Leadership Matters in Improving Core Instruction: Supporting Implementation of Effective Instruction and Core Review Meetings

Annual Conference 2017

Jenice Pizzuto

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Targets

- Discuss *why* and *how* walkthroughs are used to support core review meetings

- Consider using walkthroughs to drive *professional learning plans*

Who's at the table?

Action Time

- Write down all the walkthroughs you currently do
- If you have extra time include why

Today we will focus on...

Why RTI: Differences Learning to Read (NICHD)

Percent of Population	Journey to Reading	Instructional Requirements
5	Easy: children read before starting school	Need no formal decoding instruction
35	Relatively Easy	Learn to read regardless of instructional approach
40	Formidable Challenge	Need systematic and explicit instruction
20	One of the most difficult tasks to be mastered in school	Need intensive, systematic, direct, explicit instruction

But we are
Failing Far Too Many Students

- NAEP

- SBAC

- DIBELS, EasyCBM, AIMSweb

- College & Career Readiness

- CCSS

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We've Learned…

The most impactful thing *we* can do for **_ALL_** students, including economically disadvantaged, English Learners, and students of color is-

to teach them to read

Teaching Reading is Both
Essential and Urgent!

- "Students who can't read are doomed to a life of less." (Rob Saxton, previous superintendent, TTSD)

- Assuming students will 'catch up' with practice as usual is not wise. **Catching up is a low probability occurrence.**

- Improving outcomes for struggling students will require a very different kind of effort in both the short and long run.

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We Know What Works

Effective *teaching* variables	Effect size	*Other* variables	Effect size
Student expectations	+1.44	Socioeconomic Status	+0.57
Response to Intervention	+1.07	Parental Involvement	+0.51
Formative Evaluation	+0.90	Computer based instruction	+0.37
Teacher Clarity	+0.75	School Finances	+0.23
Reciprocal Teaching	+0.74	Aptitude by Treatment Interactions*	+0.19
Feedback	+0.73	Family Structure	+0.17
Teacher-Student Relationships	+0.72	Retention	-0.16

John Hattie, *Visible Learning for Teachers*, 2012

Talk Time

1. *Do you currently have a system for supporting adult learning to improve and refine core reading practices?*

2. *What do you like about it?*

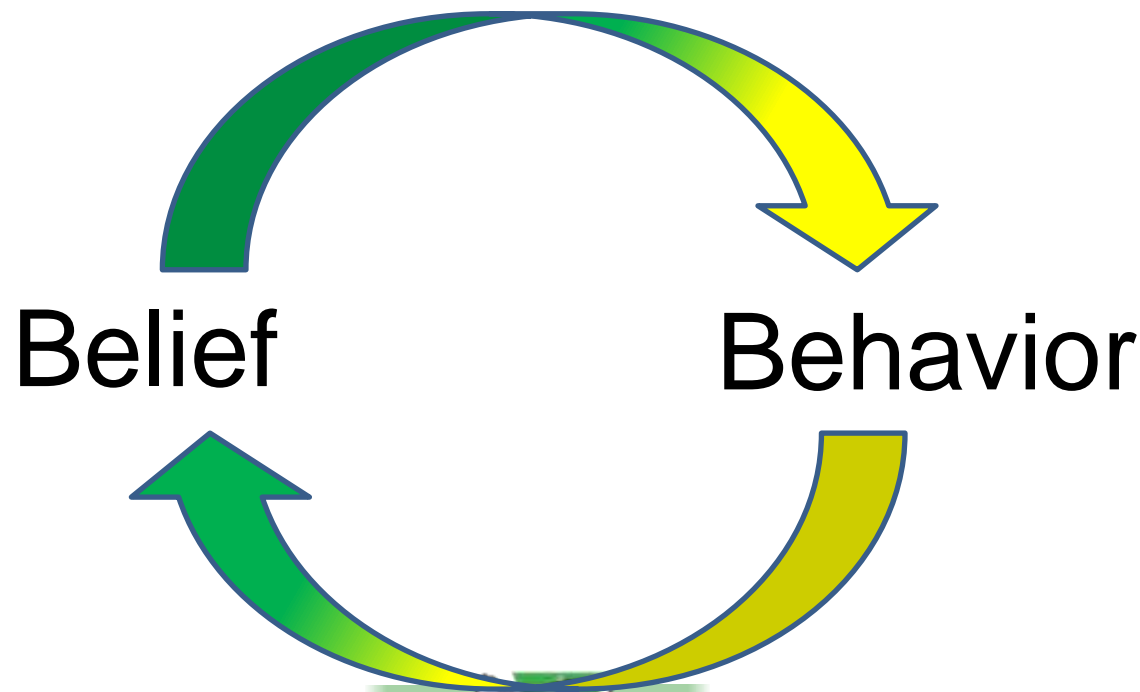# In the Beginning...We Thought Rome was Built in a Day

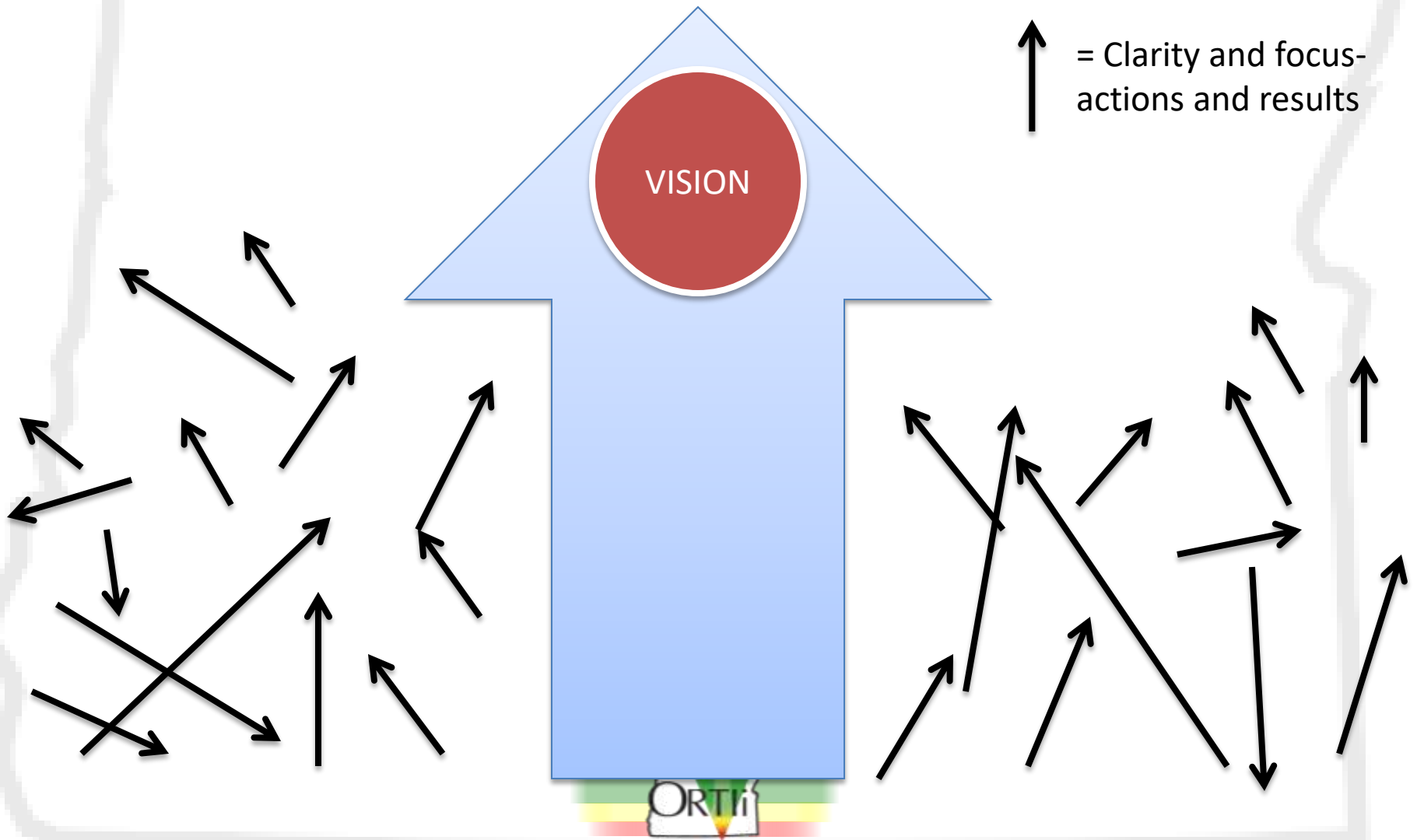# We often ask questions about how students learn, but *not often about how teachers learn.*
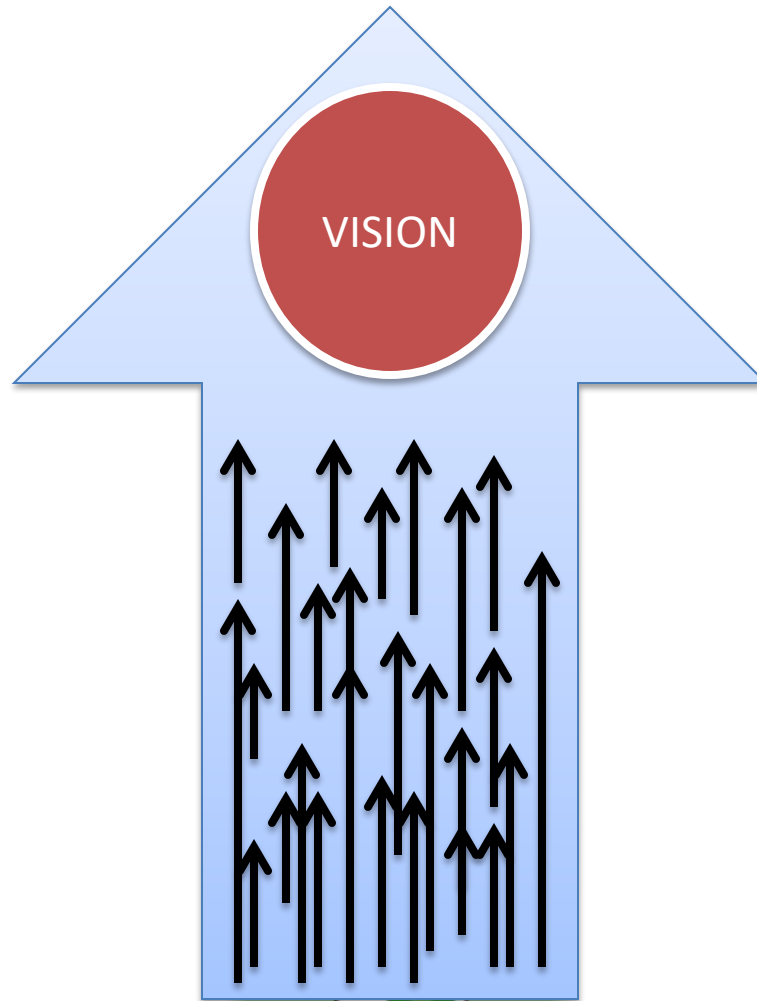
» Professional Development Report 2013

Ready-Fire-Aim

You will never be as "ready" as you would like to be

Belief

Behavior

Vision

VISION

= Clarity and focus-actions and results

Vision

VISION

= Clarity and focus- actions and results

Together we are better...

Creating a collegial culture within a school requires *mutual respect*, essential conversations about teaching and learning, *shared values and vision*, time to share, *clear expectations*, teamwork, professional development, inquiry, and reflective practice.   Barth 2006

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9 Essential Components

SLD Decision Making

Vision of

Review

Initial and

Progress Monitoring

Interventions

Regularly

Interventio

Coaching

Universal Screening

Core Materials and Instruction

Meetings

Leadership

Teaming & DBDM

Professional Learning

Growth Mindset & High Expectations For *ALL* Students

Culture

Culture of Collaboration to Improve Outcomes

RTI Team Structures

Meetings	Purpose	Students	Data
Core Review Meetings	Review effectiveness of tiered systems of support and make adjustments	ALL	Screening (CBM), Attendance, ODRs,
Group Intervention Review Meetings (20% Meetings)	To make changes for students in interventions	Some students	Progress monitoring (CBM)
Individual Problem Solving Meetings	To further intensify interventions for those in need	Few Students	Progress Monitoring (CBM)

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Professional Development _AND_ Ongoing Coaching & Support

Components of Training	% of Learners who will...		
	...know how to do it	...be able to do it	...do it consistently in daily practice
Presentation/Lecture	**10%**	**5%**	**0%**
+Presenter Modeling	**30%**	**20%**	**0%**
+Participant Practice & Feedback	**60%**	**60%**	**5%**
+Ongoing Coaching & Admin Support	**95%**	**95%**	**95%**

Joyce & Showers, 2002

WHY focus on Professional Learning?

the **reliance** on short-term, episodic, and ***disconnected*** professional learning for teachers—the kinds of training programs that are unlikely to positively influence teaching and improve student achievement.

To impact student performance: evidence indicates this works if we have aligned vision-beliefs and everybody engaged in the *learning process*

Can We Set a School Culture of Learning?

Fixed Mindset

- Look SMART at all times
- It should come naturally

- Hide mistakes, conceal difficulties

Growth Mindset

- *Learn at all costs*

- *Work hard.... effort is key*

- *Capitalize on mistakes, confront differences*

Mindset The new Psychology of Success, Carol S. Dweck

If school districts want teachers to change instruction, the implementation stage must be included and supported more explicitly

- The largest struggle for teachers is *not learning new approaches* to teaching but *implementing* them.

- Traditional pd is not effective because it doesn't support teachers during the stage with the steepest learning curve: *implementation*

Goal:
To support implementation of effective instruction.
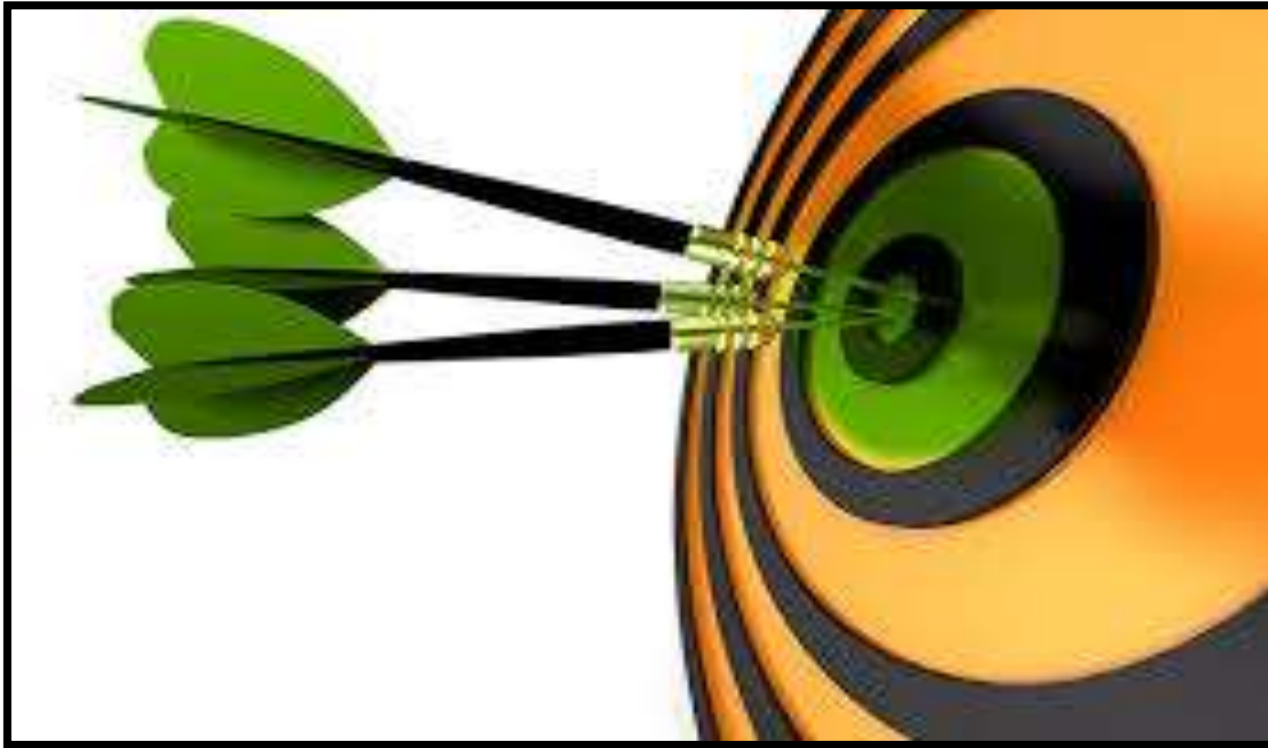
Adult Learning Shaped and Driven by…

- The data about students
- Goals educators set for themselves based on student learning needs
- Engaging *ALL* adult learners at whatever stage of career they are or level of knowledge and skills
- Aligns learning designs to learning goals and needs of adults to impact students
- Requirement: *ALL* learners grow

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Can Walkthrough Tools Support Adult Learning?

- What do your tools gather?
- Are the tools aligned to the data (what is needed), implementation of initiatives, goals, actions?
- What do you do with the information?
- Is there follow up support provided?

One School's Story

- Identified area of growth instruction
- Planned ongoing embedded support
- Modeled for teachers
- Provided videos, collaboration, resources
- Expected to see it
- Monitored to support implementation
  - *Did they get results?*

We know what to do!

MTSS with a focus on evidence-based instruction gets results.

- 76%
- 28%
- 48%
- 84%
- 24%
- 60%
- 87%
- 18%
- 69%

White
Latino

2011-12   2012-13   2013-14
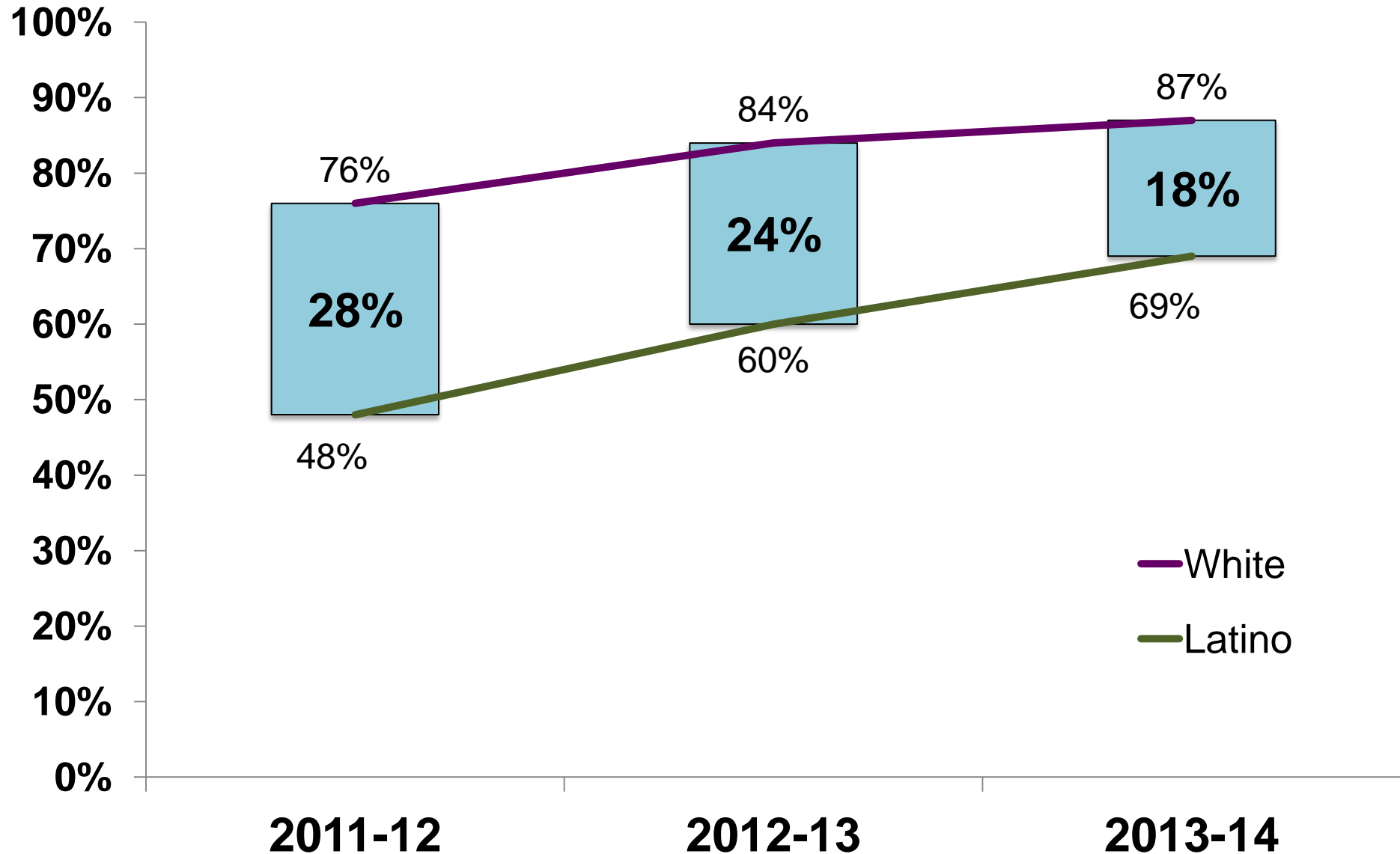
Walkthrough Logistics

- **When:** After Core Review Meetings
- **How Often:** At least three times a year formally, more informally
- **Focused On:** School and or grade level support
- **Who:** varies depending on identified purpose and goal
  - Include principal, coach, reading specialist, superintendent, teachers
- Use a form
- Promote student achievement

ARE NOT…

Evaluative

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Core Review Walkthroughs Logistics

ARE NOT…

for individual teachers

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Critical considerations

- **Preparation**
  - Do you have agreements on: core reading expectations, engagement, purpose of walkthrough,

- **Purpose** Clarity is key
  - Limit focus for effectiveness
  - Use for growth
  - Observe agreed upon, scalable structures
- Create common language and common goals
- Results focused

Press into Core *What*

- Use your Core Review meeting agreements
- Use your school reading expectations
- Plan for subs and arrange materials
- Review *PURPOSE*
- Conduct walkthroughs
- Review data collected, identify priority needs
- Plan school-wide, grade level or district-wide PL
- Identify resource needs and barriers
- Make an action plan to implement

Core Review Meeting Agenda

100% Data Meeting Agenda

School: _____ Grade level: ____
Benchmarking period (circle one):   Fall   Winter   Spring

Norms: Stay engaged – Focus on what *we* can do – Listen to learn

Purpose: To determine effectiveness of the *core program* and make necessary adjustments to *core instruction.*

Step 1: Problem Identification (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

a) Review and analyze *current* benchmark screening data. Record percentages below:

b) Review and analyze *previous* benchmark screening data. Record percentages below:

c) Using current and previous benchmarking data, set a *goal* for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking		*Goal* for next Benchmarking:
% At or Above Benchmark				
% Below Benchmarks				
% Well Below Benchmark				

*Can also review movement of students between risk-status levels to help set goals *(Summary of Effectiveness)*

d) Review other available grade-wide data (e.g. OAKS, in-curriculum assessments, etc).

   i) Determine percentage of students meeting minimum proficiency standards as set by the district

Step 2: Problem Analysis (Why is it happening?)

a) Using data, prioritize which big idea of reading is currently the most important *common instructional need* for most students *(circle one):*

Skill	Phonological Awareness		Phonics			Oral Reading Fluency	Vocabulary	Reading Comprehension	
DIBELS Next Measure	FSF	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark									

b) Does *fidelity to the core* need to be further examined and how will that be accomplished?

Step 3: Plan Identification (What is the plan?)

B. Instruction

1. What *common instructional strategy* will be used by *ALL* grade level teachers? (choose from below):

2. When this is working what will it look like? How long, how often

Common Instructional Strategies

☐ **Instructor models instructional tasks when appropriate**
- Demonstrates the task (e.g. uses think alouds)
- Proceeds in step-by –step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

☐ **Instructor provides explicit instruction**
- Set the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

☐ **Instructor engages students in meaningful interactions with language during lesson**
- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts elaborates on student responses

☐ **Instructor provides multiple opportunities for student to practice instructional tasks**
- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses
- Provides extra practice based on accuracy of student responses

☐ **Instructor provides corrective feedback after initial student responses**
- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all student before moving on

☐ **Instructor encourages student effort**
- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy
- Majority of feedback is positive
- Celebrates or displays examples of student success

☐ **Students are engaged in the lesson during teacher-led instruction**
- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

☐ **Students are engaged in the lesson during independent work**
- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

☐ **Students are successful completing activities at a high criterion level of performance**
- Elicits a high percentage of accurate response from group
- Holds same standard of accuracy for high performers and low performers

Created by Oregon Reading First
5 features of effective instruction

Go Public! Become a learning school!

What are you looking for?

Core Review/100% Meeting Agreements Support Document

Grade Level	% of Students Proficient			Curriculum: Priority Skill and Focus Area	Instruction: Common Effective Instructional Strategy	Environment: Common Active Engagement Strategy	Professional Development Needs
	Previous	Current	Goal				
K							
1							
2							
3							
4							
5							
6							

Sample Core Review Support Doc

Grade Level	% of Students Proficient			Curriculum: Priority Skill and Focus Area	Instruction: Common Effective Instructional Strategy	Environment: Common Active Engagement Strategy	Professional Development Needs
	Previous	Current	Goal				
K	34%	56%	68%	Phonemic Awareness Rhyming	Meaningful Interactions with Language	Choral Response Partner Response	FG ECRI Observations
1	75%	67%	79%	Silent e Vowels in each Syllable	Meaningful Interactions with Language & Multiple Opportunities to Respond	Sentence Frames & Individual Responses	1st Grade Classroom Observation in Tigard
2	85%	70%	80%	Phonics 1st/2nd Grade Band	Corrective Feedback	Choral Response Oral Response	FG ECRI Observation
3	58%	52%	69%	Fluency: phrasing, expression, rate	Multiple Opportunities to Respond	Individual Responses with Partner Accountability	Resource Location: Journeys Passage Cold Reads
4	54%	48%	50%	Multisyllabic Word Decoding	Corrective Feedback	Choral Response	Peer Observation of Small Group Reading
5	47%	56%	66%	Fluency	Engagement in Independent Work	Individual Practice	Resources for Challenging Above-Level Readers
6	79%	84%	84%	Comprehension Strategies	Multiple Opportunities to Practice Instructional Task	Partner Response	½ Day Sub: 6th Grade Teaming Reading Scope & Sequence

Sample Core Review Walkthrough Form

Core Reading Program Walkthrough

Grade:		Teacher:			Observer:	
Day & Date:			Start Time:		End Time:	
Curriculum:						
Activity observed:	□ Whole group Instruction □ Small group Instruction □ Independent work					
Lesson Objective:						
Lesson Objective evident to students?	□ Yes □ No					

District Non-Negotiables

Non-Negotiable	Observed?
1.	□
2.	□
3.	□
4.	□
5.	□
6.	□
7.	□
8.	□
9.	□
10.	□

Grade Level Agreements

		Observed?
Priority Skill Focus:		□
Core components/activities used:		
Instructional Strategy:		□
What I saw:		
Active Engagement Strategy:		□
What I saw:		

Comments:

Instructor models instructional tasks when appropriate	Instructor encourages student effort
☐ Demonstrates the task (e.g. uses think alouds) ☐ Proceeds in step-by –step fashion ☐ Limits language to demonstration of skill ☐ Makes eye contact with students, speaks clearly while modeling skill	☐ Provides feedback during and after task completion ☐ Provides specific feedback about student's accuracy ☐ Majority of feedback is positive ☐ Celebrates or displays examples of student success
Instructor provides explicit instruction	**Students are engaged in the lesson during teacher-led instruction**
☐ Set the purpose for the instruction ☐ Identifies the important details of the concept being taught ☐ Provides instructions that have only one interpretation ☐ Makes connection to previously-learned material	o Gains student attention before initiating instruction o Paces lesson to maintain attention o Maintains close proximity to students o Transitions quickly between tasks o Intervenes with off-task students to maintain their focus
Instructor engages students in meaningful interactions with language during lesson	**Students are engaged in the lesson during independent work**
o Provides and elicits background information o Emphasizes distinctive features of new concepts o Uses visuals and manipulatives to teach content as necessary o Makes relationships among concepts overt o Engages students in discourse around new concepts elaborates on student responses	o Independent work routines and procedures previously taught o Models task before allowing students to work independently o Checks for student understanding of the task(s) o Students use previously-learned strategies or routines when they come to a task they don't understand o Independent work is completed with high level of accuracy
Instructor provides multiple opportunities for student to practice instructional tasks	**Students are successful completing activities at a high criterion level of performance**
o Provides more than one opportunity to practice each new skill o Provides opportunities for practice after each step in instruction o Elicits group responses o Provides extra practice based on accuracy of student responses	o Elicits a high percentage of accurate response from group o Holds same standard of accuracy for high performers and low performers
Instructor provides corrective feedback after initial student responses	*Comments:*
o Provides affirmations for correct responses o Promptly corrects errors with provision of correct model o Limits corrective feedback language to the task at hand o Ensures mastery of all student before moving on	

Active Engagement Strategies

	Oral Responses (Things Students Say)	
Strategy	**Useful when...**	
☐ Choral Responses	The answers are short and the same	
☐ Partner Responses	The answers are long or short and different	
☐ Team Responses	The answers are long and different	
☐ Individual Responses	The answer comes from a student's own experience	
	Written Responses (Things Students Write)	
Strategy	**Useful when...**	
☐ Response Cards	The number of potential answers is limited	
☐ Response Slates	The answers are long or short, more divergent or dependent on personal experience	
	Action Responses (Things Students Do)	
Strategy	**Useful when...**	
☐ Touching or Pointing	The students are younger and/or struggling to follow along	
☐ Acting Out/Gestures	Teaching vocabulary	
☐ Hand Signals	Reviewing factual information	

Comments:

What resonates with you?

- Would you use these tools?

- Do you have other tools that work? *(data driven?)*

How likely are you to...

- Try something you are not familiar with?
- Feel competent and confident after doing something once or seeing a single demonstration?
- Fall back into what your comfortable with?

studies have shown that teacher **mastery** of a new skill takes, on average, ***20 separate instances of practice*** and that number may increase if the skill is exceptionally complex

Joyce & Showers, 2002

Setting Purpose-Presence, Non-Presence

Setting Purpose-Presence, Non-Presence

Success Factors

- Walkthrough based on clear lesson architecture, effective instruction agreements
- *"Freedom within form"*…agreement on form
- Teacher *voice and choice* setting agreements
- Follow up support:
  - ongoing and embedded
  - involves multiple learning channels
  - Involves teachers and leadership
  - resources are provided

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After Walkthrough: *now the work starts!*

If we are to help all students learn, it will take a *collective effort* to meet the needs of our students.

- Meet as a team
  - Choose a facilitator
  - Facilitator leads team in debrief process
  - Commit to an action plan prior to ending the meeting

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After the walkthrough planning...

After the walkthrough planning...

After the Walkthrough: *Action Planning Session*

<u>Facilitator Actions</u>

1. Ask team to *review all forms with the lens of glows*-what strengths did you notice.

2. Once you notice team has stopped or slowed down listing ask each team member to share one item from their list in a whip around fashion. Record the information in the Walkthrough Action Planning Form under glows column.

3. Press in and add any items you noticed that were not captured.

4. Repeat step 2 with the areas for growth.

5. Ask the team about celebrations and record at bottom of the page.

6. As a team review areas for growth and prioritize one or two that are school based and actionable.

7. Lead team to discuss and commit to an action plan and record on the form.

8. Discuss resources needed and record

9. Commit to a timeline for implementation.

- [Core Walkthrough Planning Template](#)

Where and when can the learning occur?

- Gather school-wide data
- Create a plan to address big picture, high leverage areas
- Staff Meetings, Coaching, PD Time, PLT's, Peer observation, other?
- Target high needs areas- grade levels, individual teachers
- Fluctuate resources and talent
- *Check:* resources, training past and present, communicate with other schools and district to leverage resources

Real Change is Hard

"teachers change their underlying beliefs about how to teach something *only after* they see success with students"

Teaching the Teachers Center for Public Education

Michael Fullan
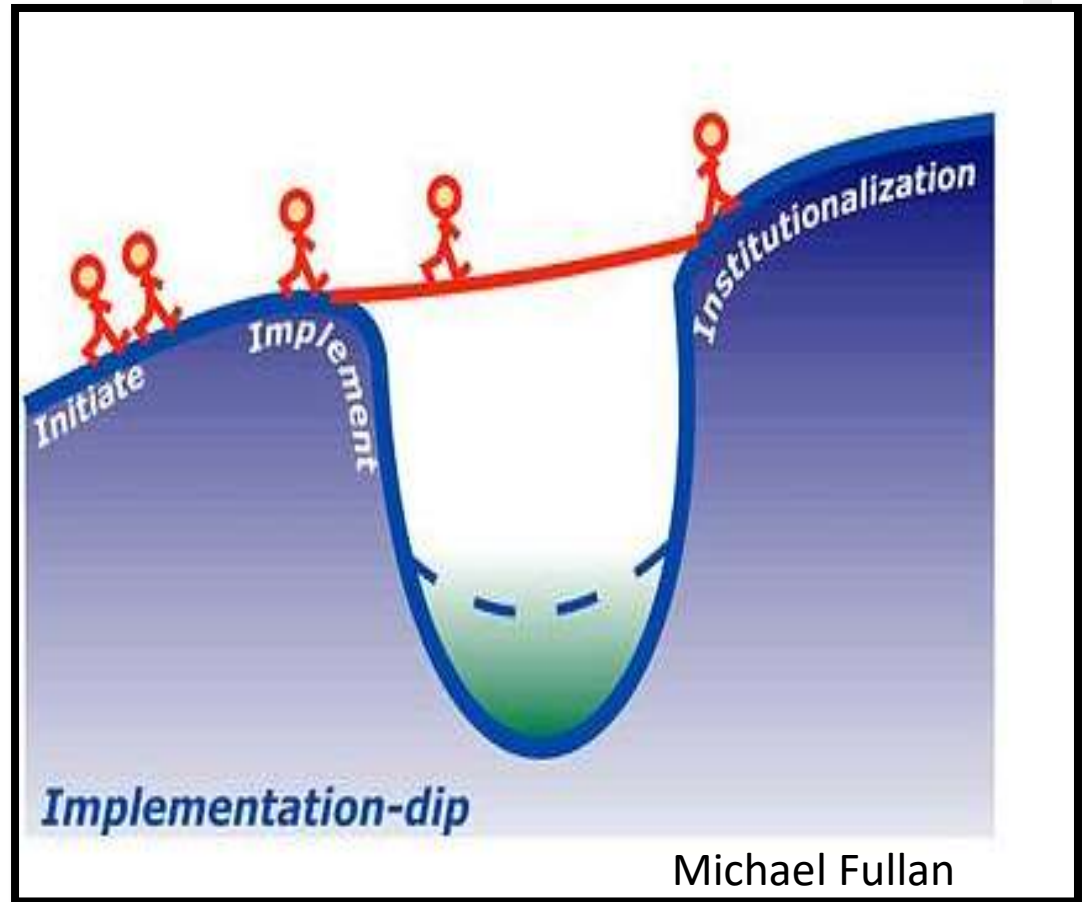
Planning for Change: Considerations

- **Culture:** Learning environment? Principal as lead learner? Safe to practice? Aim high? Urgency? Beliefs?

- Use of Walk through data to empower:

  System? teachers?

- Professional Learning Plan?

- Professional Learning *Standards*?

- Others?

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Emily Putney- Power of Core Review Walkthroughs

Emily Putney- Power of Core Review Walkthroughs

Thank you!
Questions?

Before you are a Leader, success is all about growing yourself. When you become a Leader, success is all about growing others.

- Jack Welch