

CREATING DISTRICT SYSTEMS TO SUPPORT CLASSROOM IMPLEMENTATION

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Overview

Having effective practices in place in every classroom within a district wide system is key in promoting teacher success and student academic and behavioral success. This is accomplished as part of a job embedded professional learning and how leaders and coaches support teachers' growth. Core features will be discussed, specifically how to collect teacher performance data to provide feedback around the key effective practices including student engagement. Implementation examples highlighting key features, challenges, and successes will be shared.



Objectives

- Understand job embedded professional learning to support effective classroom practices and the role of the leader/coach in supporting teacher growth
- Learn how to collect teacher performance data and provide feedback on effective practices.
- Understand how to utilize a consistent approach for performance feedback
 - a) effective classroom practices defined, b) a common data collection tool, c) process defined for fluency in collecting data, and d) district wide coaching protocol



Relevance

- Implementation at the classroom level is critical to achieving and sustaining desired outcomes
- Historically, implementation of effective universal classroom practices is low
- Teacher turnover/shortages is rising

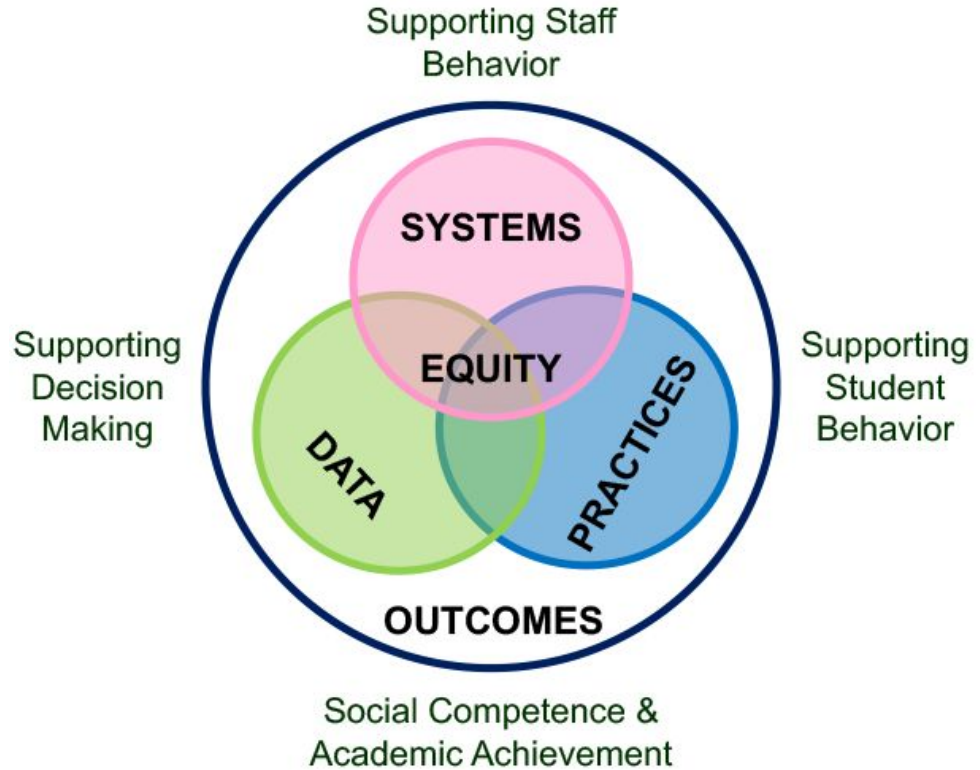


Ferguson-Florissant School District

- 10,000 students, 21 schools in 9 municipalities
- 1,000 teachers
- PBIS Tier I across District
- Equity & Access for All
 - Resolution
 - Anti-Racist Standards
 - Equity and Access for All



Critical Features



Supporting Classroom Implementation

- Implementation at the classroom level is critical to achieving and sustaining desired outcomes.
- Historically, implementation of effective universal classroom practices is low.
- Teacher self-efficacy is dropping.
- Teacher turnover is rising as well as teacher shortages



Roles, Expectations, Professional Dev.

- District
 - Assistant Superintendents
 - Departments
- Building
 - Principal
 - Coach
 - Teacher



Collecting Data

- Effective Teaching Plan & Video
- Classroom Observation Data Collection Tool

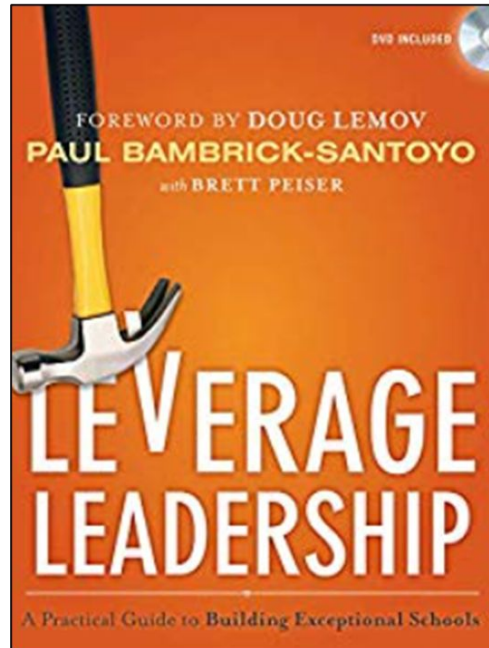
Classroom Observation Data Collection Tool

Staff Name _____ Date _____ Time _____
 Observer _____ Location _____ Subject _____ CT _____
 TEACHER PDP GOAL: _____

Classroom Context Observations: (5 min)		Obs. Y/N	Evidence Statements/Tally		
			Individual	Partner	Whole Group
1. Student Engagement <i>1.2 Cognitive Engagement</i>	Student opportunities to respond (out of _____ total students)				
2. Classroom Expectations <i>5.2 Classroom Management</i>	Positively stated classroom rules , aligned with school-wide expectations are available to students (posted in classroom and teacher's canvas page, etc.). Expectations and/or rules are regularly referred to by the teacher to pre-correct expectations, encourage and correct behavior.				
3. Classroom Procedures and Routines <i>5.2 Classroom Management</i>	Clear procedures were observed for managing transitions . Consistent routines of instruction are evident (posted, agenda, outline, canvas, module format, etc.). Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions . Teacher used an attention signal .				
4. Encouraging Expected Behavior <i>5.3 Classroom Culture</i>	Teacher uses a reinforcement system to acknowledge appropriate student behaviors (PBIS). Communication: personal connections; (calling students by name, calls home, etc.)				
5. Active Supervision <i>5.3 Classroom Culture</i>	Teacher uses frequent scanning & interacting . Teacher uses strategies for refocus				



Practices



6 Steps to Effective Feedback/Coaching

Feedback conversation on

<p>Current Reality Teacher performance data Quantitative/Qualitative Evidence/Impact</p>	
<p>Praise: One or two pieces of praise from your observation identify practices connected to teacher's action steps.</p>	
<p>Probe: Open-ended questions about core issue; Facilitative / Diagnostic Items Questions to deepen teacher's understanding of content, standard or practice</p>	
<p>ID Problem: Identify the problem</p> <p>Action Step: State a clear, measurable, observable action step that will address this problem</p>	
<p>Practice: Role-play or simulate how</p>	
<p>Plan Ahead: Review the next lesson where action can be implemented. Be clear about what you are looking for and what you will give feedback around next observation</p>	
<p>Set timeline for follow-up: When will action be accomplished & when will you go back to see it?</p>	



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SCHOOL DISTRICT**

Systems

- Staff Onboarding
 - Effective classroom practices defined
 - A common data collection tool
 - Process defined for fluency in collecting data
 - District wide coaching protocol

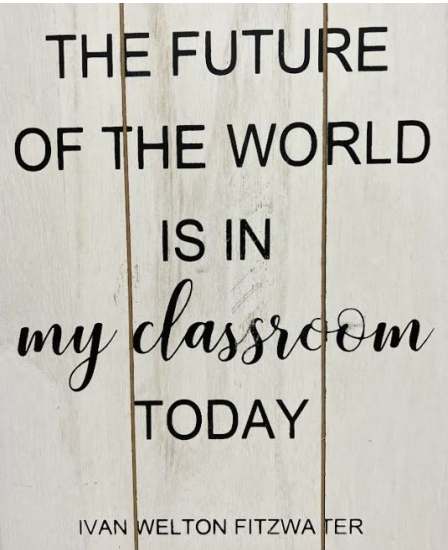


Equity

- Systemize onboarding for new teachers and administrators
- Organize the data at a school and district level
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Successes & Challenges



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Additional Resources

- Please QR code for:
 - Updated slides
 - Sample materials
 - Follow up on questions

