

# Leaders Committed to Improving Instruction: One ESA's Journey



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## Kalamazoo RESA Programs:

### Juvenile Home School

(grades 7-12)

### Project Search

(ages 18-26)

### WoodsEdge Learning Center

(ages 3-26)

### Valley Center School

(grades 3-12)

### Young Adult Program

(ages 18-26)

- Intensive Learning Center
- Youth Center School

- On-site Programs
- Off-site Programs

# KRESA PD for SE Programs

## PRE-2013

- Admin team collaborated on projects/sub-committee work
- Dealt with issues that impacted all programs
- Individual site emphasis drove PD with minimal cohesiveness

## POST-2013

- Admin team focused on three key areas for PD:
  - High Quality Instruction
  - Use of Actionable Feedback
  - Creating a “Culture of Practice”

## The Compelling Why

- *We wanted to be more accountable for student outcomes*
- *We knew we needed to focus more on instruction*
- *We recognized the changing role of administrators as instructional leaders*

## Today's Learning Targets

1. Understand the benefit and value of consistently following an **evidence base** for instructional design and delivery
2. Realize this is a **multi-year process** – Keep the focus while allowing for adjustments from learning that will help in achieving the ultimate objective
3. Recognize the knowledge and capacity needed within the **leadership** up front – they need to be at least one step ahead of the instructional staff
4. Know the development of **Teacher Leaders** is what allows for bridging the “Knowing – Doing Gap” and building momentum.

# The Evidence Base

## The Evidence Base

We started with the knowledge that good instruction is good instruction...and special education instruction is not different from general education instruction.

## The Evidence Base (cont.)

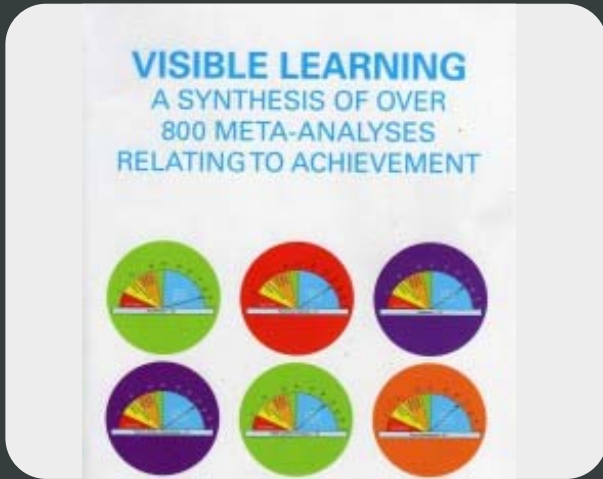
The evidence base include the following:

1. The Science of Effective Instruction      **“The What”**
2. The Science of Cognition and Learning      **“The Why”**
3. The Science of Implementation      **“The How”**

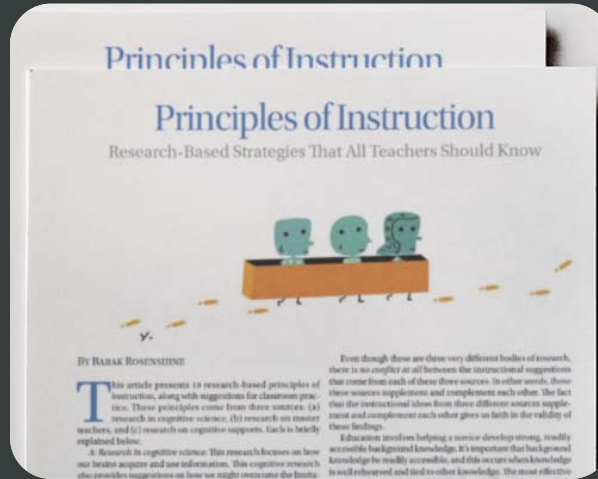


# Great Resources

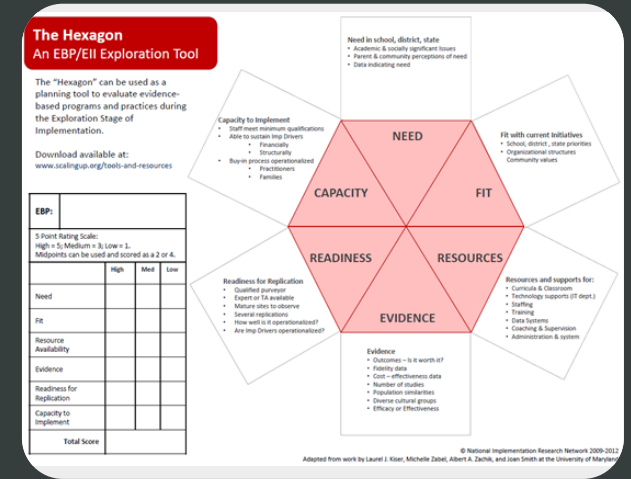
## The What



John Hattie  
2009



Principles of Instruction  
Rosenhine-2010



NIRN Hexagon Tool  
2014

## The What

There is a converging evidence base via John Hattie's synthesis of many meta-analyses, advances in cognitive science, and the effective teacher research have demonstrated that some practices and strategies are more effective than others.

# Activator – Facilitator

Hattie & Yates, 2014 p.73

## TEACHER AS ACTIVATOR

• Teaching students self-verbalization	.76
• Teacher clarity	.75
• Reciprocal teaching	.74
• Feedback	.74
• Metacognitive strategies	.67
• Direct instruction	.59
• Mastery learning	.57
• Providing worked ex.	.57
• Providing Goals	.50
• Frequent effect of testing	.46
• Behavioral organizers	.41
<b>Average Activator ES</b>	<b>.61</b>

## TEACHER AS FACILITATOR

• Inductive teaching	.33
• Simulation and gaming	.32
• Inquiry-based teaching	.31
• Smaller classes	.21
• Individualized instruct.	.22
• Web-based learning	.18
• Problem-based learning	.15
• Discovery method in math instruction	.11
• Whole language	.06
• Student control over learning	.04
<b>Average Facilitator ES</b>	<b>.19</b>

## Explicit Instruction and Discovery

Not an either/or, but a when.

Adapted from Archer & Hughes, 2011

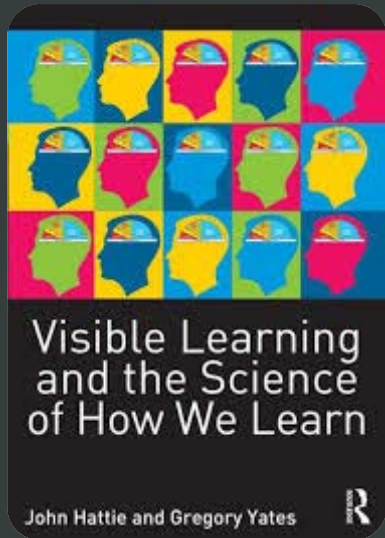
<b>Explicit Instruction</b> Effect sizes* Direct Instr. = .59 Mastery Learning = .58	<b>Discovery</b> Effect sizes* Inquiry based = .31 Problem-based = .15
Limited background knowledge and skills	Substantial background knowledge and skills
History of difficulty in learning	History of academic success

**Think of this as a continuum**

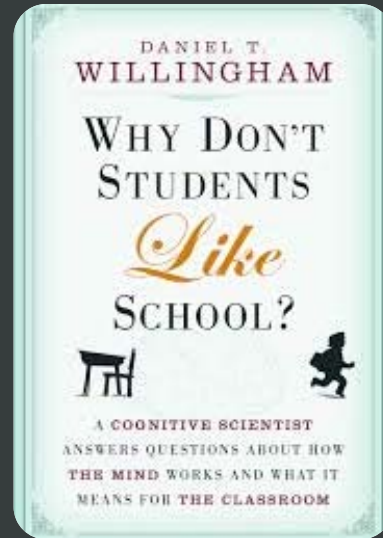
\* Hattie, 2009

# Great Resources

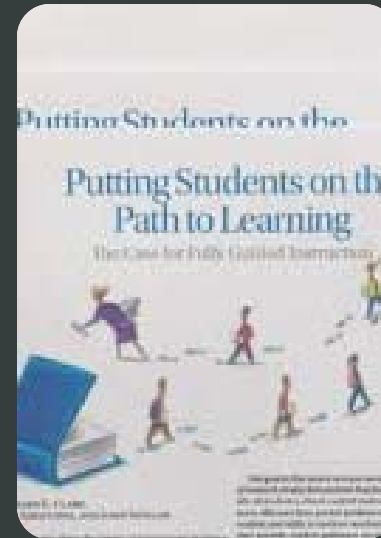
## The Why



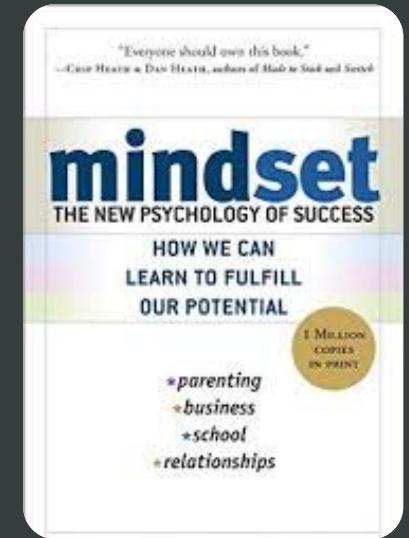
Hattie & Yates  
2014



Daniel  
Willingham-2009



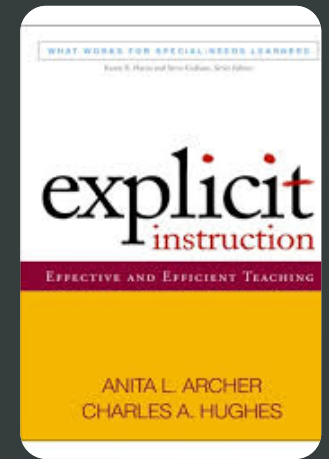
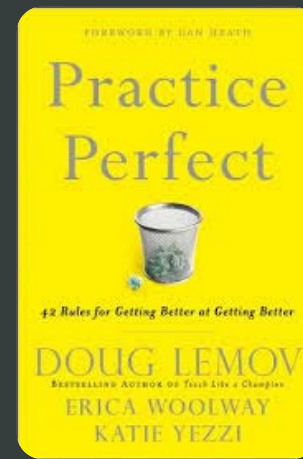
“Putting Students on  
the Path to Learning”  
- Richard E. Clarke



Carol Dweck  
2007

# Great Resources

## The How



NIRN  
Implementation  
Science-2013

Jim Knight  
2014

Teachers Learning  
Together  
Kevin Feldman

Lemov, Woolway,  
& Yezzi-2012

Archer & Hughes  
2011

## Why These Resources?

- Evidence of effectiveness
- Consistency of message
- Practical application



# The Multi-Year Process



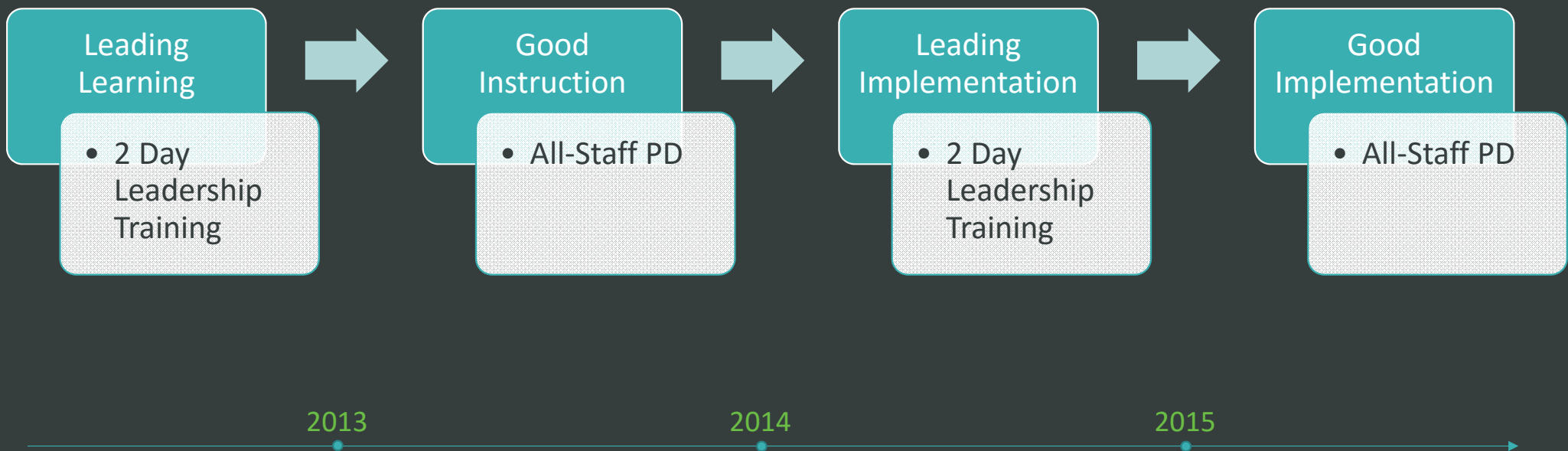
## Processing Time

Review the “PD Sequence” documents in your handouts.

*What are the obvious key concepts of this sequence?*

*What patterns do you notice?*

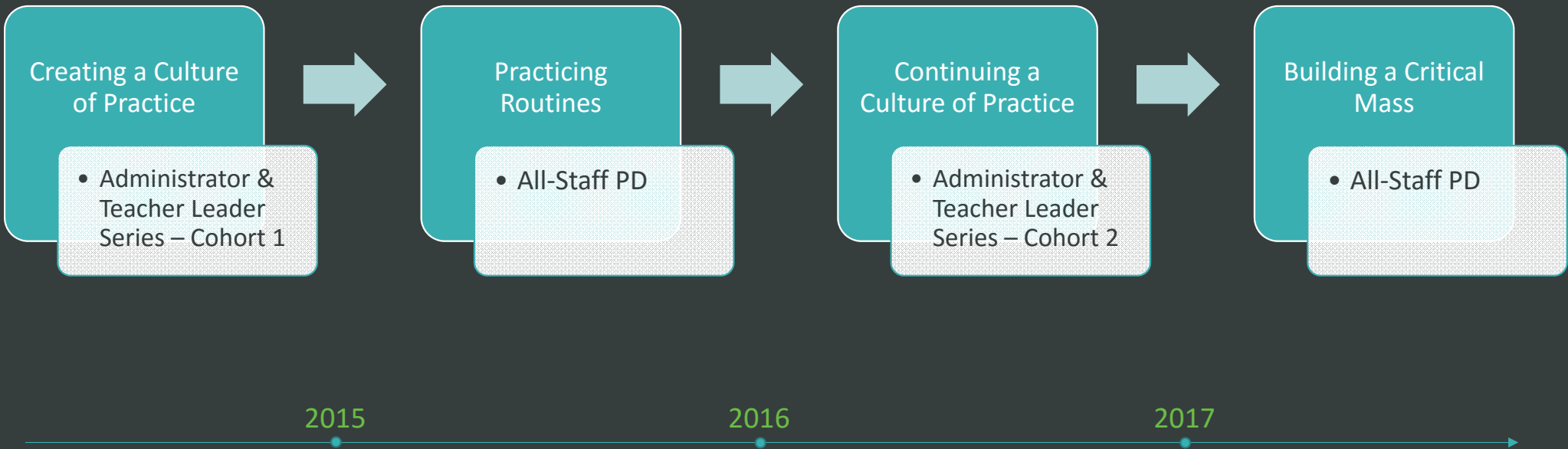
# Professional Development Sequence 2013-2015



# Professional Development Sequence 2013-2015

PD	Description
Leading Learning	SE admin attended a 2 day “Admin Academy” focused on the research-based leadership practices and instructional strategies that improve student outcomes the <b>most</b> .
Good Instruction	Teaching staff (w/ administrators present) attended a 1 day PD focused on research-based instructional strategies that improve student outcomes the <b>most</b> .
Leading Implementation	SE admin attended a 2 day “Admin Academy” focused on understanding cognitive science and creating a culture of practice and actionable feedback.
Good Implementation	Teaching staff (w/ administrators present) attended a 1 day PD focused on understanding cognitive science and intentional practice of effective instructional strategies.

# Professional Development Sequence 2015-2017



# Professional Development Sequence 2015-2017

PD	Description
Creating a Culture of Practice	Using video, SE admin began participating in regular, intentional practice of providing feedback on “look fors” and are building capacity w/ identified teacher leaders
Practicing Routines	Teaching staff (w/ administrators present) attended a 1 day PD focused on the use of video as a means to deepen their knowledge of instructional routines and practice providing/accepting feedback.
Continuing a Culture of Practice	Use of a coaching tool, developing systems for use of video, ensuring selection of new staff / administration to support efforts, establishing a second cohort of teacher leaders.
Building a Critical Mass	Teaching staff (with administrators present) will attend a 1 day PD further their understanding and use of effective strategies and routines, as well as supporting each other through observations and feedback.

## The Ultimate Goal

*Effective instructional practices will be consistently used by ALL staff resulting in positive outcomes for ALL students.*

## Where are we now?

- Increased teacher use of the strategies and routines as evidenced by observations and administrator walk-throughs
- Increased common knowledge base as evidenced by teacher conversations in meetings and in the lounge
- Teacher reflections on student progress and engagement
- Unsolicited external observations

## We'll know we are there when ...

- All staff feel fully confident in knowing what effective instruction does and does not look like
- Our culture involves a system for staff to practice skills and provide regular, actionable feedback to one another
- Student outcome data has improved consistently and across the board



## **Applicability of the PD Sequence**

We believe the sequence is applicable for any district-wide professional development, not just for center-based special education programs.

## In your role...

- Do you see value in a professional development process such as this?
- If so, how might you support or encourage a similar effort or process with your ESA?

# Leadership

# Leader Testimonial



# Instructional Leadership

## LEARNING

- Need for deeper knowledge and skill before supporting teachers
- Develop tools and practice giving feedback
- Principal meetings became PD for leaders
- Need for distributed leadership

## LEADING

- Actively participated with staff at all PD
- Prioritized time and effort to instructional leadership
- Increased time in classrooms to provide specific actionable feedback
- Determined a narrower focus for implementation

## Focus Areas

- **Clear Learning Targets**  
Is it observable? Is it measureable? Is it important for future learning and/or for life?
- **Active Student Engagement**  
All students are attentive, on-task, providing appropriate responses at a high rate, and receiving corrective feedback such that skills /understanding increase.
- **Meaningful Preparation**
  - Lesson Plans
  - Instructional Routines
  - I do. We do. Y'all do. You do.
  - Classroom Environments

# “Look For” Tool

## Learning Target

Questions:

***Is it obvious to all (teacher, student, parapro, observer) what the learning objective for that point in time is? Is the desired learning important and appropriate?***

Look for:

- Posted / stated learning objective in student friendly language that is meaningful and connects to the ultimate learning objective
- It is clear what success looks like, sounds like, etc.
- Connections are made to previous Learning (opportunity for student to connect)
- Purpose of the target is made clear (how will this learning be used?)
- Level of rigor is appropriate
- Teacher models their own thinking / actions and then gradually releases that responsibility to students as teacher monitors for successful approximations

# “Look For” Tool

## Active Engagement “Look Fors”

Questions:

***Are all students engaged in the learning process? Are those who need the most practice and feedback getting the most practice and feedback?***

Look for:

- Frequent, meaningful responses by all students, especially those who need it the most (very little hand-raising, volunteering, or blurting of responses)
- Response times are done frequently to allow practice / monitoring of individual chunks of learning
- Responses may involve verbal, physical, written etc. but each need to be monitored such that connections can be made and no one is practicing erroneously
- Partnering, write-pair-share, Think-pair-share, Whip-around, No opt out, and other engagement strategies used where appropriate
- Corrective feedback is provided quickly

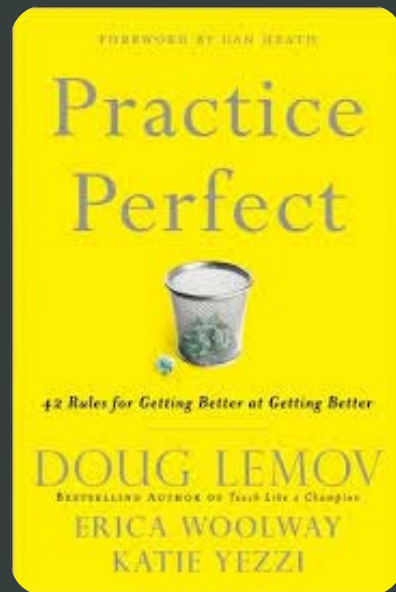


# KRESA SE Admin Team Meeting Agenda

Format: Topic / Presenter / Goal / Time

- 1. Quickies** / Ice Breaker & Announcements / 40 min.
  - Review Norms / Assign Roles (Mary)
  - Celebrations & Thank Yous (All)
  - Prof. Support Staff PD (Shelly)
  - Jan. 27 Teacher PD Update (Mindy)
  - Admin. Rep on the AT Team (Adam)
  - Agenda Adds/Deletes/Constraints (Laurie)
  - SPP 13 CAP Reminders (Mindy)
  - Review September Action Steps (Mindy)
- 2. Teacher Leader Debrief** / Mindy / Check-in & Next Steps / 15 min.
- 3. Coaching Tools** / Angela / Check-in & Next Steps / 10 min.
- 4. Instructional Video Clips** / Mary & Adam / Glows, Grows, & Practice Scripting/ 40 min.
- 5. 5D+ Debrief** / Mary / Sharing & Discussion / 10 min.
- 6. Focus on Teaching Book Study**/ Mindy / Discussion & Action Steps / 45 min.
- 7. Instructional Routine Ideas** / Angela / Discussion & Create List/ 15 min.
- 8. Mentor Forms** / Tori / Discussion & Consensus / 10 min.
- 9. Wrap up, Nov. Agenda, & Evaluate Meeting** / Mary / Parking Lot, Action Items / 10 min.

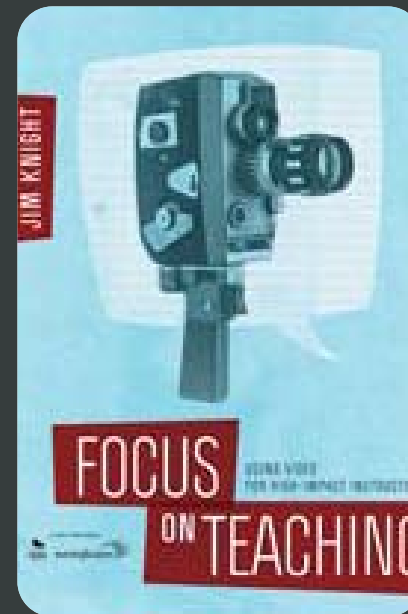
# Building Leadership Knowledge and Skill



## Practice Perfect

Lemov, Woolway, & Yezzi

2012



## Focus on Teaching

Jim Knight

2014

## Overconfidence Effect

Cognitive science reveals the concept entitled the “overconfidence effect.” “Most people possess a natural tendency toward overconfidence in being able to learn... and we the amount of time and practice it takes to master a new skill.” “The overconfidence effect is especially strong before people receive objective feedback about performances. Feedback can force a person to radically alter such assessments.” *(Hattie & Yates, 2014)*

# Teacher Leaders

# Developing Teacher Leaders

## The Rationale

- Build background knowledge in key people while putting systems and structures in place
- Establish influencers within the culture
- Get knowledgeable feedback about proposed changes before implementing

## Teacher Leader Vision and Expectations

- What is the vision for a person in this position?
- What do they need to know and understand?
- What do we expect them to do with their knowledge and skills?

# Processing Time

Review the Teacher Leader Vision and  
Expectations Handout

## Teacher Leader Focus

- **Limit the focus to**  
*Meaningful Preparation & Execution*
- **Centered on**
  - Student Engagement
  - Learning Targets
- **Via**
  - Instructional Routines (e.g. I do, We do, Y'all do, You do)
  - Lesson Planning
  - Environmental Set-up



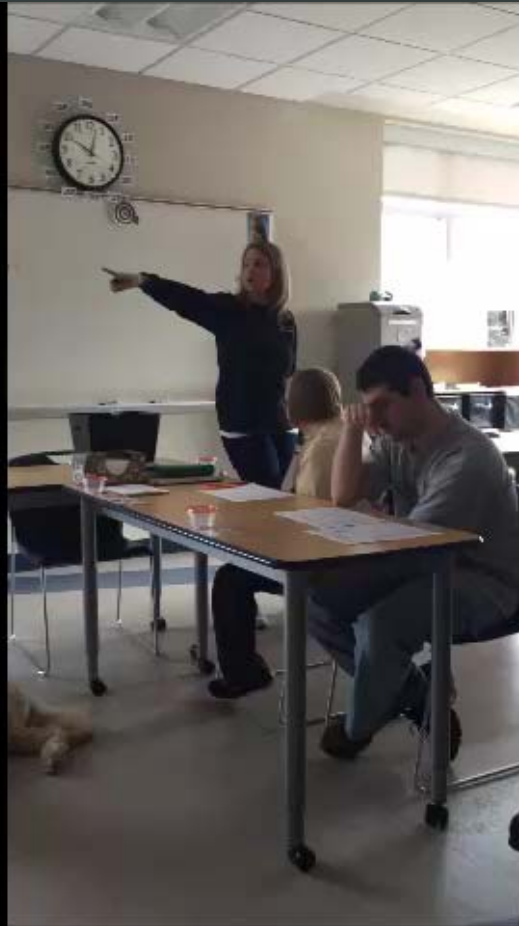
## Teacher Leader Testimonial



## Developing Teacher Leaders

- Five evening sessions from October to April
- Required Readings
- Active participation / contextualization in the sessions
- Selection of an instructional routine for implementation practice
- Agreement to be video-taped and to bring video for peer review and collaboration

## Teacher Leader: Learning Targets

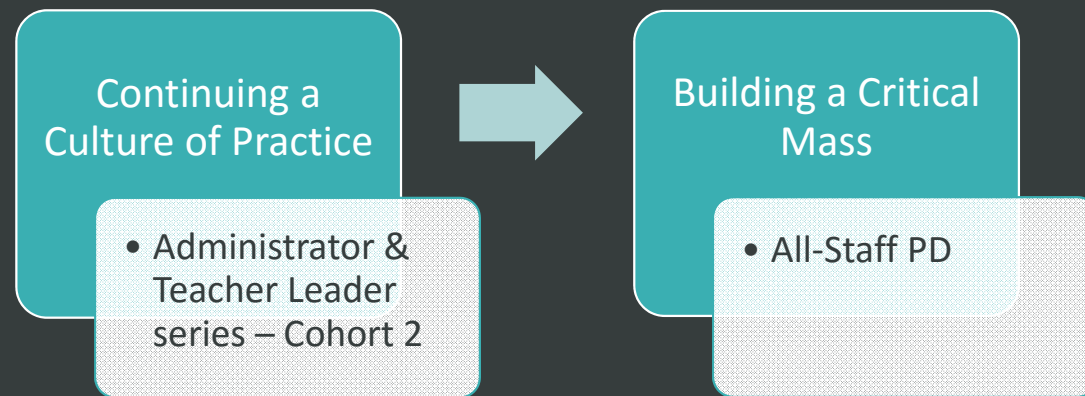


## Teacher Leader: Active Student Engagement



**The future is in movies!**

## Next Steps



- Cohort 2 of the Teacher Leader series
- Teacher PD with Dr. Nancy Marchand-Martella: “Big Ideas of Effective Instruction”
- Ongoing individual building practice and feedback led by principals and teacher leaders

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3. Recognize the knowledge and capacity needed within the **leadership** up front – they need to be at least one step ahead of the instructional staff
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## Bottom Line

- Leadership matters!
  - Instructional leaders set goals, ensure quality instruction, lead teacher learning, and expect growth from ALL students
- The time has come to finally converge around evidence-based methodologies:
  - What teachers do matters
  - Some things matter more than others
  - It is imperative that teaching be explicit and learning be visible



## The Challenge

*Upon return to your ESA, visit an instructional setting and look for the following:*

- Is the learning intention (target) clear to you through what is seen, what is heard, and what the students are doing?
- Are all students getting multiple opportunities to respond and get feedback on their learning?
- Is there evidence it is a culture of improvement and practice for the adults? Students?

# Questions?



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