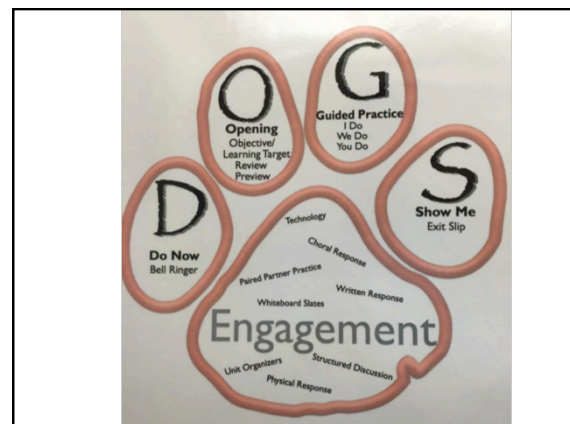
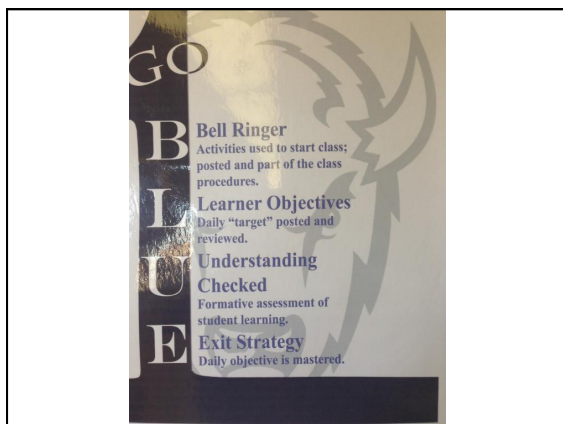
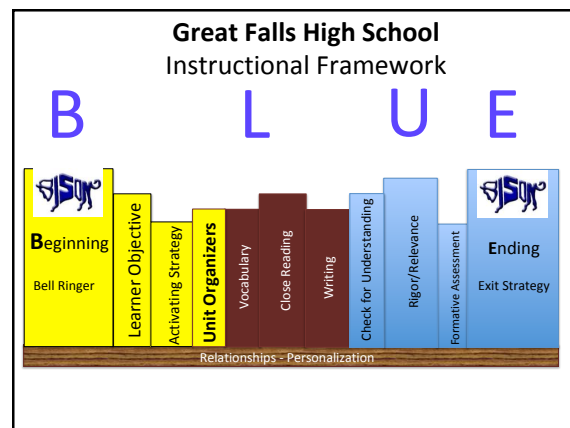
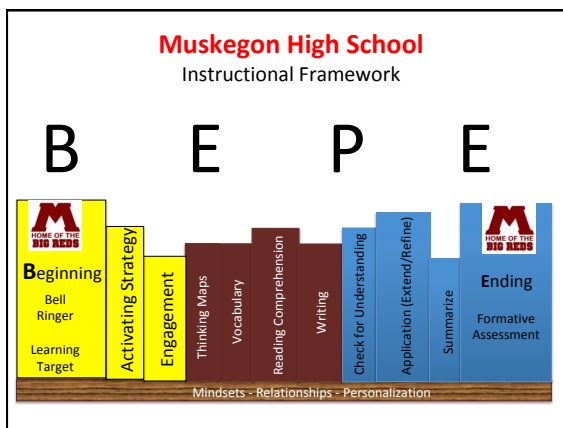
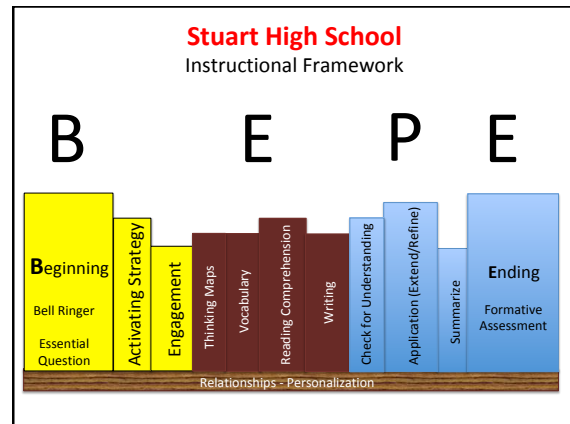
- Horace Mann

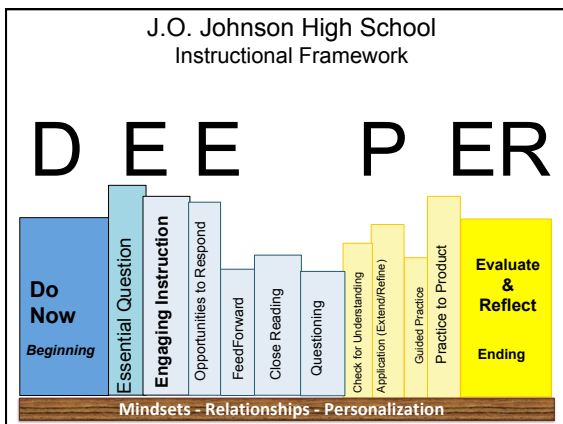
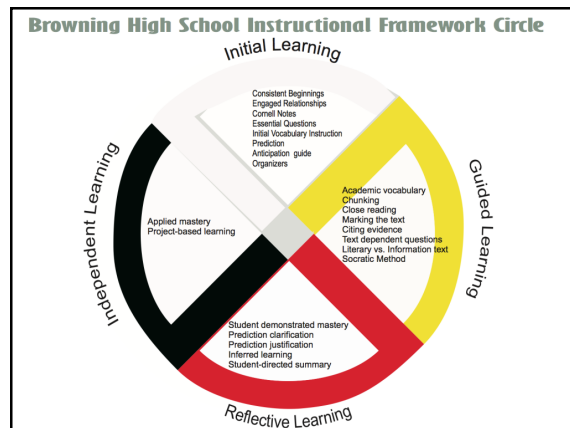
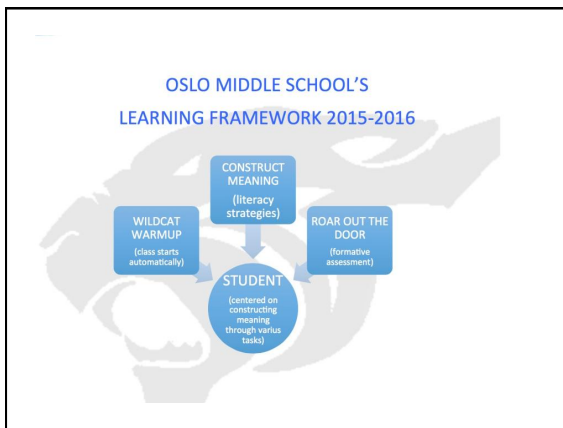
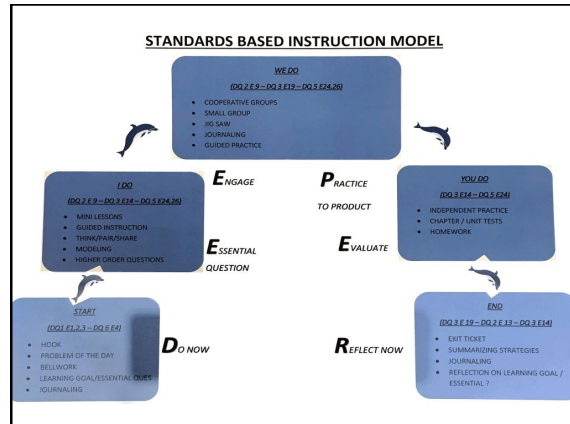
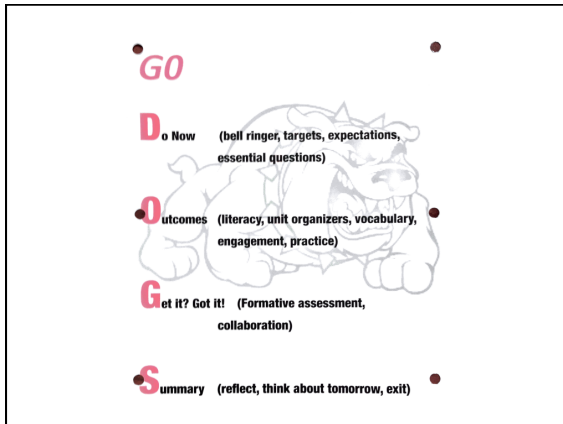


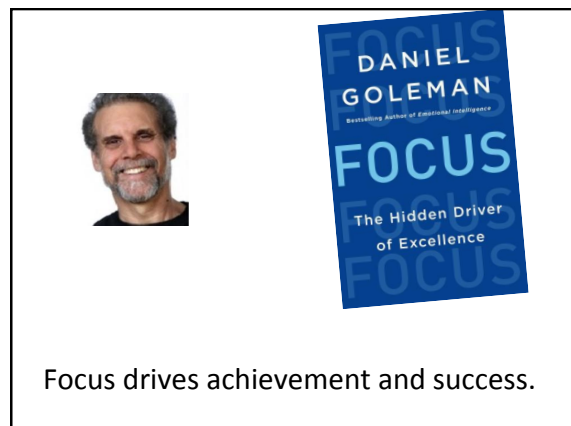
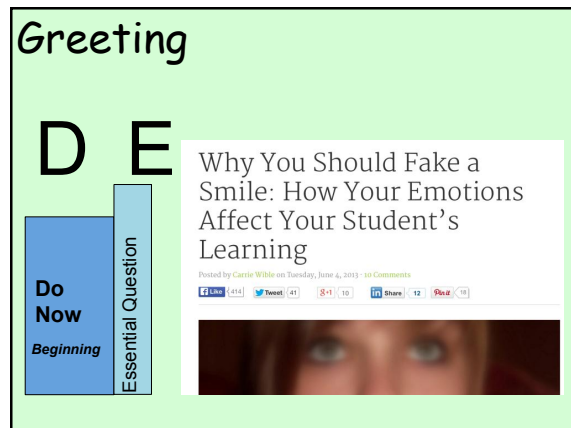
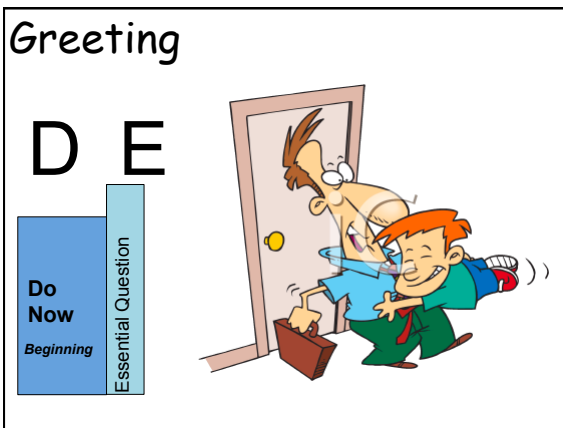
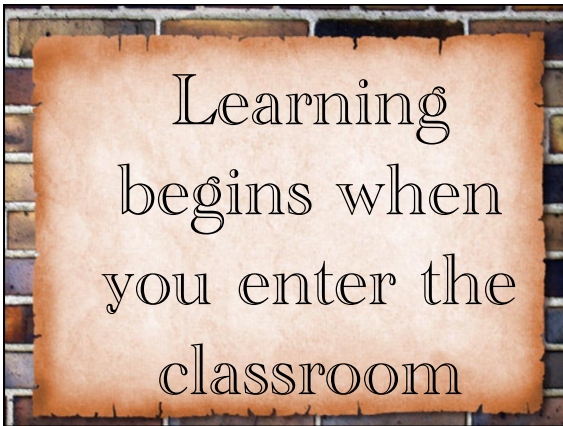
## Opportunity by Design

Increased demands of content  
call for increased effort in  
personalizing the school.

In this school it is hard to fail!  
The teachers here won't let you fail!









J.O. Johnson High School  
Instructional Framework

D E

**Evidence?**

Do Now  
Beginning

Essential Question

Mindsets - Relationships - Personalization

Johnson High School  
Instructional Framework

B

Do Now  
Beginning

Essential Question

- ☐ Teacher greets students at the door.
- ☐ Students arrive on time.
- ☐ Focusing Activity is in place.
- ☐ **Students begin working with no teacher direction.**
- ☐ Routines are evident.
- ☐ Learning Target and Essential Question are posted.

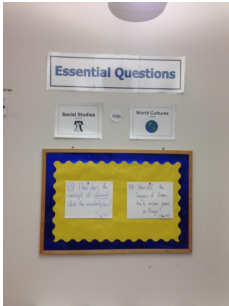
Mindsets - Relationships - Personalization

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Instructional Framework

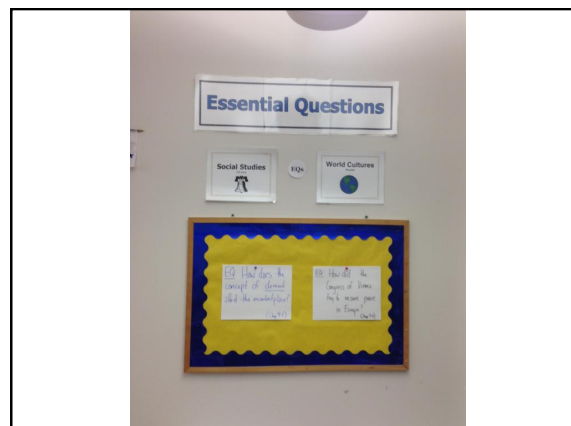
D E

Do Now  
Beginning

Essential Question



Mindsets - Relationships - Personalization



J.O. Johnson High School  
Instructional Framework

**D E**

Do  
Now

Beginning

**E**

Essential Question

- ☐ Sets the tone = **Urgency**
- ☐ Most important aspect of the lesson
- ☐ Predicts lesson success

Mindsets - Relationships - Personalization

J.O. Johnson High School  
Instructional Framework

**D E**

Do  
Now

Beginning

**E**

Essential Question

- ☐ Eases transitions
- ☐ Eliminates 90% of negative interactions
- ☐ Reduces teacher stress
- ☐ Improves relationships

Mindsets - Relationships - Personalization

J.O. Johnson High School  
Instructional Framework

**D E**

Do  
Now

Beginning

**E**

Essential Question

Keep students engaged

not

Get students engaged

Mindsets - Relationships - Personalization



Room Arrangement

**D E**

Do  
Now

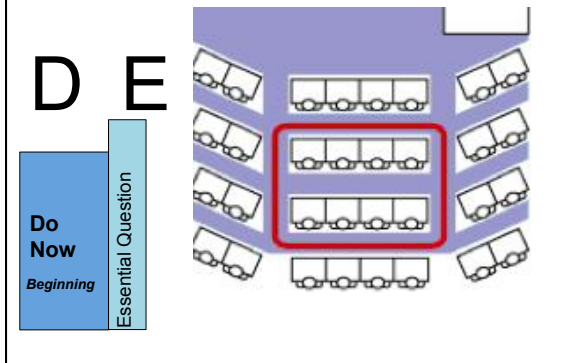
Beginning

**E**

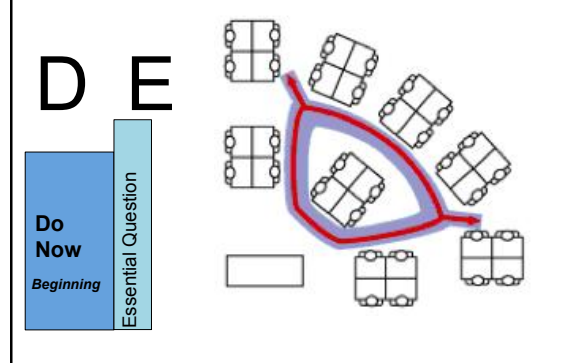
Essential Question



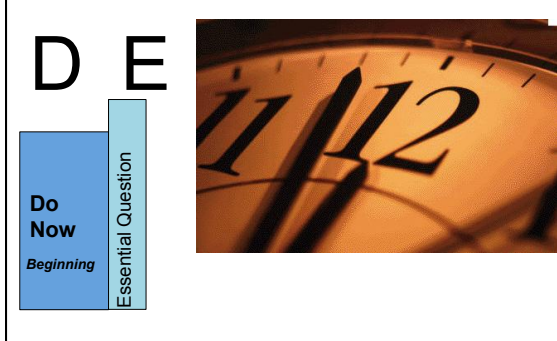
Room Arrangement



Room Arrangement



Arrive On Time







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Instructional Framework

ER

**Evidence?**

Evaluate & Reflect

Ending

Mindsets - Relationships - Personalization

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Instructional Framework

ER

**Key to Learning**

Evaluate & Reflect

Ending

Mindsets - Relationships - Personalization

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Instructional Framework

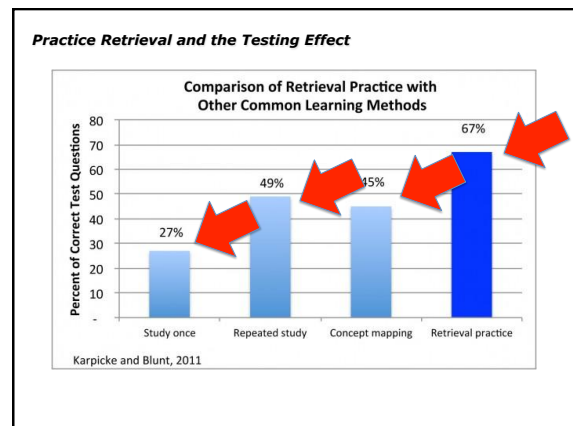
ER

**+50%**

Evaluate & Reflect

Ending

Mindsets - Relationships - Personalization



## Assessment of Learning



## Assessment for Learning



## Performance Assessment



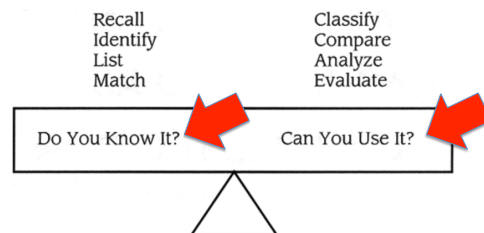
## Teach For Mastery



Evidence



## Mastery



J.O. Johnson High School  
Instructional Framework

**ER**

- ☐ How do we **know** they have learned it?
- ☐ Students **summarize** the concepts and skills addressed in the day's lesson
- ☐ Students **demonstrate** their level of mastery by completing summary/closure activity
- ☐ Retrieval Practice = Formative Assessment
- ☐ Teacher **may assign** "independent practice."

Evaluate & Reflect

Ending

Mindsets - Relationships - Personalization

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Instructional Framework

**ER**

- ☐ Ensures Remembering
- ☐ Feedback to teacher
- ☐ Evidence of Learning

Evaluate & Reflect

Ending

Mindsets - Relationships - Personalization

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Instructional Framework

**ER**

- ✓ Informs Instruction
- ✓ Focuses Review
- ✓ Targets Remediation

Evaluate & Reflect

Ending

Mindsets - Relationships - Personalization

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Instructional Framework


**ER**

- ☐ What are you learning?
- ☐ Why are you learning it?
- ☐ How will you use what you learned?

Evaluate & Reflect


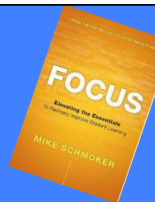
Ending

Mindsets - Relationships - Personalization

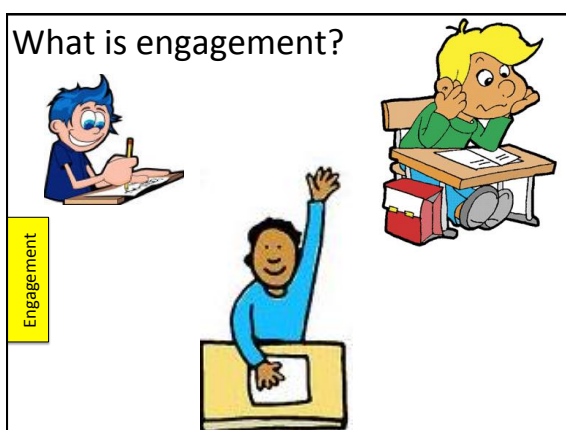


A must for closure!








Only 15 percent of classrooms had more than half of the class at least paying attention to the lesson.



**Engagement Defined**

'Students are **actively interacting** with the teacher and other students relative to the content of the lesson.' – Anita Archer



Engagement



## Engagement

Individuals can't profoundly  
"move the dial" on engagement  
– it requires the **entire school!**

Engagement



## Engagement

All teachers must have a  
strategy for randomly  
calling on students!

Engagement



## Randomly Calling on Students

"**Cold Call** is an academic technique. It's designed to engage all students in the academic discourse of your classroom."

"If I was working with a group of teachers and had to help them make the greatest possible improvements in the rigor, ratio, and level of expectations in their classroom with one technique, the technique I'd choose might well be the **Cold Call**, the practice of calling on students regardless of whether they raise their hands."

Engagement



## Randomly Calling on Students

"Only with **Cold Call** can teachers truly understand the state of mastery in their classroom."

- Doug Lemov, *Teach Like a Champion 2.0*, Chapter 7.

Engagement



## Today's classroom may be "the quiet kid's worst nightmare."



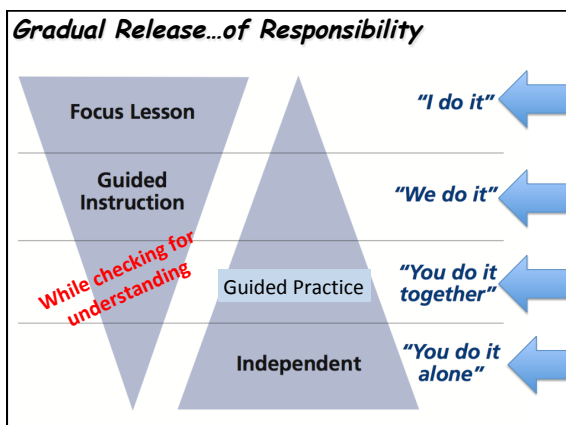
From [www.edweek.org](http://www.edweek.org) - February 17, 3:33 PM

"Whoever designed the context of the modern classroom was certainly not thinking of the shy or quiet kids," said Robert J. Coplan, a psychology professor and shyness expert at Carleton University, in Ottawa, Canada. With often-crowded, high-stimulation rooms and a focus on oral performance for class participation, he said, "in many ways, the modern classroom is the quiet kid's worst nightmare."

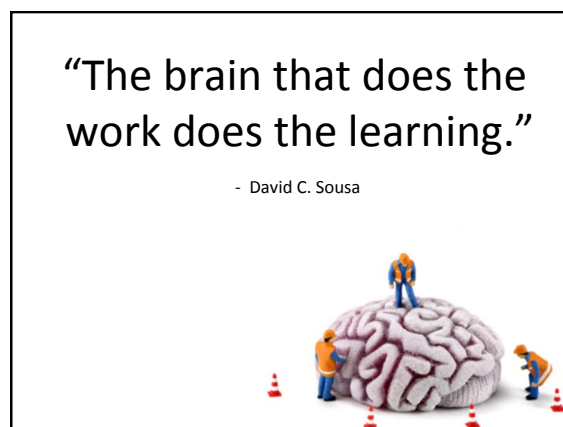
Susan Cain, the author of *Quiet: The Power of Introverts in a World That Can't Stop Talking*, published by Random House this year, argues that such children often stop learning when they feel emotionally threatened in a class environment in which being an extrovert is considered the norm.

"There is too often a tendency to see it as inferior or even pathological," Ms. Cain said, "so teachers feel they have to turn the introvert into an extrovert."

**Scaffolding  
Sequencing  
or  
Differentiation**



Teach Less  
Practice More






### Collaborative Pairs

Engagement


- ✓ Create a social setting
- ✓ Better time management
- ✓ Increase accountability
- ✓ limiting the chance that some students disengage
- ✓ Difficult for an individual to get lost in a pair.





“The brain that does the work does the learning.”

- David C. Sousa





# Student Engagement Trumps Poverty



From [blogs.kqed.org](https://blogs.kqed.org) - Today, 11:59 AM

A recently released longitudinal study reveals that "an engaged student from a low socio-economic background will have better opportunities in life than a disengaged child from a more privileged background."

Compliance  
≠  
Engagement

# Teach Student NOT Content

# Chunking

## Chunking improves practice!

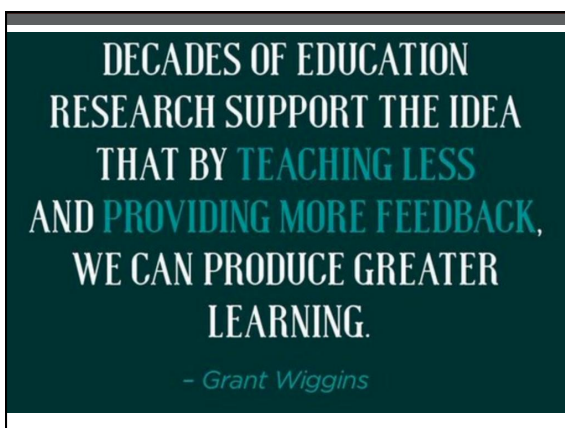


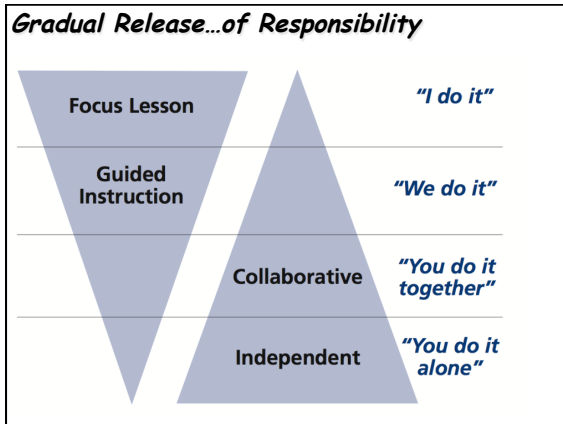
## Chunking improves practice!

- Brevity – check out after 6 minutes
- Pauses
- Smaller chunks



MIT Team Turns 6.9 Million Clicks Into Insights To Improve Online Education





**Practice: Check for Understanding**

**P**

- ☐ The test is too late!
- ☐ Then end of class is too late!
- ☐ It's no longer about coverage!

**Practice: Check for Understanding**

**P**

**Practice: Check for Understanding**

**P**

**Practice: Praise, Prompt, Leave**

**P**

**Practice Check for Understanding**

**Practice: Praise, Prompt, Leave**

**P**



**We must build a solid foundation!**



### Every Day in Every Classroom

1. Consistent \_\_\_\_\_ (Focusing Activity)

2. Solid \_\_\_\_\_ (Formative Assessment)

3. \_\_\_\_\_ Students

4. Checks for Understanding & \_\_\_\_\_

**+ Purposeful \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_**



### Every Day in Every Classroom

1. Consistent Beginning (Focusing Activity)

2. Solid Ending (Formative Assessment)

3. Engaged Students

4. Checks for Understanding & Feedback

**+ Purposeful Reading, Writing, Discussion**



### Action Steps - Approaches

- Work with the school leadership team to develop a set of agreed upon, defined, school wide instructional that specifically address the following:
  - Bell-to-bell instruction
  - Beginning of the lesson
  - End of the lesson
  - A definition of student engagement
  - Classroom protocols for questioning students and for collaborative discussions
  - The frequency of checks for understanding
  - Guidelines for the inclusion of close reading and argumentative writing
  - Desired proportion of teacher talk to student work.