

Welcome! As you join....

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



**How are you doing?
What do you need to make the most of this
session today?**

OPPORTUNITY

OF A LIFETIME



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Observing for Strong Instruction

CSI Cohort Session 6

- YOU WILL NEED:**
1. Notecatcher
 2. Workbook
 3. Pre-work (obs video)

April 27, 2022

Housekeeping

- ✓ Please make sure your school is indicated in your Zoom username
- ✓ We're recording!
- ✓ Keep your notecatcher open



CSI Cohort Session 6 Observing for Strong Instruction

LOGISTICS	Wednesday, April 27 from 10:00-12:00 pm (CT) ZOOM LINK WORKBOOK LINK
OBJECTIVES	<ul style="list-style-type: none"> • observe ELA or math lessons from cohort schools for strong instruction • debrief observations to identify strengths and growth areas • discuss strategies to increase students' access to strong instruction
PRE-WORK	<ol style="list-style-type: none"> 1. Record <u>at least one</u> 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

Opening (10 minutes)

Notes:

-

Review & Logistics (20 minutes)

Notes:

-

What's the difference between the example and non-example of effective feedback?

Example: "I rated the practices domain as 'somewhat' because even though the teacher asked a lot of questions, many of them didn't require text evidence (like 'What does freedom mean to you?') and they weren't sequenced to deepen understanding of the poem. Most of the questions stayed at the literal level."

Non-example: "I rated the practices domain as 'yes' because overall the teacher asked great, compelling questions and kids were really engaged with the assignment. You could tell the teacher spent time investing students in the novel and frontloading vocabulary. Most of them were on-task the entire time."

Today, we will...



observe ELA or math lessons from cohort schools for strong, culturally responsive instruction



debrief observations to identify strengths and growth areas and their impact on student outcomes



discuss strategies to increase students' access to strong instruction

Community Agreements

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Stay Engaged

Speak Your Truth

Expect and Accept Non-Closure

Step Up & Step Back

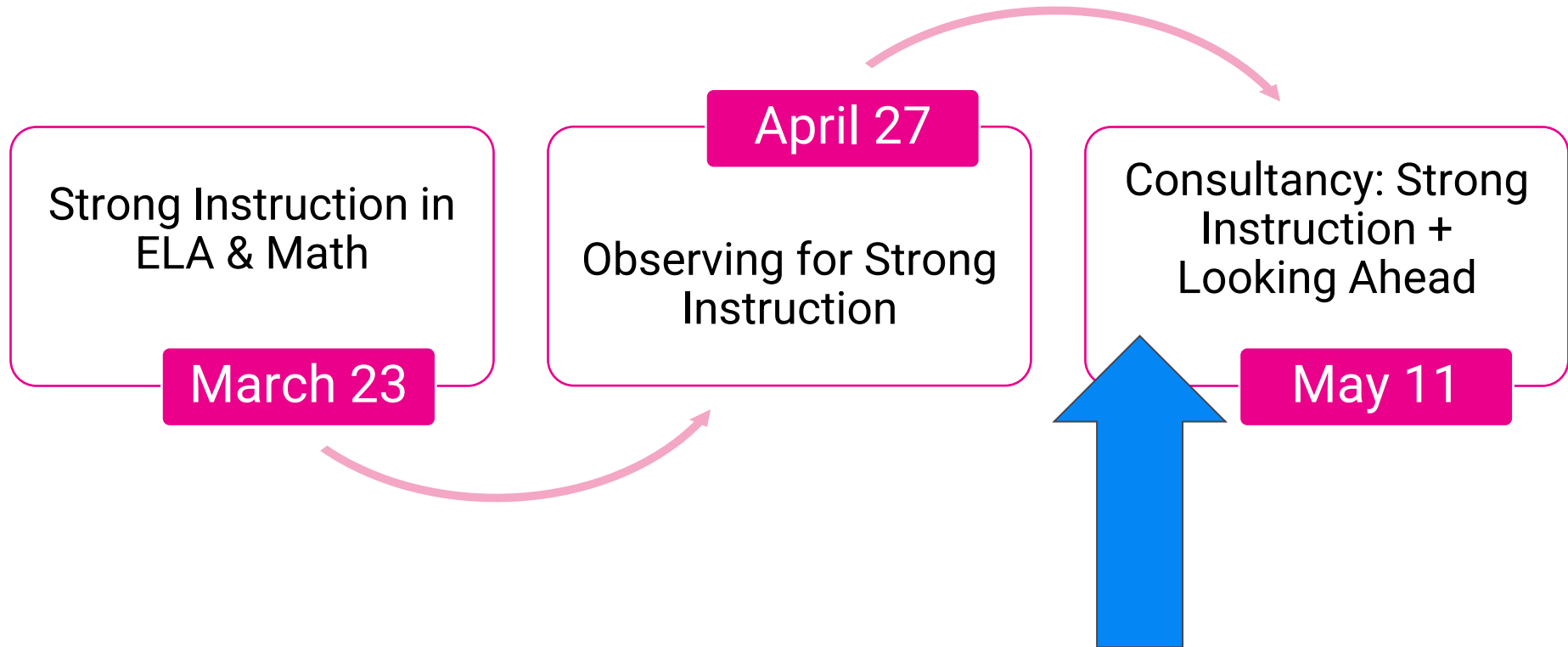
Possess Growth Mindset

Agenda

- 10** **Opening**
- 20 Review & Logistics
- 30 Virtual Observations
- 5 BREAK
- 25 Observation Debrief
- 20 Reflection & Discussion
- 10 Closing

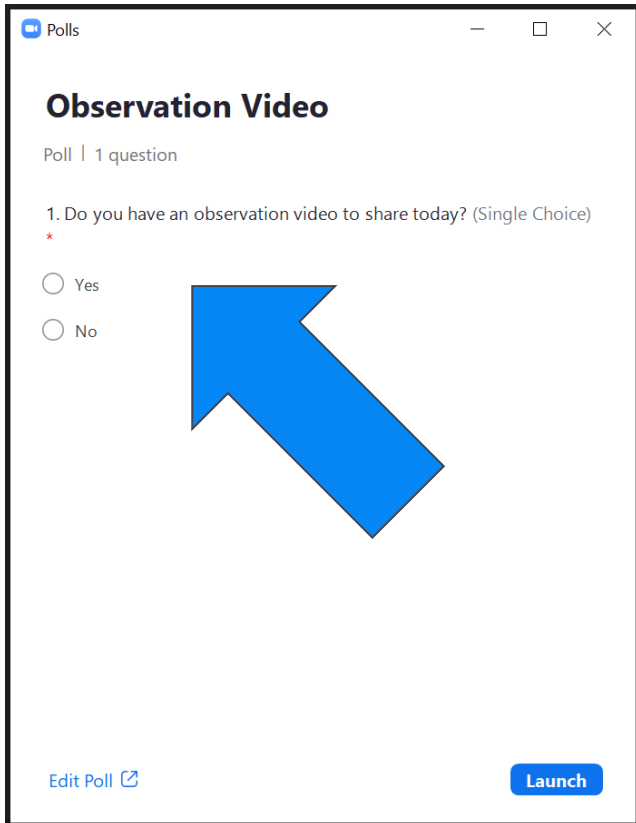
One more session left after today!

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Upload your recorded videos

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Observation Video

Poll | 1 question

1. Do you have an observation video to share today? (Single Choice)

Yes

No

Edit Poll [↗](#)

Launch

<https://bit.ly/csiobsvideos>



Drive

Video Submissions

Folders



Adams ES



Bayard ES



Benson M



Bryan MS



Callaway ES



Central P



Fontenelle ES



Liberty ES



Lincoln E

Agenda

10 Opening

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Observation tools

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A. CULTURE OF LEARNING

Are all students engaged in the work from start to finish?

B. CONTENT

Does the lesson reach the depth of grade-level standards and expectations?

C. INSTRUCTIONAL PRACTICES

Does the lesson employ instructional practices that allow all students to build understanding of the content?

D. STUDENT OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

ELA Observation Tool

This ELA Observation Tool is adapted from TNTP's ELA Instructional Walkthrough Tool. It articulates the vision for skillful literacy teaching and learning, grounded in research about how students best learn to make sense of what they read. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

A. CULTURE OF LEARNING

Are all students engaged in the work from start to finish?

B. CONTENT

Is the lesson focused on a high-quality text(s)?

C. PRACTICES

Does the lesson employ **questions** and **tasks** that integrate standards and build students' comprehension of the text(s) and its meaning?

D. STUDENT OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?

	Not Yet	Somewhat	Mostly	Yes
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	Not Yet	Somewhat	Mostly	Yes
A2. Students follow behavioral expectations and directions.	Not Yet	Somewhat	Mostly	Yes
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.	Not Yet	Somewhat	Mostly	Yes
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	Not Yet	Somewhat	Mostly	Yes
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.	Not Yet	Somewhat	Mostly	Yes

A. CULTURE OF LEARNING RATING:

Overall, are all students engaged in the work from start to finish?

Not Yet	Somewhat	Mostly	Yes
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Math Observation Tool

This Math Observation Tool is adapted from TNTP's Math Instructional Walkthrough Tool. It articulates the vision for skillful mathematics teaching and learning, grounded in research about how students best learn to become mathematical thinkers. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

A. CULTURE OF LEARNING

Are all students engaged in the work from start to finish?

B. CONTENT

Does the lesson reach the depth of grade-level standards in terms of **focus, coherence, and rigor**?

C. PRACTICES

Does the lesson employ instructional practices that allow all students to learn the content of the lesson?

D. STUDENT OWNERSHIP

Do students exhibit key **mathematical practices** while engaging with the content of the lesson?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?

	Not Yet	Somewhat	Mostly	Yes
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	Not Yet	Somewhat	Mostly	Yes
A2. Students follow behavioral expectations and directions.	Not Yet	Somewhat	Mostly	Yes
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.	Not Yet	Somewhat	Mostly	Yes
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	Not Yet	Somewhat	Mostly	Yes
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.	Not Yet	Somewhat	Mostly	Yes

A. CULTURE OF LEARNING RATING:

Overall, are all students engaged in the work from start to finish?

Not Yet	Somewhat	Mostly	Yes
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What these tools are and are not...



These tools **ARE** a helpful guide for...

- ✓ Planning lessons
- ✓ Reflecting or giving feedback on instructional practices
- ✓ Developing professional learning on standards-aligned practices



These tools **ARE NOT** intended to...

- ✗ Formally evaluate teachers
- ✗ Provide comprehensive feedback on teaching & learning
- ✗ Replace any existing observation or coaching tools

How we'll use our time today

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Observation

Step 1: Share context for the video recorded with your partner.

Step 2: Independently watch and rate your partner's video.

Virtual Observations (30 minutes)

Step 1: Share context for the video you recorded with your partner. (10 minutes)

- Grade & course
- Info about the **teacher**
 - How experienced is this teacher?
 - What have they been working on with their coach?
- Info about the **lesson**
 - Is this lesson teacher-created or from a particular HQIM?
 - What are students learning/doing in the clip? (name the text for ELA lessons)
 - What is the learning objective?

Step 2: Independently watch and rate your partner's video. (20 minutes)

- Watch the video (~10 min)
- Re-watch segments if needed
- Add ratings and notes to the [CSI Cohort Workbook](#) (~10 min)
 - [ELA Observation Tool](#)
 - [Math Observation Tool](#)

Time:

10 min

20 min

How we'll use our time today

Debrief:	What it looks like:	Time:
Step 3. Share ratings and evidence with your partner.	<ul style="list-style-type: none">• Work through the domains in order• For each domain, share your overall rating and specific evidence	~2-3 min
Step 4. Ask clarifying and probing questions about your partner's ratings.	<ul style="list-style-type: none">• Especially for domains on which you disagree with your partner's ratings• Dig into specific indicators to come to a common understanding<ul style="list-style-type: none">○ Which indicators did your partner rate differently that lowered or raised the overall score for the domain? Why?	~3-5 min
Step 5. Discuss the highest-leverage action step for the teacher with your partner.	<ul style="list-style-type: none">• What should the coach work on with this teacher to develop their ability to provide strong instruction for all students?	~5 min

Effective feedback using observation tools

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C. PRACTICES: Does the lesson employ questions and tasks (both oral and written) that integrate standards and build students' comprehension of the text(s) and its meaning?

C1. Questions/tasks integrate grade-level reading, writing, speaking and listening, and/or language standards in service of deep understanding of the text(s) and/or topics under consideration.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
C2. Questions/tasks address the specific text(s) at hand by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands to build understanding.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
C3. Questions/tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
C4. Questions/tasks attend to words, phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
C5. Questions/tasks are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>

What's the difference?

Example:

- ✓ Anchored in indicators from the observation tool
- ✓ Provides specific evidence
- ✓ Aligned to the focus of the domain (questions and tasks)

Non-example:

- ✗ Anchored in personal opinions and makes assumptions
- ✗ Does not provide specific evidence
- ✗ Not aligned to the focus of the domain (engagement, on-task)

Agenda

NT

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Virtual observations

NT

Observation:	What it looks like:	Time:
<p>Step 1: Share context for the video you recorded with your partner.</p>	<ul style="list-style-type: none">● Grade & course● Info about the teacher<ul style="list-style-type: none">○ How experienced is this teacher?○ What have they been working on with their coach?● Info about the lesson<ul style="list-style-type: none">○ Is this lesson teacher-created or from a particular HQIM?○ What are students learning/doing in the clip? (name the text for ELA lessons)○ What is the learning objective?	10 min
<p>Step 2: Independently watch and rate your partner's video.</p>	<ul style="list-style-type: none">● Watch the video (~10 min)● Re-watch segments if needed● Add ratings and notes to the CSI Cohort Workbook (~10 min)	20 min

Please return by 11:05 am



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Reminder: effective debrief conversations



Example:

- ✓ Anchored in indicators from the observation tool
- ✓ Provides specific evidence
- ✓ Aligned to the focus of the domain



Non-example:

- ✗ Anchored in personal opinions and makes assumptions
- ✗ Does not provide specific evidence
- ✗ Not aligned to the focus of domain

Observation debriefs

Debrief:	What it looks like:	Time:
Step 3. Share ratings and evidence with your partner.	<ul style="list-style-type: none">● Work through the domains in order● For each domain, share your overall rating and specific evidence	~2-3 min per person
Step 4. Ask clarifying and probing questions about your partner's ratings.	<ul style="list-style-type: none">● Especially for domains on which you disagree with your partner's ratings● Dig into specific indicators to come to a common understanding<ul style="list-style-type: none">○ Which indicators did your partner rate differently that lowered or raised the overall score for the domain? Why?	~3-5 min per person
Step 5. Discuss the highest-leverage action step for the teacher with your partner.	<ul style="list-style-type: none">● What should the coach work on with this teacher to develop their ability to provide strong instruction for all students?	~5 min per person

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Independent reflection (5 minutes)

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5:00

For the next 5 minutes, independently reflect on:

1. How did the observation tool influence what you looked for in your partner's video?
1. How was the debrief conversation similar to or different from those you usually have? (Consider your experience both as the **observer giving** feedback and as the **coach receiving** feedback)
1. What will you do with the action step you and your partner discussed? What will you prioritize for this teacher's development to ultimately increase students' access to strong instruction?

Respond in your notecatcher.

Reflection & Discussion (20 minutes)

- | | |
|---|--|
| 1. How did the observation tool influence what you looked for in your partner's video? | |
| 2. How was the debrief conversation similar to or different from those you usually have? (Consider your experience both as the observer giving feedback and as the coach receiving feedback) | |
| 3. What will you do with the action step you and your partner discussed? What strategies can you employ to support this teacher's development and ultimately increase students' access to strong instruction? | |

Closing (10 minutes)

- [Survey Link](#)
- Pre-work for May 11 session:

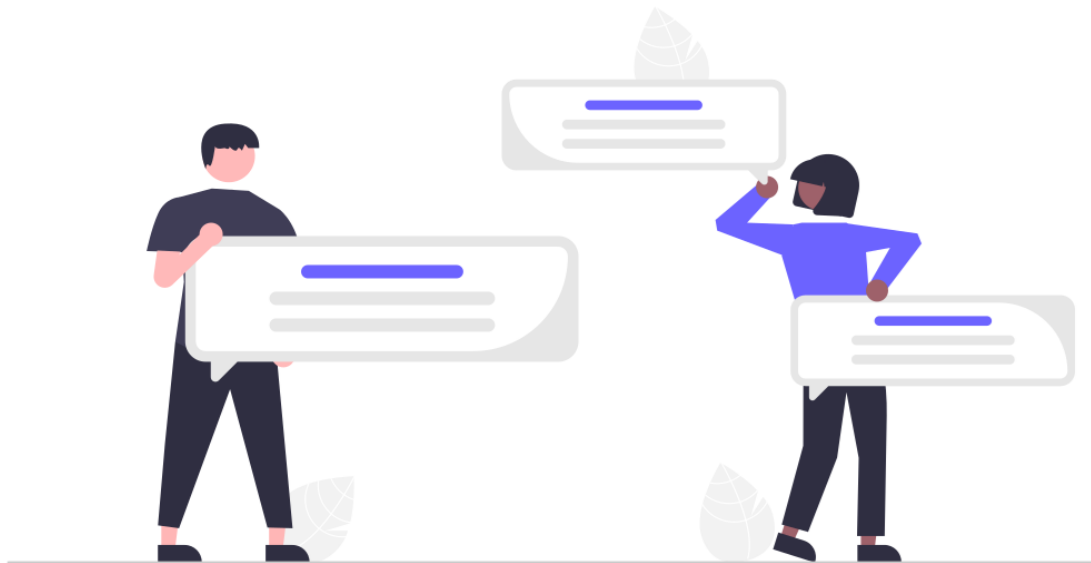
Small group discussions (8 minutes)



1. How did the observation tool influence what you **looked for** in your partner's video?
1. How was the **debrief conversation** similar to or different from those you usually have?
1. What will you **prioritize** for this teacher's **development** to ultimately increase students' access to strong instruction?

Whole group share-out (7 minutes)

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Survey & shout outs!

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<https://bit.ly/csicohort>



OPPORTUNITY OF A LIFETIME



Prework for May 11:

- 1) **Observe at least 2-3 additional classrooms** aligned to your school improvement goals where possible (ex. observe all math classes if you have goals tied to math data).
- 2) **Identify a problem of practice** based on trends across observations to share with your consultancy group in May.

Thank you