

CSI Cohort Session 5

Strong Instruction

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| LOGISTICS | Wednesday, March 23 from 10:00-12:00 pm (CT) ZOOM LINK WORKBOOK LINK |
| OBJECTIVES | <ul style="list-style-type: none"> ● internalize the critical role of strong instruction in advancing equity for all students ● practice observing instruction for culturally responsive and grade-level practices using a transferable tool ● generate an action plan to collect video clips for a priority course to audit for instructional practices |
| PRE-WORK | <ol style="list-style-type: none"> 1. Skim over the TNTP observation tools for strong instruction adapted for Nebraska: <ol style="list-style-type: none"> a. ELA Observation Tool b. Math Observation Tool |

| SLIDE | NOTES |
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| <p>Review from November</p> <div style="background-color: #002060; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Looking back... NT </div> <div style="border: 1px solid #00a0c0; border-radius: 15px; padding: 15px; margin-top: 10px;"> <p style="text-align: center; font-weight: bold; margin: 0;">KEY POINT:</p> <p style="margin: 0;">Even in classrooms where students had grade-appropriate assignments, often students missed out on strong instruction - particularly opportunities to “do the thinking” in their lessons.</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p><small>In our sample, students who started the year performing substantially below average made:</small></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="font-size: 24px; font-weight: bold; color: #00a0c0;">7.3</p> <p style="font-size: 10px;">months</p> <p style="font-size: 8px;">more months of academic progress than they had access to BETTER ASSIGNMENTS</p> </div> <div style="text-align: center;"> <p style="font-size: 24px; font-weight: bold; color: #00a0c0;">6.1</p> <p style="font-size: 10px;">months</p> <p style="font-size: 8px;">more months of academic progress when they had access to STRONG INSTRUCTION</p> </div> <div style="text-align: center;"> <p style="font-size: 24px; font-weight: bold; color: #00a0c0;">0.9</p> <p style="font-size: 10px;">months</p> <p style="font-size: 8px;">more months of academic progress when they reported being HIGH ENGAGED & SAFE</p> </div> <div style="text-align: center;"> <p style="font-size: 24px; font-weight: bold; color: #00a0c0;">7.9</p> <p style="font-size: 10px;">months</p> <p style="font-size: 8px;">more months of academic progress when their teachers had HIGHER EXPECTATIONS</p> </div> </div> <p style="font-size: 8px; margin-top: 5px;">SOURCE: Your school system</p> </div> <div style="text-align: center;"> <p style="font-size: 8px; margin-top: 5px;">SOURCE: Observations</p> </div> </div> | |
| <p>Sample Videos: 12th Grade ELA 4th Grade Math</p> <div style="background-color: #002060; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Is this strong instruction? NT </div> <div style="text-align: center; margin-top: 20px;"> </div> <div style="border: 1px solid #00a0c0; border-radius: 20px; padding: 20px; margin-top: 10px;"> <p style="text-align: center; font-weight: bold; margin: 0;">Would you define the lesson you observed as “strong instruction”? Why or why not? What metrics did you consider?</p> <p style="text-align: center; margin-top: 10px;">Discuss in breakout groups.</p> </div> <div style="text-align: right; font-size: 8px; margin-top: 10px;"> </div> | |

Orienting to the Observation Tools

Orienting to the observation tools

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- Adapted from TNTP's ELA and Math instructional walkthrough tools
- Articulates a vision for skillful literacy and mathematics teaching and learning
- Grounded in research about how students best learn to make sense of what they read or to become mathematical thinkers

The image shows two observation tool charts. The first is the 'ELA Observation Tool' and the second is the 'Math Observation Tool'. Both charts are structured with columns for 'Indicator', 'Domain', and 'Status' (Not Met, Emerging, Met). The ELA tool includes indicators like 'A. Student completes independent tasks, completes assignments, and/or completes homework' and 'B. Student follows classroom expectations and directions'. The Math tool includes indicators like 'A. Student completes independent tasks, solves one problem, and/or solves appropriate problems' and 'B. Student follows classroom expectations and directions'. Both charts have a 'Not Met', 'Emerging', and 'Met' column for each indicator and domain.

Culturally Responsive Teaching

Culturally responsive teaching

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DIMENSIONS OF EQUITY

As equity-focused educators, it is important to distinguish between three key areas in education: multicultural education, social justice education, and culturally responsive teaching. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember: only CRT is focused on the cognitive development of under-served students while multicultural and social justice education each have a supporting role in culturally responsive teaching.

| MULTICULTURAL EDUCATION | SOCIAL JUSTICE EDUCATION | CULTURALLY RESPONSIVE PEDAGOGY |
|---|--|--|
| Focuses on celebrating diversity | Focuses on exposing the social political context that students experience | Focuses on improving the learning capacity of diverse students who have been marginalized educationally |
| Centers around creating positive social interactions across difference | Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life | Centers around the affective & cognitive aspects of teaching and learning |
| Concerns itself with exposing privileged students to diverse literatures, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected | Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society | Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color |

Culturally responsive teaching helps students reach deeper levels of understanding. **These observation tools prioritize culturally responsive teaching by centering student engagement & ownership over their learning.**

"...one way that the achievement gap manifests itself is by creating dependent learners who find it hard to do critical thinking or independent learning."

-Zaretta Hammond

Observation Practice: 3rd Grade ELA | 6th Grade Math

Practice

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Evaluate ONE video as a group: 3rd Grade ELA or 6th Grade Math.

Respond in tab 7. *Observation Practice* of our [CSI Cohort Workbook](#).

- In your small group, identify a **timekeeper** and **notetaker**.
- Independently watch the selected video. (15 minutes)
- Work through the observation tool as a small group to assign ratings for each indicator and domain. (10-15 minutes)
- Based on your ratings, discuss what feedback you would give this teacher. (5-10 minutes)

TNTP reimagine teaching

Practice Debrief

Debrief

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How did the observation tool help you identify action steps for the teacher?

What was challenging about this process?

What was eye-opening about this process?

TNTP reimagine teaching

Video Collection for April Pre-Work

Video clips should be:

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- ✓ Maximum 10 minutes (if you record longer, trim the video down to 10-minute selection)
- ✓ For a priority course/grade named in your school improvement goals
- ✓ Ideally for the same course for which you collected assignments
- ✓ Focused on BOTH the teacher and students (you should be able to ascertain % of students engaged)



TNTP Imagine teaching

Closing: [Survey Link](#) | [Video Submissions](#)

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Prework for April 27:

- 1) Record at least one video clip of instruction in a priority grade/course for our strong instruction audit.
- 2) Upload video clips to your school's folder here: [Video Submissions](#)

Thank you

TNTP Imagine teaching