Make IT Stick: Empowering Teachers to Own their Professional Development

Tiffany Walker
Coordinator of Instructional Innovation
Riverside County Office of Education
Alternative Education
RCOE Alt. Ed.

- Expelled from districts and incarcerated youth
- Multiple-subject, self-contained classrooms
- 15 sites, 35 teachers, 7 principals
- Regional Wednesday PLCs
Traditional Route

- Lecture PD ≠ Follow Through
- Brain-drain
- High, new teacher turn-over rate
- Pockets of creativity
- Burn-out

3/30/2017

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RCOE Instructional Mission

Provide targeted, engaging instruction that emphasizes relevance, collaboration, and critical thinking.
Social Marketing
Do they know what IT is?

Technical & Adaptive Leadership
Systematic Supports
Teacher Voice and Choice
Content Coaching
Structured Collaboration Time

RCOE Model & Dean Fixsen Implementation Science

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“Teachers who participate in collaborative, reflective practices see themselves as contributing to the development of knowledge about teaching as well as to their own professional development.”

*The Teaching Gap* by Stigler and Hiebert
August SILK Workshop
• Build your Regional Cohort and Research selected instructional strategy.

September Literacy Workshop
• Learning & Language Targets
• Co-planning a lesson using the cohort’s strategy
• Experiment and make modifications to strategy

October Colleague Classroom Visits
• Observe colleague’s classroom and strategy, and then debrief together.

Collaboration Sequence

November Literacy Workshop
• Scaffolding Complex Text Strategies
• Reflect on Cohort Collaboration Cycle, the Strategy’s Effect & Share Strategy.

January Independent Work
• Research selected instructional strategy.

February Literacy Workshop
• Responding to Text Strategies
• Co-plan a lesson using the strategy with Cohort.
• Experiment and make modifications to strategy.

March Colleague Classroom Visits
• Observe colleague’s classroom and strategy, and then debrief together.

April Literacy Workshop
• PBSL
• Reflect on Cohort Collaboration Cycle, the Strategy’s Effect & Share

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ELA/ELD Workshop and Collaboration

• Content Coaching (4 a year)
  – Integrated ELD using Learning and Language Targets
  – Scaffolding Complex Text using Text-Dependent Questions
  – Responding to Text using 5Ws Annotation Strategy
  – Rigor, Empathy, and Engagement using Project-Based Service Learning

• Cohort Collaboration Time
Strategy Selection

Your Task: Create cohorts of 3-4. Once seated, read about the strategy closest to you. Discuss the following:

1. Describe the strategy in a nutshell.
2. Do you like it, or not? What is your experience with the strategy? Would using it help our students achieve more? Should your cohort consider experimenting and adapting it together?
Build Cohort and Research Instructional Strategy

After your cohort becomes familiar with the recommended strategies, discuss, and select one to commit to and experiment with over the next months. Research it online. Share ideas. Complete the following and submit.

<table>
<thead>
<tr>
<th>Cohort Member Name</th>
<th>Site</th>
<th>Program</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Strategy Name, Description, and how it will address our RCOE Instructional Mission?</th>
<th>How will each member use the strategy in their classroom?</th>
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3/30/2017

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Co-Plan with Selected Strategy

Discuss your content for next week and how you will incorporate one of the literacy skills.

Write a thorough description of your plan and what your next steps are.
“Only in growth mind-set cultures, where teachers and administrators are encouraged to fulfill their potential, will they be able to help their students fulfill their potential in schools that are free of bias.”

The schedule has been revised as of 2/27 to accommodate a visit to Val Verde.

Hi Dean, Shawna, Maria, Renee, and John!

On **Tuesday, March 7th**, we are visiting our colleague’s classrooms!

The purpose of the Colleague Classroom Visit is to produce growth in student achievement by opening up classrooms for teachers to share their best instructional practice and strategies. Visits are valuable for discussing challenges and successes with non-evaluative colleagues. They build a community of trust and open-mindedness centered on improving student learning and achievement.

We will visit each classroom observing student response to the literacy strategy. During the debrief, we can discuss how the literacy strategy worked and how it can be modified to support our students even more.

See my proposed schedule below. Please let me know if the schedule needs to be revised. **Confirm that you have a sub for the full day.** Each visit is about 30 minutes. You may need to adjust your schedule that day.

**Before the day of the visit, please plan a short 15-30 minute lesson** that uses a strategy that supports students reading, writing, listening, and/or speaking. What do you use that helps your students that your colleagues would benefit from seeing? What do you use that you’d like feedback on? **Prepare the learning and language target and post in the classroom for us to see.**

Tiffany’s Cell # 909-362-1154
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**Tiffany’s Cell # 909-362-1154**

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<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Shawna, Maria, Renee, and Tiffany meet at Val Verde. 3010 Webster Ave. Perris, CA 92571</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Shawna, Maria, Renee, and Tiffany observe literacy strategies in John’s classroom.</td>
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<tr>
<td>9:30</td>
<td>Shawna, Maria, Renee, John, and Tiffany meet at Hemet Cal-Safe. 26868 San Jacinto St. Hemet, CA 92543. Drive behind the school, and meet where you see a children’s play-ground.</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Shawna, Maria, Renee, and Tiffany observe literacy strategy in Dean’s classroom.</td>
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<tr>
<td>10:30</td>
<td>Shawna returns to her classroom. Maria, Renee, and Tiffany meet at Betty Gibbel. 1251 Eagle Rd. San Jacinto, CA 92583</td>
</tr>
<tr>
<td>10:45 – 11:15</td>
<td>Renee, and Tiffany observe literacy strategy in Shawna &amp; Maria’s classroom.</td>
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<tr>
<td>11:15-12:30</td>
<td>Debrief in Betty Gibbel Conference Room.</td>
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</tbody>
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Note that Dr. Fischer, Dr. McCarty, your principal, and your site secretary have been included on this invite for informational purposes, so that this presentation appears on their calendar. They will **NOT** attend the visit.
RCOE INSTRUCTIONAL MISSION: To provide targeted, engaging instruction that emphasizes relevance, collaboration, and critical thinking.

Instructional Practice or Strategy of Focus for Observation:

CONTEXT OF INSTRUCTION

Teacher Name

Learning and Language Targets

STUDENT ACTIONS

What evidence of RELEVANCE is observed?
- □ Students connect to personal experience.
- □ Students connect to other content areas or prior knowledge.
- □ Students engage in content that has explicit connection to real-world application.
- □ Students explain the connection/s between the content learned and real-world application.
- □ Students create questions of research or interest.
- □ Students develop ideas based on what they’ve learned and apply them to new situations.
- □ Other:

I notice

What evidence of student COLLABORATION is observed?
- □ Students work in pairs or groups.
- □ Students prepare to participate in collaboration with partners.
- □ Students present information to the whole or small group.
- □ Students discuss structured by prompts from the teacher.
- □ Students discuss with other students about teacher facilitated topics.
- □ Students paraphrase, build-upon, and challenge the ideas of others.
- □ Students provide explanations and/or evidence of their thinking when responding to peers.
- □ Students use academic language to express their thinking.
- □ Other:

I wonder

What evidence of CRITICAL THINKING is observed?
- □ Students apply the skills learned.
- □ Students read a text closely and make inferences from it.
- □ Students compare texts or ideas, explaining distinctions.
- □ Students interpret text/structure of a text or information.
- □ Students ask questions and make predictions.
- □ Students analyze, synthesize, and/or evaluate.
- □ Students think of new and innovative applications of skills/content learned.
- □ Students independently think about the content/skill.
- □ Other:

REFLECTION

What would I like to learn more about?

What would I like to try in my classroom?
Year One: Building Trust
Year Two: Building Capacity
Year Three: Maintaining Leadership
Build and Maintain Trust

– Empathy
– Integrity
– Consistency

Steven Covey “The Speed of Trust”
Recognize Early Adopters

- Volunteers
- Literacy Focus: Reading complex texts, engagement in literature, and academic discourse
- Biweekly, two hour meetings: Content coaching, co-planning, observation and feedback
- Presentation on journey during Summer Institute
Hunger Games

Argument Style

*You must pick a side:
Is Peeta & Katniss' relationship REAL or FAKE?

Make inferences regarding
the relationship between Peeta
& Katniss.

-Cite w/ textual evidence
Collaborative Instructional Review Cycle

**Pre-Visit with Teachers**  
Data Team PLC Jan. 4th
- Principal introduces CIR purpose and schedule.  
- Calibrate the Visit Rubric  
- Principal answers questions and concerns

**Visit**  
Mid-County – Tuesday 1/17  
Riverside – Thursday 1/19  
Desert – Friday 1/20  
- Principal determines schedule of day's visits  
- Principal encourages teachers to post learning & Language Targets.  
- 10 minutes each classroom  
- Court, community, CTE, PE, & IS  
- Observe the complexity of student thinking (DOK) and relevance of the learning task  
- Avoid interaction with students and teachers during visit  
- Complete Visit Rubric independently, then come to consensus for each classroom and at the end of the day, consensus on the average score for each criteria.

**Debrief with Teachers**  
Data Team PLC February 15th  
- Review CIR purpose.  
- Reflect as a group on the region's averages for each criteria and category.  
- Principal explains rationale for scores citing what was seen without revealing teacher names or specific sites.  
- Determine region's strengths and areas of challenge.  
- Collaborate on action planning next steps as a region to increase student achievement.

**Follow Up**  
On-going  
- Principals share their region's strengths and areas of challenge with leadership.  
- Collaborate on action planning next steps for organization and system supports to increase student achievement.  
- District-wide instructional focus and professional development.  
- Encourage student and teacher efforts to increase student learning and achievement on a daily and weekly basis.
### Rigor Rubric

<table>
<thead>
<tr>
<th>Thoughtful Work</th>
<th>Emerging</th>
<th>Bridging</th>
<th>Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</td>
<td>Students demonstrating their learning by completing tasks that require comprehension.</td>
<td>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate.</td>
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<td>Students demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</td>
</tr>
<tr>
<td><strong>Instructional Design</strong></td>
<td>Formative product/task includes one assigned way for students to demonstrate their thinking.</td>
<td>Formative product/task includes more than one assigned ways for students to demonstrate their thinking.</td>
<td>Formative product/task allows students to self-select option to best represent their thinking.</td>
</tr>
<tr>
<td><strong>High-Level Questioning</strong></td>
<td>Emerging</td>
<td>Bridging</td>
<td>Expanding</td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
<td>Students respond to questions that mainly focus on basic recall and retell. Few students ask questions, and most questions asked focus on basic recall or retelling of content.</td>
<td>Students respond to questions that demonstrate a comprehension of content.</td>
<td>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis and evaluation of information.</td>
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<td>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</td>
<td>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</td>
</tr>
<tr>
<td><strong>Instructional Design</strong></td>
<td>Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.</td>
<td>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</td>
<td>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</td>
</tr>
<tr>
<td><strong>Academic Discussion</strong></td>
<td>Emerging</td>
<td>Bridging</td>
<td>Expanding</td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
<td>Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</td>
<td>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</td>
<td>Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.</td>
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<td>Students provide explanations or evidence of their thinking and respond to their peers’ comments.</td>
<td>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</td>
</tr>
<tr>
<td><strong>Instructional Design</strong></td>
<td>Lessons mostly structure discussion as teacher-led, with the majority of interactions as teacher to student.</td>
<td>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</td>
<td>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</td>
</tr>
</tbody>
</table>

Rigor Average

3/30/2017

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