

APPR and FACS Teachers



Classroom Best Practice from the Administration's Point of View

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The Pre-conference



<http://www.boomwriter.com/understand>

Standards!

7 NYS Teaching Standards

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

Standard 1: Knowledge of Students

Effective teachers...

- “Understand that they first teach students, and then they teach the subjects those students need to master.”
- “You can't teach students without first knowing who they are, what makes them tick.”

Teachers know student...

- ... backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
- This information is acquired for individual students.
- IEP's; 504's,
- It's is an ongoing process throughout the semester to adjust teaching

How you can do it starting the first day. Ask Students...

- How do you learn best?
- What do you need in order to be successful in my classroom?
- How do you like to show what you know?
- Favorite family tradition, hobby, skill?
- Great opportunity for FACS teachers to take learning inventories with students.
- Discuss metacognition with students

Knowledge of Students and Student Learning

"Instead of observing a teacher teaching a lesson, I start out with the idea that I'm observing *learning* in the classroom.

That is where I try to keep my emphasis.
The more I focus on learning -- **evidence of student learning** in classroom.

What does that look and sound
like in your classrooms?

Teacher Led Student Engagement

- Paying attention (alert, tracking with their eyes)
- Taking notes (particularly Cornell)
- Listening (as opposed to chatting, or sleeping)
- Asking questions
- Responding to questions (whole group, small group, [Socratic Seminar](#))
- Following requests (participating, [Total Physical Response](#) (TPR), storytelling, Simon Says)
- Reacting (laughing, crying, shouting, etc.)

Student Led engagement

- You see students individually or in small groups reading critically (with pen in hand)
- Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions
- Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting
- Interacting with other students, gesturing and moving

Differentiation

- Use multiple teaching techniques
 - Visuals
 - Videos
 - manipulatives
 - Hands on examples
 - Demonstrations
 - Multiple choices for students to show what they've learned

Knowledge of Content & Instructional Planning

- Is there a logic to the lesson and material being taught?
- Is the material connected to previous lessons?
- Does this lesson have an introduction, a middle that includes guided work and independent work, and an end that includes student assessment and a conclusion?

Lesson Planning

- "I want to see that the teacher has written clear objectives about what will be taught,"
- "In addition, I want to see that teachers have looked for ways to make their lessons practical and relevant to students. I want to see that they are engaging students through hands-on activities. And, finally, I want to see that the lesson plan includes a place for post-lesson reflection

Knowledge of Content & Instructional Planning

- Lessons should include brief explanations or mini-lessons and then segue into an activity in which students interact with one another, learning materials, or technology, with the teacher acting as facilitator.

Be prepared with a rationale

- It's critical that you ask yourself why you're doing what you're doing before someone else does.
- If you are employing a practice unlike that of your colleagues, you will need to provide the rationale for that choice.
- What is the research/evidence base of your choice?
- How do you monitor its **effectiveness**?

Less teaching – More exploration

- Allow students time to discuss and explore and reflect on content deeply.
- Consider Projects that require students to think and employ multiple areas of content and standards. (PBL)

Collect evidence of your effectiveness!

- Even if no one expects you to, maintain a teaching portfolio that is organized by the expectations set forth by your evaluation.
- Collect artifacts from your classroom that display your effectiveness with students.
- Take photos of students interacting, student work, Assessment Scores that show growth, Course evaluations

Instructional Practice

- Are students meaningfully engaged in the lesson -- time on task -- and, when students are not engaged, how much time elapses before the teacher brings them back on task?
- Smooth transitions that don't disrupt student focus

Instructional Practice - Questioning

- Are students equitably "called-on" by the teacher? That includes gender representation and minority representation.
- When a teacher questions students, are the questions a mixture of divergent and convergent questions?
- Do students have an opportunity to **share their thoughts and ideas with other students?**

Administrators look for...

- Evidence of research-based instructional strategies; infusion of technology within the lesson; the use of manipulatives and other resource materials; classroom displays; and "target boards" that display examples of high-quality work so students know what it looks like.

Administrators ask...

- “How will students know they have had success?”
 - Lessons with content standards embedded
 - I can statements posted
 - Students can state what they are learning
 - Examples/exemplars
 - Rubrics

Teach Bell-To-Bell

- Master teachers make use of every minute. When the bell rings, things start happening. Because the teacher is so organized and efficient, students are always busy and engaged and classroom management largely takes care of itself.
- Students summarize their learning – journaling/tickets out the door/questions they still have
- Draw picture of what they learned
- Talk to elbow partner and compare learning

Student Engagement

- "You'll see the students' enthusiasm for learning if the lesson is an interactive one. The teacher is energized too -- a moving target. A good teacher never sits down."
- Looking for Cognitive Engagement vs. compliance – ALL STUDENTS
- Also, meaningful learning, students have opportunity to apply what you've taught

Engagement...

- "Are they getting students involved and interacting? "
- What do you do to engage students that are not interacting?

Keep in mind

- What do we want students to learn?
- How do we know students are learning?
- What do we do when we find out students are not learning?
 - Reteaching labs?
 - Alternate assignments?

Are Students Confused?

- Administrators are hearing conversations that you can't hear
- Are your directions clear?
 - What did she say? What do we do? I think we're supposed to...
- I run a similar lesson a few classes before the actual observation so students have “practiced” the activities – just content has changed.

Are conversations on task?

- Again, administrators hear conversations that you're not near or listening to.
- Students that appear on task when you're near, but off task as soon as you walk away
- Teach your students how to table share
 - What does it look like? Sound like?
 - Practice and explain your expectations and hold them accountable

Learning Environment

- "Has the teacher created a classroom environment that is conducive to learning?"
- Is the classroom climate student centered?
- Are students engaged in the learning process?
- "I'm looking to see that the light is going off and students are learning while they are being academically pushed."

- "I can learn a lot about teachers' abilities by watching student interactions with them."
- "I look for respect from the teacher toward the students,"
- "I look for the teacher to have a genuine interest in what the students have to offer."

More Look Fors...

- Is the district or building asking teachers to focus on a particular skill – such as persuasive writing, differentiation, questioning?
- Incorporating and knowledgeable about the ELA and Math shifts
 - CTE aligns easily with the shifts
 - Know the 8 habits of mind in math
 - Know CCLS ELA and how to align what you're already doing to the standards

More Look Fors...

- "I look around the classroom environment for signs of a teacher's creativity,"
- "Is the classroom inviting? Are learning centers set up around the classroom? Is the classroom set up so that students can work in small groups?"
- "Is there dialogue going on between students as they help each other? Does the teacher seem to have control of the classroom? Is there a fair amount of student work posted?"

More Look fors...

- “One of the things they look for is a teacher's ability to shift gears when things are not going according to plan.
- "If a teacher is struggling with a lesson, I want to see if he continues to go with the planned lesson or if he is able to shift gears midway thru and try something different."

Walk Throughs

- Agendas
- “I can statements”
- Essential Questions
- Peer interaction
- **Cognitive** Engagement of **ALL** Students



Today's Bell Ringer:

Define self-esteem. Give an example of someone with high self-esteem.

Today's Agenda:

1. Review Fire Drill Procedure
2. Pre-assessment
3. Review Bell Ringer
4. Today's Home work: Puzzle Piece Discussion
5. What is self concept? How can you build a preserve positive self concept?
6. Complete the 40 positive characteristics sheet
7. [Micography Assignment PPT](#)

Ticket out the Door:

How does today's micography assignment relate to adolescent self-concept?

Today's Essential Question:

How can knowing how self esteem and self concept impact adolescent development be important?

Today's Teaching Points: I can...:

Explain how self-concept is built and preserved

Explain how it relates to the perception of individual strengths and weaknesses

Describe the development of self-concept and the self-concept circle.

Homework:

Pay your fee (\$5.00)

If you didn't finish your micography, that is homework.

Other tips

- Use your rubric to complete the Pre and Post Conference portions. Surprisingly, many teachers do not.
- Provide examples of your best practices even if they were not apart of that lesson, and have artifacts that prove it.
 - Handouts, student work, photos

Tips...

- Administrators are trained to “score down” if they are on the fence
- Because of that, don't be afraid to challenge the observer – argue your point if you think you're right.
- Observers can make mistakes. The system is subjective even though it's not supposed to be.
- If they challenge your approach, put back on them, “How would you do it?”

Tips...

- If you feel you may not be fairly scored, video tape your lesson – or just video tape your lessons for your own review.
- Make sure you are using the PD provided, or that you completed on your own, to drive instruction and write about it.
- Include professional articles, books you read, webinars, faculty meetings, staff development days, as well as training.