

ASCD



Capacity-Building

Pete Hall, ASCD Faculty
October 22, 2014

Connected Educator Month

ASCD Webinar

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Today's learning targets

- I can embrace two approaches to capacity-building: 1) building collective capacity and 2) building individual capacity
- I can work collaboratively with my colleagues to build and maintain a thriving PLC
- I can work intentionally to build my own (and/or my colleagues') self-reflective abilities & tendencies

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capacity (noun): how much something holds

Static or Dynamic?



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Part I: Building Collective Capacity

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What is a PLC?

“A Professional Learning Community is a collection of educators that always strives to perform at its ultimate potential, working together to learn, grow, and improve the professional practice of teaching in order to maximize student learning.”

- Hall/Simeral (ASCD, 2008)

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Ain't & Is

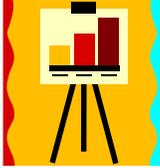
<p>A PLC ain't:</p> <ul style="list-style-type: none"> A meeting A book club Something we have every Wednesday from 8:00-8:45 A time to prep A committee 	<p>A PLC is:</p> <ul style="list-style-type: none"> A philosophy that guides our work An approach that leads us towards higher levels of success A way of framing our thinking that leads to learning-centered actions
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AMERICAN SCHOOLS CONFERENCE

Our fundamental purpose

...to ensure high levels of learning and growth for each and every young person who enters our doors.



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Wheel = PLC, Spokes = Teams



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Effective teams:

- Collaboration embedded in routine practices
- Time for collaboration built into school day/calendar
- Norms guide collaborative work
- Teams attend to items that lead to increased student (and adult) learning
- Teams pursue SMART performance goal(s)

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SMART goals

Specific (Strategically-aligned)
Measureable
Attainable (Aggressive)
Results-oriented
Time-bound

Example: By the end of this unit (11/10/14), 90% of our students will pass the End-of-Unit Assessment by demonstrating mastery (as defined by scoring 70% or higher) on each of the three assessed standards.

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Unit Cycle (from the Jackettes)

- 1) Preview learning goals, targets, & curriculum
- 2) Create/*Administer/Analyze common formative (pre) assessment
- 3) Establish SMART goals
- 4) Discuss teaching methodology & create instructional plan
- 5) Share resources
- 6) *Teach & differentiate for students' needs
- 7) *Monitor student progress via common formative assessments
- 8) Create/*Administer/Analyze semi-summative assessment – including student self-assessment
- 9) Create intervention/extension groups & lessons
- 10) *Teach & differentiate for students' needs
- 11) Create/*Administer/Analyze common summative (post) assessment
- 12) Celebrate small wins & Recalibrate as necessary

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Part II: Building Individual Capacity

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Quiz

What is the #1 determinant of student success?

- A. Socio-economic status
- B. Parent level of education
- C. Family income
- D. Height
- E. Curriculum
- F. Frequency of standardized tests
- G. Teacher quality

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Self-reflection matters

“It’s not the doing that matters. It’s the thinking about the doing.”
- John Dewey

National Board certification: Core proposition #4
Danielson framework: Domain 4
Marzano framework: Domain 4

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Reflective practitioners...

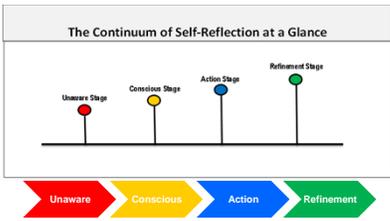
- ...are **AWARE** of their reality
- ...are **INTENTIONAL** in their actions
- ...**ASSESS** their impact
- ...**ADJUST** their actions
- ...continuously **REFLECT**



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The Continuum of Self-Reflection at a Glance



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Professional Growth & Development

Current paradigm:	A new paradigm:
Tends to focus on technical expertise	Emphasize self-reflection
One-size-fits-all	Differentiated
Mandated	Self-directed
One and done	Job-embedded, ongoing

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Two valuable resources

<p>BTCFS:</p> <ul style="list-style-type: none"> Instructional coaching strategies Tailored feedback Differentiated supervision Strength-based support for teachers 	<p>BYCFS:</p> <ul style="list-style-type: none"> Self-directed strategies Dozens of reflective questions Suggestions for working with PLC, coaches, and admin
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Job-embedded, ongoing support

<p>Coaches/Mentors:</p> <ul style="list-style-type: none"> Instructional coaching strategies Focused on nurturing self-reflective actions... ...in the context of technical skills 	<p>Admin/Principals:</p> <ul style="list-style-type: none"> Differentiated feedback Tailored to your needs, meeting your goals Strength-focused and growth-oriented
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Orientation to the tool

The Continuum of Self-Reflection			
	Teacher's Reflective Tendencies	Related Classroom Characteristics	The Administrator's Role
Unaware Stage	<ul style="list-style-type: none"> • Demonstrates little or no awareness of instructional reality in the classroom • Focuses on routine • Exhibits the best of intentions • Expresses confusion about own role in learning • Collaborates with colleagues on a superficial level • Defines problems <i>externally</i> • Focuses on the job itself, not the art of teaching 	<ul style="list-style-type: none"> • Scripted lessons, with little or no teacher modeling • Passive learning, with little or no student interaction • Lessons built on direct instruction and assignments • Little or no evidence of systematic, standards-based planning • No differentiation of instruction • Little or no awareness of effective time management • No link between instruction and assessment • Little effort to make curriculum relevant to students 	<p>Unconditional Partner</p> <ul style="list-style-type: none"> • Identify strengths, limitations, and needs • Recognize potential • Build trust through interpersonal relationships • Share your personal experience of becoming aware of different instructional strategies • Create a collaborative environment
			<p>Director</p> <ul style="list-style-type: none"> • Encourage repeated future use of an effective instructional approach • Compliment an attempted use of an effective instructional strategy (with a specific suggestion for improvement) • Discourage future use of an ineffective instructional approach
Capacity-Building Goal: To create awareness of the need for change and foster a desire to learn			

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Advancing the Power of Learning

Survive the tsunami

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

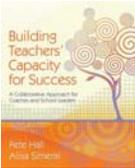
Alvin Toffler

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Connected Educator book club

<http://theconnectededucator.ning.com/>



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Opportunities for further learning

Regional Professional Development Institutes
(Effective Educator Series):

Building Teachers' Capacity for Success:

- Dec 1-2 Long Beach, CA
- Dec 3-4 La Jolla, CA
- Dec 11-12 Atlanta, GA
- Jan 22-23, Phoenix, AZ
- Feb 3-4, Tampa, FL
- Feb 12-13, Las Vegas, NV

Go to www.ASCD.org for more info

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Be on the lookout

BYCFS, to be printed in April, 2015
Follow me on Twitter: @EducationHall

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Taking the reins

<p>Reflective questions to tackle yourself</p> <p>Tasks to engage in:</p>	<p>Independently</p> <p>With a student focus</p> <p>Collaborating with colleagues</p> <p>Working with an instructional coach</p> <p>Partnering with an administrator</p>
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Your homework

Consider the state of affairs in your school. To what degree are you operating as a PLC? Are your collaborative teams focusing on the right work?

Analyze your team's goals. Are they SMART? Do the goals truly guide your collaborative work? Are they based on student learning and growth?

How reflective are you? To what extent do you attend to the five components of self-reflection? How can you build reflection into your life and work?

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Today's learning targets

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NOW WHAT?

Commit to take action.
Leave nothing to chance.
Excellence isn't happenstantial.

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THANK YOU!

Contact me with questions, requests, ideas, or to discuss professional development options through ASCD's Professional Learning Services:
Email: Pete.Hall.Faculty@ASCD.org
Cell: 208-755-3139
Twitter: @EducationHall

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THE UNIT CYCLE (via The Jackettes)

The Unit Cycle (12-step Team Success Plan). Any team, any grade, any subject, any time, any unit.

1) Preview learning goals, targets, & curriculum

2) Create/*Administer/Analyze common formative (pre) assessment

3) Establish SMART goals

4) Discuss teaching methodology & create instructional plan

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6) *Teach & differentiate for students' needs

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9) Create intervention/extension groups & lessons

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11) Create/*Administer/Analyze common summative (post) assessment

12) Celebrate small wins & Recalibrate as necessary

	Reflective Tendencies	Related Classroom Characteristics	Your Role as a Coach	Your Role as an Administrator
Unaware	<ul style="list-style-type: none"> • Demonstrates little/no awareness of instructional reality in the classroom • Focuses on routine • Exhibits the best of intentions • Expresses confusion about own role in learning • Collaborates with colleagues on a superficial level • Defines problems inaccurately • Focuses on the <i>job</i> itself – the <i>act</i> of teaching 	<ul style="list-style-type: none"> • Scripted lessons – little/no teacher modeling • Passive learners – little/no interaction between students • Teacher relies on direct instruction and gives assignments • Little/no evidence of systematic, standards-based planning • No differentiation of instruction • Little/no awareness of effective time management • No link between instruction and assessment • Learning not relevant to students 	<p style="text-align: center;"><u>Unconditional Partner</u></p> <ul style="list-style-type: none"> • Identify strengths, limitations, and needs • Recognize potential • Build trust through interpersonal relationships • Share your personal experience of becoming aware of different instructional strategies • Create a collaborative environment 	<p style="text-align: center;"><u>Director</u></p> <p>Provides specific feedback to:</p> <ul style="list-style-type: none"> • Encourage repeated future use of an effective instructional approach • Compliment an attempted use of an effective instructional strategy (with a specific suggestion for improvement) • Discourage future use of an ineffective instructional approach
OVERALL GOAL: To create awareness of the need for change and foster a desire to learn				
Conscious	<ul style="list-style-type: none"> • Demonstrates a consistent “knowing-doing” gap • Can ambiguously cite research to support current teaching methods • Makes excuses for problems • Demonstrates limited ability to evaluate problems • Becomes easily distracted from goals • Collaborates inconsistently with colleagues • Disregards others’ ideas • Focuses on <i>self</i> 	<ul style="list-style-type: none"> • Instruction designed for teacher convenience • Short-term planning is evident, yet inconsistent • Teacher occasionally links assessment and instruction • Students are seldom engaged in active, meaningful learning • Little problem-solving from students • Occasional differentiated instruction • Instructional approaches pass through noticeable “swings” 	<p style="text-align: center;"><u>Motivator –Strategist</u></p> <ul style="list-style-type: none"> • Praise generously • Reach out to include teacher in collaborative work • Communicate and maintain a clear vision • Build confidence through short-term goal setting • Focus on small changes • Make daily contact, checking in often to talk about goals and progress towards them 	<p style="text-align: center;"><u>Navigator</u></p> <p>Provides specific feedback to:</p> <ul style="list-style-type: none"> • Establish a focus for goal-setting • Encourage consistency in application of effective instructional practices • Redirect teaching behaviors toward the proper heading • Extend self-reflective efforts
OVERALL GOAL: To motivate and show how to apply pedagogical knowledge consistently				

Action	<ul style="list-style-type: none"> • Accepts responsibility for the success of all students and for own personal growth • Evaluates issues and situations objectively • Seeks to incorporate research-based concepts and strategies • Reflects upon teaching only <i>after</i> the event • Believes in only one “right” way of doing things • Struggles to identify solutions to long-term problems • Receives feedback well, then enters a critical loop • Collaborates on a limited basis with colleagues • Focuses on the <i>science</i> of teaching 	<ul style="list-style-type: none"> • Regular use of assessment to monitor student progress • Consistent application of best-practice instructional strategies • Teacher links standards with lessons taught • Teacher utilizes limited long-term plans • Functional at a glance, but gaps lurk 	<u>Mentor</u>	<u>Prompter</u>
	<p>OVERALL GOAL: To build on experience and help strengthen expertise</p>			
Refinement	<ul style="list-style-type: none"> • Reflection occurs before, during, and after taking action • Recognizes that there are multiple “right” courses of action • Maintains a vast repertoire of instructional strategies • Engages in action research as common practice • Modifies lessons and plans to meet students’ needs • Pursues opportunities to work and learn with colleagues • Thinks globally – beyond her classroom • Focuses on the <i>art</i> of teaching 	<ul style="list-style-type: none"> • Assessment drives daily instruction • Students largely responsible for their own learning • Multiple instructional strategies in use 	<u>Collaborator</u>	<u>Challenger</u>
	<p>OVERALL GOAL: To encourage long-term growth and continued reflection</p>			

- Validate ideas, actions, and instructional decisions
- Release responsibility and encourages independence
- Provide research from which to construct meaning
- Model open-mindedness toward multiple approaches and perspectives
- Collaboratively engage in diagnosis and action planning

- Provides specific feedback to:
- Encourage reflection to support effective instructional choices
 - Question the impact of certain instructional strategies
 - Consider alternative approaches or points of view
 - Propose continued professional learning

- Compliment creativity and originality
- Bring attention to hard work
- Stimulate discussions of personal vision and educational philosophy
- Practice “mirror-listening”
- Ask questions to drive personal reflection and growth

- Provides specific feedback to:
- Drive personal reflection
 - Introduce new ideas
 - Serve as devil’s advocate
 - Encourage involvement in leadership

NOW WHAT?

Name: _____ Today's date: _____

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES to increase your effectiveness in your professional responsibilities? For the overarching SMART goal, write at least two specific Action Steps that you WILL attempt.

My SMART Goal: By _____, _____

WHY did I set this goal? _____

HOW will I accomplish it?

Action Step #1: _____

Action Step #2: _____

Action Step #3: _____

WHO will support me (and in what manner)? _____

