

Inquiry Differentiated Professional Development Coaching Data Cycle

M.E.T.S. Charter School

1/20/2016

Board of Trustees

Informal Observation and Walk-through Data					
	Sept	Oct	Nov	Dec	Jan
Student Work	40%	62%	State visit	PD & Coaching	100%
Objectives	64%	PD & Coaching	State visit	PD & Coaching	94%
Checking for Understanding	PD & Coaching	33%	State visit	PD & Coaching	64%
Student Opting Out (heads down)	PD & Coaching	PD & Coaching	State visit	PD & Coaching	91%
<i>100% of teachers are being coached by an instructional team member 100% of teachers have work posted in classrooms</i>					

As an instructional leadership team, we are committed to building our staff's expertise of teacher best practices to ensure our delivery of effective instruction. This is imperative to our most vulnerable students, so they can thrive, critically think and write. Through differentiation, tailored support to staff, all teachers can increase their instructional effectiveness if they are engaged in meaningful activities that in turn will improve their quality of teaching.

Our teachers have a powerful impact on our students' success, so it is critical that we maximize their strengths. Effective educators are especially important in ensuring that all students, regardless of zip-code or family circumstance, receive a high-quality education. Teachers can't achieve classroom success alone. By working together in a strategic & targeted way, the instructional leadership team and teachers can take a significant step toward accelerating student learning and keeping the learning needs of our children front and center.

Yours In Education,
Instructional Leadership Team

Professional Development

January 8, 2016:



Complex Text:

The Common Core State Standards place an increasing emphasis on getting students to independently read the range and complexity of texts required to be college and career ready. Teachers learned how to use information on their students as readers; the complexity of the texts they are using with the students, i.e. supports and challenges; the nature of the tasks they utilize (how students are going to interact with the text) and the level of support they will provide.

Teacher Feedback:

Was the PD useful?

Yes: 16 No: 0

Maybe: 1

Annotated Notes and Closed Reading:

When you annotate a text, you underline, highlight, draw arrows, and make marginal comments. Annotating is a way of making the text your own, of literally putting your mark on it—noting its key passages and ideas.

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Teacher Professional Development

Targeted differentiated support/feedback

The results have been positive. Two months into a gradual implementation, we're seeing the difference in more collaborative relationships with our teachers.

This cycle of observation and feedback is a true partnership between the teacher and observer. It builds with each repetition, and motivates teachers to be successful by consistently celebrating and nurturing their strengths. And most importantly, it's leading to a greater positive impact on student learning. This helps us use practice classroom lesson observation where observers can learn to identify personal biases and how to gather evidence that is objective, descriptive and specific.



Here's what targeted feedback looks like in practice:

When beginning a feedback cycle, the teacher and instructional team have an open dialogue and examine student data and classroom patterns before the classroom observation. Working together, the teacher identifies a specific learning goal or area of focus, which is aligned with the school and state report area of focus. This conversation allows the teacher to define a targeted area of

growth and also assists the instructional team in delivering meaningful feedback and support. For example, a teacher could choose to focus on giving students greater ownership of their learning and more opportunities to work in partnership. The teacher would ask the instructional team to observe the interactions between students, gather evidence on how well the students understand the content, and point out any missed opportunities for group or partner work.

This series of short classroom observations over a three- to six-week period would zero in on the teacher's goals, with attention both to student response and teacher improvement. The instructional team provide brief feedback based on each observation, such as pointing out an overlooked student comment or missed learning opportunity, and then follow up with plans for the teacher's next goal or area of focus.



At the conclusion, the instructional team would summarize the teacher's work, assess the teacher's growth and identify student progress based on an increase in rigor or learning independence, not necessarily on test scores.

Professional Development

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As students interact with the text, close reading strategies are used deeply engage with challenging and high quality text. Eventually, students will be able to read increasingly complex text independently, relying only on what the author provides in the text to support their comprehension and evaluation of the text.

Teacher Feedback:

Was the PD useful?

Yes: 19 No: 1

Maybe: 0

Data Driven Instruction:

Teachers look at school-wide data to formulate a plan and strategies to incorporate within instruction to improve student performance on key content standards.

Teacher Feedback:

Was the PD useful?

Yes: 17 No: 3

Maybe: 11

January 13, 2016:

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Wednesday's Peer to Peer Coaching

Teacher met with coaches for tailored, differentiated PD. Topics included creating bins for checking for understanding, examples of Exit Tickets, and manipulatives for in class checking for understanding.