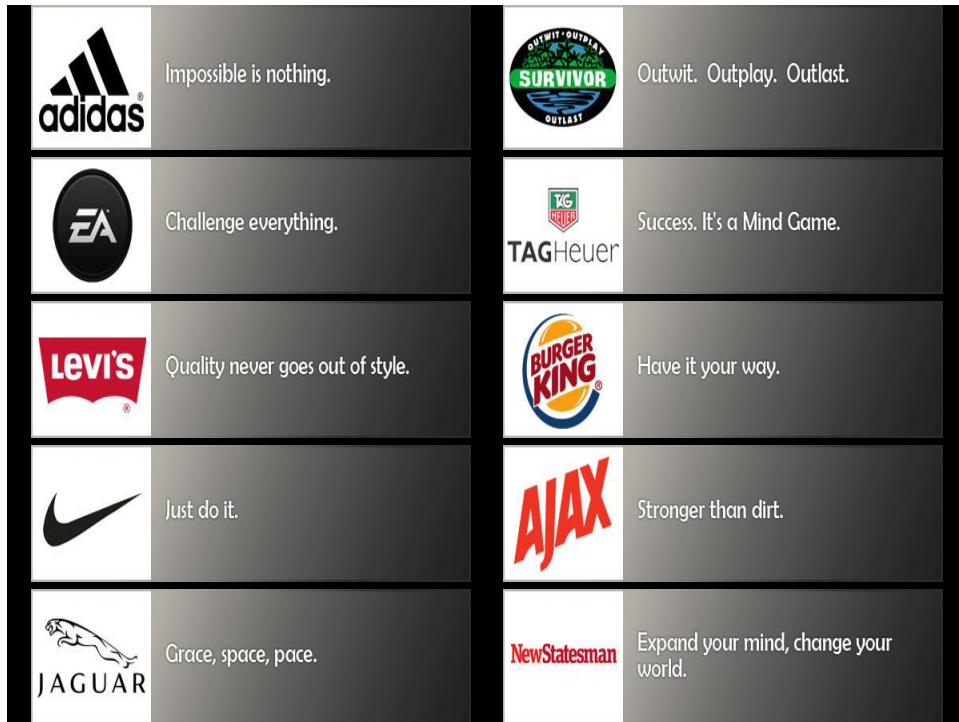


Alaska School Leadership Institute

May 2016



**Welcome to Fostering
Instructional Excellence**



How We Will Work Together Today

- Engage as a community of learners
- Increase knowledge of tools for professional learning to improve understanding and implementation of Alaska ELA and Math Standards
- Examine tools that can be of assistance to us while we support improved *Instructional Excellence*
- Process learning within various learning configurations

Quick Write...

- **What is currently in place for developing Instructional Excellence for teachers in your school or district?**
- **What has the focus of professional learning been? How do you determine that focus?**
- **How do you measure success?**

Triad

Our Focus Today – Instructional Excellence

Teacher quality has been consistently identified as the most important school-based factor in student achievement.

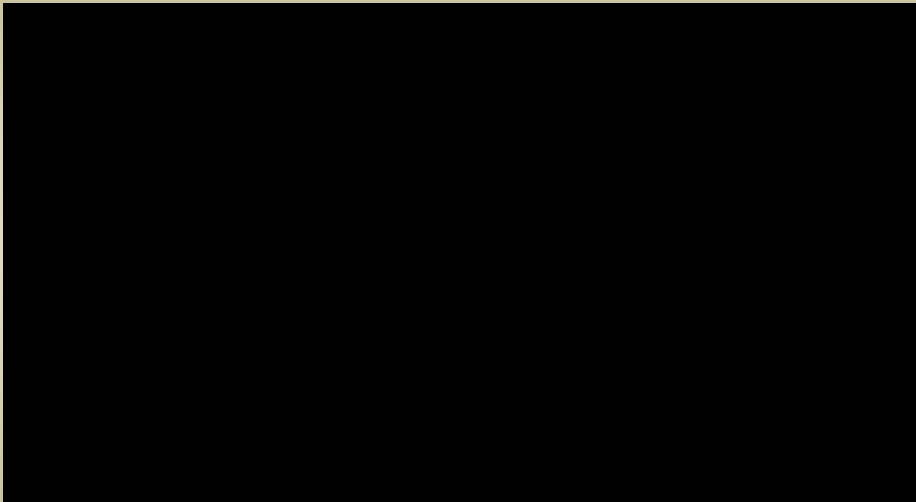


(McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996).

Let's Get Started!



Bats



Your Task

Our class has been studying bats and has decided to build a bat habitat. Your table team's assignment is to create a bat habitat budget by:

- Determine the materials to be used.
- Determine the cost of the materials.
- Create a budget detailing all costs of necessary materials.
- Write your list on the chart paper provided and post your team's budget on the wall.
- The team that has the most economic and eco-friendly budget will be what the class will use to build its habitat.



Fostering Instructional Excellence Traditional vs. Experiential

How was the task of developing a budget to build a bat habitat similar and/or different than the experience of a traditional learning approach?

To improve instruction, teachers need to see new practices in action, and think deeply about these practices before translating or adapting them for use in their own work. They also need multiple opportunities to practice new skills in ways that produce evidence of their progress, to reflect on the strategy attempted and to receive feedback on their efforts.

Processing –

What insights have you gained in regards to developing ***Instructional Excellence*** through professional learning experiences that may not be acquired in a traditional professional development approach?

Elbow Partner

Lunch



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Research on Professional Learning

- Serving 3 different functions:
 - To improve school performance
 - To improve quality of classroom instruction
 - To support the implementation of new initiatives

Attributes of Effective Professional Learning

- Is planned over time, sustained, rigorous and embedded within the context of the school
- Uses data to directly link to school goals
- Fosters collaboration within schools and across districts
- Is evidence-based and data-driven
- Is differentiated and ensures a focus on the teaching-learning relationship



Video as the Centerpiece of Effective Professional Learning

POMS

Everyone reads:

The Evolution of Professional Learning

- Note 3-5 Points of Most Significance in this section
- Share with a New to You

When participating in video-based professional learning activities, the research reveals that teachers are better able to:

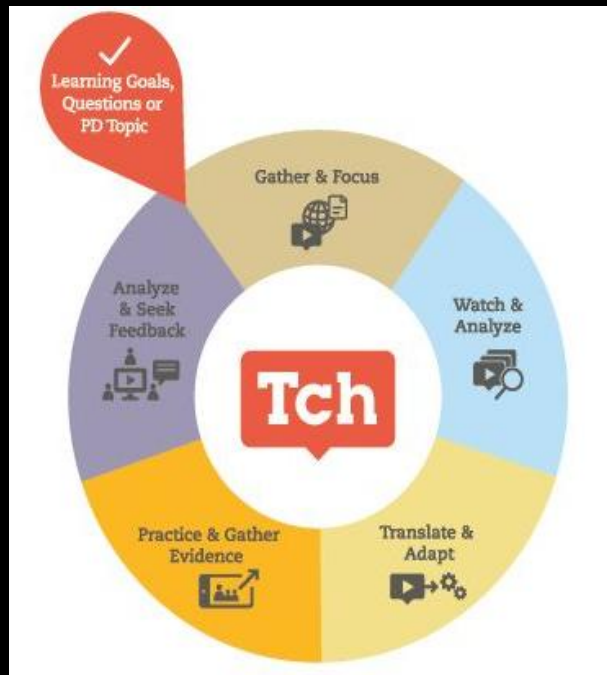
- **Discover new possibilities for their practice** (Sherin & van Es, 2009; Borko & Klingner, 2013; Erickson, 2013)
- **See their practice more clearly, since they can view class happenings multiple times** (Sherin, 2003, 2007)
- **Pinpoint cause and effect between teacher and student interactions** (Sherin, 2003, 2007)
- **Notice student reasoning and sense making** (Sherin & Han, 2003; Kazemi Elliott, Hubbard, Carroll & Mumme, 2007; Erickson, 2011)
- **Collaborate with colleagues through discussions of common video artifacts** (Borko, Jacobs, Eiteljorg & Pittman, 2008)

Fostering Instructional Excellence

The logo for Teaching Channel is a red speech bubble with the word "Tch" in white. Below it, the words "Teaching Channel" are written in a grey, sans-serif font. The entire logo is set against a white background with a thin black border, and it is tilted slightly to the right.

Teaching Channel's mission is to create an environment where teachers can **watch, share, and learn new techniques** to help every student grow.

Theory of Professional Learning

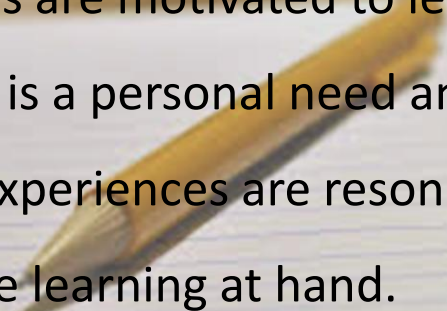


Teaching Channel
Teams

- Private, video-enabled, professional learning platform
- District-created videos and teacher-created videos can easily be shared for coaching and reflection
- Teachers and instructional leaders can collaborate in a secure environment, advancing teacher effectiveness and lifting student achievement.

What is the Benefit?

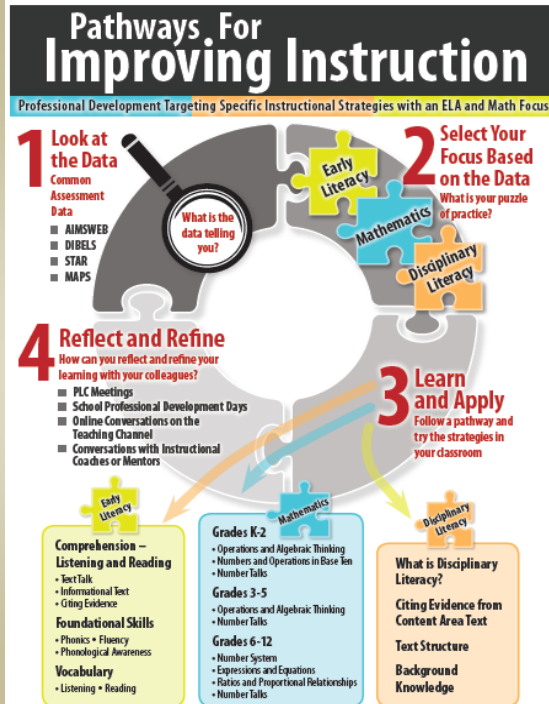
- Go-to Alaska-specific platform of professional learning resources to use as you continue to implement the new ELA and Math Standards and conduct professional development at the district, school and classroom level.
- Teaching Channel includes a huge, award-winning video library of effective teaching practices that is easily customizable to individual teachers subject area, grade level or topical area.
- As it grows, the Teaching Channel Teams site will include videos featuring Alaskan teachers and will be searchable by Alaskan Academic Standard, content area, or instructional strategy.



Adult learners are motivated to learn
when there is a personal need and
when their experiences are resonate
with the learning at hand.

Choice and voice in the direction are
essential to growing one's practice.

A series of short learning plans on the Teaching Channel Teams site that use both Teaching Channel resources and outside resources to address a common problem of practice.



Let's Take a Look...

Teaching Channel

Our Mission

My Messages ▼

My Workspace

Sign Out

Alaska Staff Development Network
 "Working Together to Make Schools Better"
www.asdn.org

VIDEOS TEACHERS Q&A GROUPS RESOURCES BLOG

Search

Teaching Channel PLAYBOOK
 Your guide to making blended professional learning come to life.
[Get started →](#)

Quick Links

[ASDN Homepage](#)
[Teaching Channel](#)
[Alaska Standards](#)
 ASDN Administrator
asdn@alaskaacs.org

Lesson Idea - Common Core

Grade 5 / ELA / Discuss...

Analyzing Texts: "Text Talk Time"

7 min ▶

My Groups [See all](#)

Secondary Literacy

4 | 5

Teaching Students How to Use Evidence from Text

4 | 6

Teachers I Follow

Save time. Steal ideas from rockstar teachers like you.

[Get Connected](#)

My Groups

Browse Groups

13 Groups

Clear selected filters

Groups

Clear

My Groups

13

Featured by ASDN

0

ASDN Groups

24

Subjects

Clear

Grades

Clear

Theory of Professional Learning

Clear

Alaska Anchor Reading Standards

Clear

Alaska Anchor Math Standards (k8)

Clear

Alaska Anchor Math

Clear

Recently Active | Newest | A-Z

New Group +

Secondary Literacy

4 5

ASDN Group

Started 5/5/16

Last Activity 5/22/16

English Language Arts / Math /

Science / Social Studies / 6-12 /

1. Gather & Focus / 1. Read...

We will explore the implications of the Alaska State Standards on our practice of helping all students learn



GROUP LEADER

Dean Richards

ASDN

Teaching Students How to Use Evidence from...

4 6

ASDN Group

Started 5/14/16

Last Activity 5/22/16

English Language Arts / 1-6 / 1.

Gather & Focus / 2. Watch &

Analyze / 3. Translate & Adapt /...

In this group we will work together to increase our knowledge, through reading, discussion and video, of



GROUP LEADER

Shelby Skaanes

ASDN

K-2 Phonics Instruction in the Alaska ELA Standards

4 6

ASDN Group

Started 5/17/16

Last Activity 5/21/16

English Language Arts / K-2 / 1.

Gather & Focus / 2. Watch &

Analyze / 3. Translate & Adapt /...

In this group we will work together to increase our knowledge, through reading, discussion and video, of



GROUP LEADER

Shelby Skaanes

ASDN

A Closer Look at a Group and Learning Plan

Back to Groups

Dashboard

ASDN Group

Teaching Students How to Use Evidence from Text

Dashboard

Discussions

Members

Resources

Group Purpose

In this group we will work together to increase our knowledge, through reading, discussion and video, of the importance of having an expectation that students identify and utilize evidence from text to support their understanding of

Our Learning Plan

Reorder Steps

Add Step +

Due Date	Learning Plan Steps	Activity
–	Step 1: Welcome!	0 0
–	Step 2: WHY	0 1
–	Step 3: TRY	0 2
–	Step 4: APPLY	0 1

Group Activity




Jacqueline Edmond-Long

ASDN

To improve instruction, teachers need to see new practices in action, and think deeply about these practices before translating or adapting them for use in their own work. They also need multiple opportunities to practice new skills in ways that produce evidence of their progress, to reflect on the strategy attempted and to receive feedback on their efforts.

We will now experience the Learning Plan that has been developed for

***Building Conceptual Understanding of Fractions,
Grades 3-5***

<p>3 Building Conceptual Understanding of...</p> <p> This learning experience focuses on strategies to build conceptual understanding in grades 3-5 of fractions</p>	<p>4 5</p> <p>Started 5/24/16 Last Activity 5/24/16 Math / 3-5 / 1. Gather & Focus / 2. Watch & Analyze / 4. Try & Gather Evidence / 5. Analyze &...</p>	<p>ASDN Group</p> <p>GROUP LEADERS (2) Kathy Blanc ASDN Lexie Domaradzki ASDN</p>
<p>2 Building Conceptual Understanding of...</p> <p>This learning experience focuses on strategies to build conceptual understanding in grades 3-5 of fractions</p>	<p>4 3</p> <p>Started 5/24/16 Last Activity 5/24/16 Math / 3-5 / 1. Gather & Focus / 2. Watch & Analyze / 4. Try & Gather Evidence / 5. Analyze &...</p>	<p>ASDN Group</p> <p>GROUP LEADERS (2) Kathy Blanc ASDN Lexie Domaradzki ASDN</p>
<p>1 Building Conceptual Understanding of...</p> <p>This learning experience focuses on strategies to build conceptual understanding in grades 3-5 of fractions</p>	<p>4 5</p> <p>Started 5/24/16 Last Activity 5/24/16 Math / 3-5 / 1. Gather & Focus / 2. Watch & Analyze / 4. Try & Gather Evidence / 5. Analyze &...</p>	<p>ASDN Group</p> <p>GROUP LEADERS (4) Lexie Domaradzki ASDN Kathy Blanc ASDN</p>

Your Turn!

- Review the 4 steps within the Learning Plan.
- Complete Step 2 → review the Fraction Progression Document, noting subtle changes and record your thoughts on a Padlet.
- Thoroughly read Step 3. Access the video link and time stamp 3 annotations on the video that you find interesting, something you wonder about or an example that supports developing conceptual understanding with fractions.

What are the Possibilities within Tch Teams for Supporting the Improvement of *Instructional Excellence*?

- Independent professional learning
- Coaching
- Staff meetings
- Embedded Professional Learning
- Collaboration across sites (grade level, materials specific, instruction strategies)
- Building a community across Alaska for role alike positions

Attributes of Effective Professional Learning

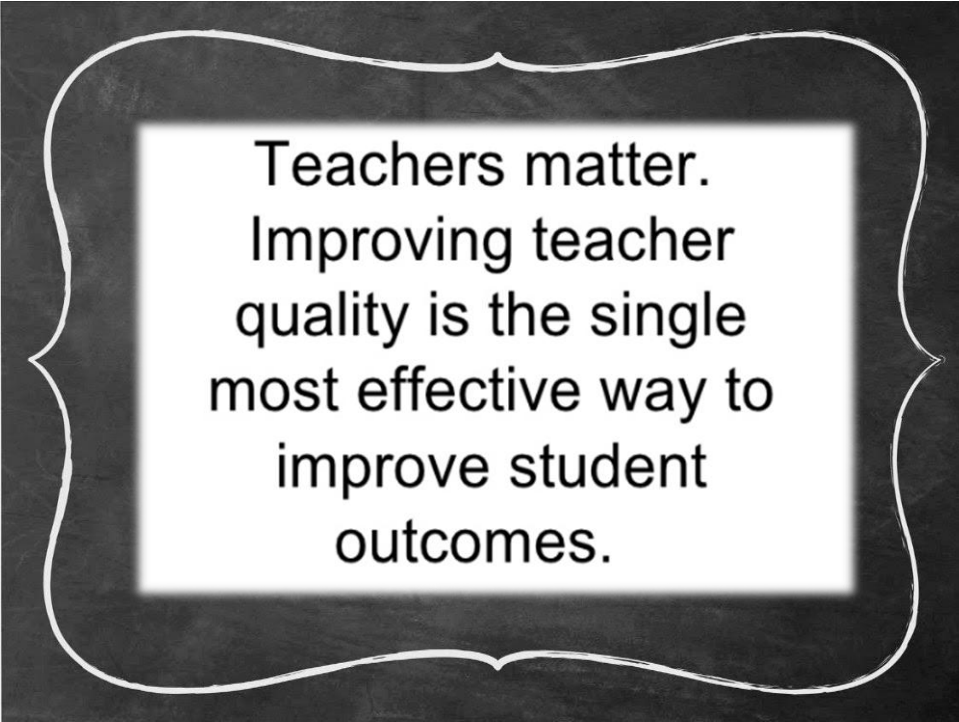
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- Fosters collaboration within schools and across districts
- Is evidence-based and data-driven
- Is differentiated and ensures a focus on the teaching-learning relationship

Processing –

How might this exciting
new resource be of
support to you as you
work to develop
Instructional Excellence
with your staff?



New to You



Teachers matter.
Improving teacher
quality is the single
most effective way to
improve student
outcomes.

Exit Task

What do you notice are some important
learnings or needs in ELA and Math, that are not
currently built, that would support your staff in
moving forward?



FEEDBACK

Closing

