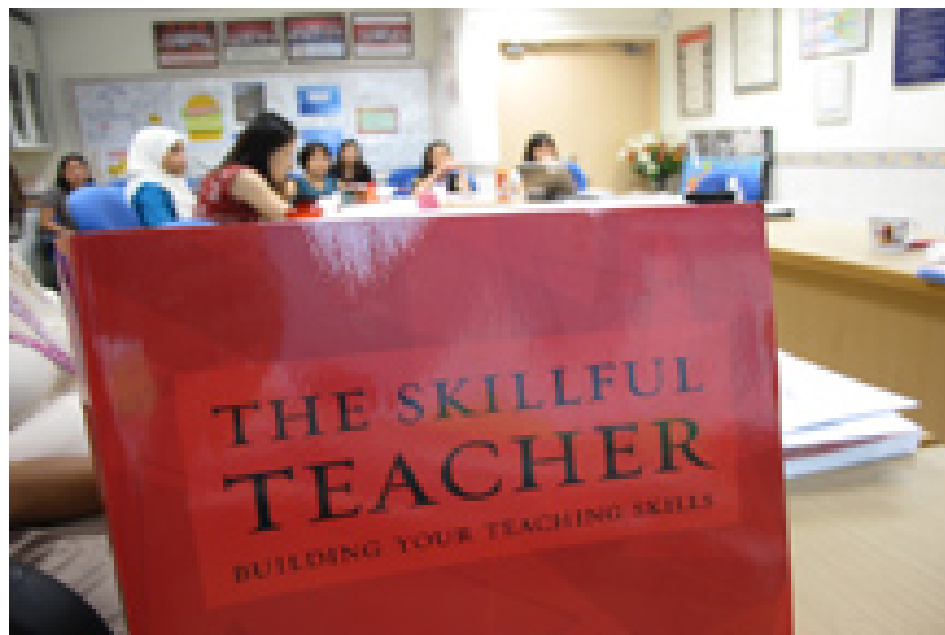


# Lane County Consortium:



## Studying Skillful Teaching





# Research for Better Teaching

## **Mission**

More high-expertise teaching for more children in more classrooms  
more of the time

## **Approach**

Make every school an engine for constant learning about high-expertise teaching

## **Core Values**

**Substance** – focusing on what matters most

**Continuity** – working in districts for enduring change

**Service** – being there and staying for as long as it takes

**Professional Learning** – growing and improving

# Multi-year Commitment



- ▲ Since the 2012-13 school year Eugene 4J and Springfield SD have been working with Research for Better Teaching to have high expertise teaching in every classroom.
  - ▲ A total of 200 teachers and all 4J administrators have received training in Eugene to date.
  - ▲ 235 or one third of Springfield's teachers and all of their building and district administrators have had training.
  - ▲ 250 of Lane County district staff and administrators have received training to date.



# THAT'S ME

I was born and/or raised **on the Oregon Coast.**

I was born **in Oregon.**

I was born **in a state other than OR.**

I was born **outside the United States.**

I am **in a new role this year.**

I will be working with **High School** students and staff.

I will be working with **Middle School students and staff.**

I will be working with **Elementary (K-5)** students and staff.

I have been in education fewer than five years.

I have been in education between 5-10 years.

I have been in education between 10-20 years.

I have been in education for more than 20 years.

# Purpose of the Modules

**To build our capacity to promote learning and increased achievement for every student by...**

- ▲ Studying and applying the knowledge base on teaching.
- ▲ Strengthening our courage and conviction that we can make a difference in the life and learning of each and every student.
- ▲ Expanding teaching repertoires through experimentation and reflection.
- ▲ Using data about student learning day to day as we plan, teach, and reflect on our teaching.
- ▲ Fostering a culture of ongoing professional conversation about teaching and learning.



# Essential Question

**What do skillful teachers believe, know, and do — individually and collaboratively — to promote the learning and achievement of each and every student?**



# Common Language and Concepts

The principal and the teachers must have **shared images of what good teaching looks and sounds like.....** and a common language and concept system for talking about it if teaching is to improve.



# What would you do?





# Module 1 (1 day)

## Knowledge Base on Teaching



- ▲ Explain the **purposes and functions** of the knowledge base on teaching (generic pedagogy)
- ▲ Explain the **concepts of “areas of performance,” “repertoire,” and “matching”** and how these three concepts **define professional knowledge**
- ▲ Expand/refresh **your repertoire of teaching strategies**

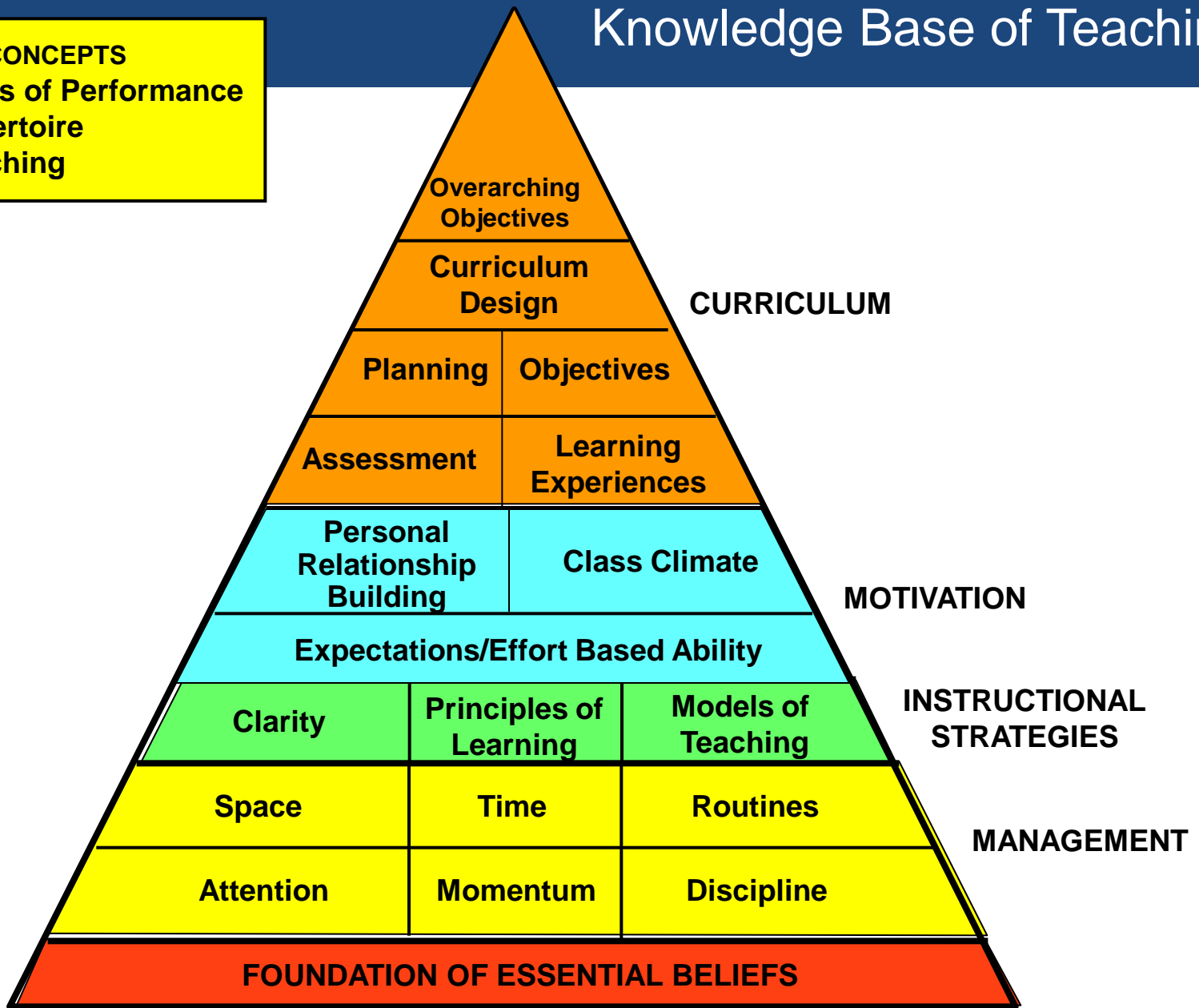
### **CLARITY**

- ▲ Build a repertoire of ways to **activate students’ prior knowledge** and develop criteria you could use to determine which activators would make the best matches for particular learning experiences.



# Knowledge Base of Teaching

- KEY CONCEPTS**
- Areas of Performance
  - Repertoire
  - Matching



# Objectives - Module 2: (3 days)

## Essential Elements of Unit/Lesson Design

### ▲ PLANNING & OBJECTIVES



▲ Apply **planning decisions**

▲ Articulate **mastery objectives**

▲ Use **levels of thinking** to Guide Planning

### ▲ ASSESSMENT

▲ Define **formative assessment**

▲ Formulate **criteria for success**

▲ Construct **feedback**

### ▲ INSTRUCTION

▲ **Frame the lesson**

▲ Use **activators, summarizers, explanatory devices**



# THINKING SKILL OBJECTIVE

What thinking skills do I want  
students to practice & develop?

## MASTERY OBJECTIVES

What do I want students to know or  
be able to do when the lesson is over?  
How will I assess whether they know it or can do it?

*ends*

## INVOLVEMENT

How can I get students  
really engaged?

## ACTIVITIES

What activities could  
students do to gain  
understanding or to develop  
these skills?

*means*

## COVERAGE

What knowledge,  
concept, or skill  
am I teaching?  
How am I going  
to present  
this?



# Objectives – Module 3 (3 days)

## Making Student Thinking Visible



- ▲ Create the environmental conditions for **making student thinking visible**
- ▲ Apply a repertoire of **24 operating principles** to establish a **safe talk environment** for students
- ▲ Develop students' capacity and confidence to make their thinking visible **while exploring challenging content, concepts, and skills**
- ▲ Plan and implement lessons that **integrate making student thinking visible** and place students at the center of classroom dialogue and discourse



# Never Say Anything a Kid Can Say

“My definition of a good teacher has changed from ‘one who explains things so well that students understand’ to ‘one who gets students to explain things so well that they can be understood’ ”

- Steven C. Reinhart, 2000



# 24 Operating Principles

## Get the Conversation Started

**1. Engage Thinking with a Question**

## Lay the Foundation: Make it Safe

**2. Call on All**

**3. Pause – Use Wait Time**

**4. Avoid Judgment**

**5. Validate Confusion**

## Get Started: Ask Students to...

**6. Explain – Elaborate**

**7. Restate**

**8. Turn & Talk**

## Help with Struggle

**9. Establish Norms**

**10. Active Listen**

**11. Re-voice - Paraphrase**

**12. Scaffold**

**13. Persevere & Return**

## Give Up

**14. Slow Down**

**15. Allow Struggle**

**16. Don't Answer Yourself**

**17. Leave with Cues to Puzzle Over**

## Get Students Interacting

**18. Agree-Disagree**

**19. Add-On**

**20. Compare Thinking**

**21. Surface Discrepancies**

**22. Revisit Previous Thinking**

## Teach & Reinforce Academic Vocabulary

**23. Infuse Academic Vocabulary**

**24. Record Academic Vocabulary**



# Making Student Thinking Visible

## Making Thinking Visible and Classroom Climate

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# Objectives – Module 4 (3 days)

## High Expectations Teaching



- ▲ Develop students' belief in **growth mindset**
- ▲ Teach concepts of **growth mindset and brain malleability**
- ▲ Consistently convey **high expectation messages** to students
- ▲ Incorporate **growth mindset language** into instruction
- ▲ Explicitly teach **learning strategies** and connect them to **effective effort**



# Sticking with a Student

## Video

Persevere and Return "Natural Resources"

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# Essential Question

**What do skillful teachers believe, know, and do — individually and collaboratively — to promote the learning and achievement of each and every student?**



# Analyzing Teaching for Student Results Administrator Course



- ▲ See More of What's Critical to Student Learning
- ▲ Analyze with Insight
- ▲ Communicate better about teaching
- ▲ Invest Leadership Effort Strategically

# Multi-year Commitment



- ▲ In summer of 2014 the Lane County Consortium was formed and with RBT trained 14 instructors to support Studying Skillful Teaching across Lane County.
- ▲ To date an additional 165 teachers and administrators from 15 of our 16 districts are participating in this on-going professional development with the option of earning UO graduate credit.



- ▲ We're just getting started!



# Studying Skillful Teaching Contacts



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