



A Simple Honest Fact

The single greatest correlate to an increase in student achievement is the professional expertise of the teacher.

Patrick Nelson

Associate Superintendent for Curriculum and Instruction

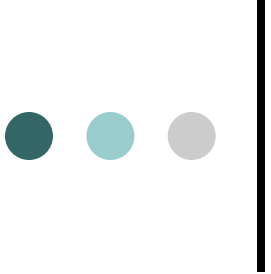
Amphitheater Public Schools

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- Miracle Workers by TAYLOR
MALI.mov



Annual Professional Performance Review

- Educational Research tells us that students do best when the criteria for performance is clear and understood by the students.



Annual Professional Performance Review

○ The same is true
adult learners.



Annual Professional Performance Review

- Our goal today is to lay bare the nuances of professional observations at Valley Central.



Rationale

Board Goal #2

- **Knowledgeable and Dedicated Staff** - Maintain and support a highly qualified, diverse staff whose members are student centered, reflective, enthusiastic, and committed to professional excellence.



Rationale (cont.)

- Over the last several years we have been more focused on hiring, guiding and retaining outstanding staff using several strategies . . .



Progress with Hiring, Guiding and Retaining Staff

- Job Fairs/On-line Applications
- Induction
- Mentoring
- Targeted Professional Development
- Embedded Training (RR, LC, LL)
- Accountability (DDD & CFA)
- Review of the APPR Process



APPR Revisions

- Unsatisfactory observations are so labeled.
- There is no confusion



APPR Revisions

- Specific strengths and weaknesses are noted instead of “suggestions or recommendations.”



Hint from your Mentors

- Always let a mentor read your observation.
- Address any weakness immediately.
- Implement change the next class.



We have a shared understanding that

- The basis for supporting evidence is observed behaviors.
- An unsatisfactory observation (tenured or untenured) may be based on a single area or multiple areas.



TIP

- Unsatisfactory observations result in Teacher Improvement Plans (TIPs).
- The goal is to help you to improve your teaching



TIP

- Immediately contact VCTA office. Tim Brown, Rich Steger or Patti Lunden will accompany you to all TIP Meetings
- The District will make an effort to help you improve but your performance is your responsibility



Observable Indicators for Teacher Observation

- Familiarize yourself with this document which is available from your principal or on the website under HR
- It illustrates what administrators are looking for when they observe teachers and shows you what elements should be observable in your lessons.



Observable Indicators for Teacher Observation

- **Content knowledge of subject matter and curriculum**
- **Preparation employing necessary pedagogical practices to support instruction**
- **Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.**



Observable Indicators for Teacher Observation

- **Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning.**
- **Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies.**



Observable Indicators for Teacher Observation

- **Student assessment techniques based on appropriate learning standards.**
- **Collaborative relationships that are effective with students, parents, caregivers and support personnel.**
- **Reflective and responsive practices demonstrate continuing adjustments to improve instruction and assessment.**



Summative Evaluations

Focus on global behaviors that may or may not be observed in lessons:

- Timeliness – arrivals and paperwork
- Interpersonal skills
- Professional behaviors
- Cooperative and collaborative skills



- Charlie Browns Teacher.mov



Effective Instruction at Valley Central

are based on the theories and practices
of Madeline Hunter and Harry Wong.



What Does Madeline Hunter's Work Indicate?

- Her research shows that an eight point lesson plan resulted in better learning and retention.
 - Objectives
 - Standards
 - Introduction
 - Anticipatory Set/Hook
 - Direct Instruction/Modeling/Checking for Understanding
 - Guided Practice
 - Independent Practice
 - Summary/Conclusion



What does this mean to a
Teacher?

Every lesson will
not have every
point every day.



What does this mean to a
Teacher?

But every teacher
should be able to
identify these
points.



What does this mean to a
Teacher?

The points ought to be
clear to the observer.



What does this mean to a
Teacher?

Teachers should be able to
articulate their lesson with
regard to these theories.

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- [A Vision of K-12 Students Today.mov](#)



What Does Harry Wong's Work Indicate?

- Routines and procedures for everything
- Have positive expectations for student success
- Be prepared: from copies to overhead bulbs



What Does this

Look Like? - Indicators

- Teachers create and post a DO NOW for students when they enter the room
- Everyday for every class
 - Settles the class, provides time for housekeeping tasks, reinforces learning, and maximizes instructional time
 - Reduces misconduct at transitions (most likely time) and throughout the lesson



- Bueller Bueller Bueller.mov



The DO-NOW

- DO-NOW's should be accessible (can all pupils easily understand what to do?), fun (do they *want* to do it?) and give learners a feeling of success (are there opportunities for everyone to get at least some answers right?).



What Does this Look Like? - Indicators

- Teachers
 - Create an inviting classroom
 - Are polite
 - Avoid sarcasm
 - Have a seating chart
 - Pass papers across rows
 - Post assignments daily



What Does this Look Like? - Indicators

○ Teachers

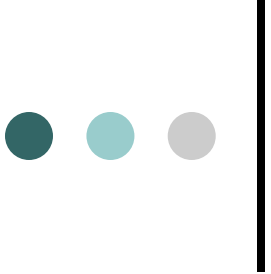
- Create a work-oriented but pleasant classroom from the first day
- Use routines to establish smooth transitions
- Address students by name
- Rehearse procedures
- Emphasize procedures, discipline & routines for every student, every day in every class

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- [I Need my Teachers to Learn.mov](#)



Hint from Mentors

- Keep a copy of your DO-Nows and then you will be able to make modifications for next year and re-use!
- Use transparencies and overheads...



Which elements of Madeline Hunter's Lesson are most important?

- Objectives
- Standards
- Introduction
- Anticipatory Set/Hook
- Direct Instruction/Modeling/Checking for Understanding
- Guided Practice
- Independent Practice
- Summary/Conclusion



Objective

- Part of Planning: Broad Goal
- As a result of the teaching, what should the student
 - be able to do
 - understand or
 - care about
- **SWBAT – Students will be Able to....**



Hint from Mentors

- Post your objective for every lesson....
- Let kids know what they will be learning



Standards

- What is the performance standard?
- A student will be accountable for what exactly?

Example: *Will students only need to spell the vocabulary words **or** will they have to use them correctly in a sentence as well?*



Anticipatory Set/Hook

- Grabs the students' attention.
- Relates the lesson to the students' experience or prior knowledge – even a prior lesson.
- Can create an organizing framework and/or applies abstract ideas through examples.
- Should be used for ongoing units.



Anticipatory Set/Hook - Examples

- Examples:

Pose a guiding question which will require students to review the material already taught in the unit –
How do you think Romeo will react to Mercutio's death?

or

Help students see a graphic representation as a way to understand a complex concept –
food pyramid.



Anticipatory Set/Hook - Examples

- Examples:

In science, this might be a demonstration/experiment either to manifest information we learned yesterday or to create questions about why or how things happen for a new unit.



Anticipatory Set/Hook

This is NOT a Do-Now

The Hook gets their interest piqued for learning...makes them wonder what is coming and engages them for the lesson

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- Steve Spangler - How to be an Amazing Teacher.mov



Direct Instruction / Modeling / Checking for Understanding

- This is what we call teaching:
 - Imparting knowledge, demonstrating and being sure students are with you.
 - Using questioning techniques which illustrate student comprehension and which go beyond recall to get students to higher levels of understanding.

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- What Teachers Make by TAYLOR MALI.mov



Teaching Methodology

- Direct Instruction – for new information
- Cooperative Learning – for applying information already learned
- Inquiry Method – for hands-on, question/hypothesis-based: labs, tech.



Questioning as Part of Teaching

- You should be looking for appropriate and varying levels of Bloom's Taxonomy with emphasis on the last 3:
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis and
 - Evaluation



How is Bloom's Taxonomy used appropriately?

- When are knowledge and comprehension questions appropriate?
- When is synthesis and evaluation most appropriate?



What are we looking for in questions?

- Wait time and no round robin questions
- Feedback, rephrasing and prompts to help students find success (questions at the proximal development)
- Posing questions so every child is involved



What are we looking for in questions?

- High rates of success in responses
- Naming the student at the end of the question
- Varying feedback for correct/incorrect answers

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- Welcome Back Kotter Season 1 on DVD!.mov



Guided Practice

- Each student should have an opportunity to demonstrate understanding by working through an exercise/activity under the teacher's direct supervision.
- Example: putting math problems on the board and working through them or doing a writing assignment incorporating the semicolon taught the day before.



- Mr Hollands Opus.mov



Independent Practice

- Once students master the content or skill, they should have time for reinforcement and practice. This practice should be continuing (spiraling) so that the learning is not lost over time.
- Example: homework, class work, project.

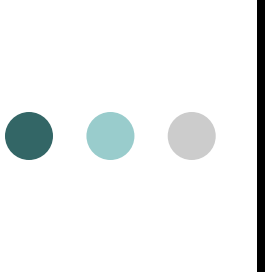


- Homework Hero.mov



Closure/Summary/Conclusion

- At the end of the lesson, to help organize learning, form a coherent picture, consolidate information, or reinforce major points.
- Example: students tell the teacher a concept they learned or the teacher asks the students to demonstrate how they apply the objective of the lesson to a problem.



The important thing is not so much
that every child should be taught,
as that every child should be
given the wish to learn.

John Lubbock

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- Mr Hollands Opus Closing Finale.mov