The REAL Teacher Support Plan

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Do Now

- On the index card provided, write your answer to the following question:

  - In what area/areas are my teachers currently struggling?

Outcome

- I can use school-wide/classroom data to assess teachers and improve teacher and student performance.

Key Components for Improvement: The Super 6!

1. Identify Problem of Practice/Focus Area
2. Set a Goal
3. Perform Walkthroughs and Input Data into Spreadsheet
4. Provide Feedback
5. Check for Implementation of Next Steps
6. Log into Performance Calculator

1. Identify Problem of Practice/Focus Area

▶ Identify a focus area, also known as a problem of practice, that you can focus on when conducting walkthroughs of teachers

▶ You can use observations/walkthroughs from the previous year, or you can do a preliminary round of walkthroughs at the beginning of the school year

▶ This is an area where you know you can focus for the majority of the staff and make a large impact

▶ Examples could be:

  ▶ Formative assessments

  ▶ Level of questioning

  ▶ Level of engagement among students

Brainstorm!

▶ Think-Pair-Share:

▶ What are some of the barriers that leadership teams are having when providing support?

2. Set a Goal

Some crucial questions:

- Thinking about your problem of practice, what would success look like? How would you know if and when you are being successful?

- Where are you currently?

- Think SMART

  - Specific

  - Measurable

  - Action-oriented

  - Realistic

  - Time-bound

3. Perform Walkthroughs/Input into Spreadsheet

- Once the focus area for walkthroughs has been identified, members of the leadership team will conduct walkthroughs.

- It is best to set a schedule based on grade levels or content areas

- It is also recommended that at least two members of the leadership team observe together so that there is more than one perspective in the room when possible, and only 10-15 minutes is required

- Once that day's walkthroughs have been completed the leadership team returns to input teacher data into spreadsheet

****For the purpose of ensuring there are no interruptions, let others on the leadership team and front office staff know when you are conducting walkthroughs so that you are not interrupted. (Coach)

One-Note Teacher Support Plan Notebook

Example of One-NoteTeacher Data Log

Date/Time	Area and Type of Support (WalkThrough, Observation, Email, Face-to-Face Mtg.,…)	Support Provider	Notes	Feedback/Next Steps
12/29/16 at 11:20 a.m.	Leadership Meeting	Beber, Jones, Davis, Klibert, Brock	Kept tiering at a 3	Klibert wil check in with ▮▮▮ weekly during planning with check-in plan
1/11/17 at 11:24 a.m. to 11:37 a.m.	Walkthrough	Klibert, Davis, Jones, and Beber	Glows: Outcomes were posted on board. Opening for lesson and telling them expectations for what they would learn. Interactive counting activity. Grows: camera needed so that all students and white paper to draw birds and fish.	Create materials that all students can use without significant guidance. Order ELMO for her class. Klibert will deliver feedback in person on Wed. during planning.
1/11/17 at 12:25 p.m. to 1:07 p.m.	Face to Face Meeting	Klibert	Set up a date to help with screening for FastBridge. Discussed student outcomes need to be large, in student friendly language, and read to the students daily. Discussed grouping of students should be mixed ability.▮▮▮ will send her the flipchart for centers. We will start developing centers together. ▮▮▮ will help with differentiatoin of tests and worksheets. ▮▮▮ provided worksheets/books that are kindergarten appropriate. Supplied parent resources to help students at home. Went over lesson plans for the upcoming week.	▮▮▮ will watch Reading Workshops in Kindergarten and Classroom management during centers on the teaching channel. She will bring her lesson plans next Wednesday to meeting to tweak and make resources for the upcoming week.
2/22/17 at 9:40 a.m. 9:50 a.m.	WAMFA	Beber, Brock, George	Centers were set up; centers not aligned to standards or FastBridge data; coloring sheets, make words on train, letter recognition, teacher was handing out materials to groups. No feedback given.	action plan Friday 2/24/17

Feedback Form for Teachers

Date of Observation: 10-17-16   Time of Observation: 11:04 a.m.

Thank you for welcoming us into your classroom today. Below you will find some Grows (refinement) and Glows (reinforcement), as well as some next steps. Please reflect on this feedback and make any necessary adjustments to improve your instructional practice. We are looking forward to our next opportunity to observe your refined instructional practices. Please feel free to reach out to any member of the leadership team if you have questions or concerns.

Grows:

Zearn was whole-group discussion, unclear how individual students are assessed. Teacher asked why and for student to explain their answer. Student could not provide the answer. 5 students were not participating in the lesson.

Glows:

Students were working on Lesson 14 Exit ticket from Eureka (following scope and sequence and assessment alignment). Teacher showed Zearn: dynamo division, and used it as an interactive with the class. One student was operating the computer to input answers for 2 divided by 1.7. Zearn breaks it down by place value to solve the algorithm. Teacher picks up exit tickets to confirm mastery of principle. Expectation for RDW on anchor chart and I can statements were displayed for outcomes.

Next Steps:

How might you ensure all students are grasping the concepts being taught?

Think-Pair-Share

- Rate yourself 1-5 (1 Being the best and 5 Being the worst) on your current ability to provide meaningful, qualitative support to your teachers.

- Share it with your shoulder partner.

- What is preventing you from becoming a 1?

- How do you know teachers are taking the next steps towards improvement?

4. Provide Immediate Feedback to Teachers

▶ As the leadership team is entering findings into the spreadsheet you will generate emails to teachers with glows, grows, and next steps

▶ A template for feedback is recommended so that feedback is timely

▶ Next steps for the teacher should be in the form of a meditative question so that you are forcing the teachers to come to a conclusion on how they can grow from the experience

▶ It is recommended that the email include a timeframe that the teachers have to respond to the meditative question.

▶ A follow-up in person after the email is a best practice so that relationships are fostered and next steps are actually occurring.

Let's Provide Glows, Grows, and Feedback

- Teachers will be provided with scenario/scripting from a teacher's classroom. They will write glows, grows and a meditative question for the scenario.
- Then we will analyze the quality of the feedback, next steps.

5. Check for Implementation of Next Steps

- Once the feedback form has been sent and the teacher has responded with what they intend their next steps to be, it is time to see it in action
- Leadership team revisits the teachers to see if next steps are being implemented.
- This is a very short process.

6. Log into Performance Calculator

- Log data into performance calculator for leadership team accountability and to know where there is improvement happening.

Performance Tracker

LPE Walkthrough Form:
Action Plan Implementation

Time Period
[▼]

Teacher Group
[▼]

Teacher Observed
[   ]

Was teacher implementing their "next step" from prior walkthrough?
[No   ▼]

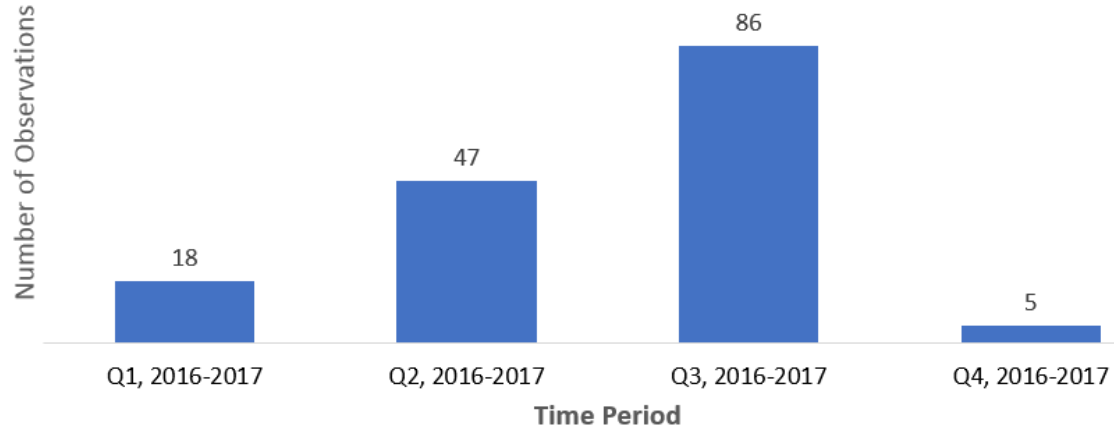**Formative Assessment Present?**
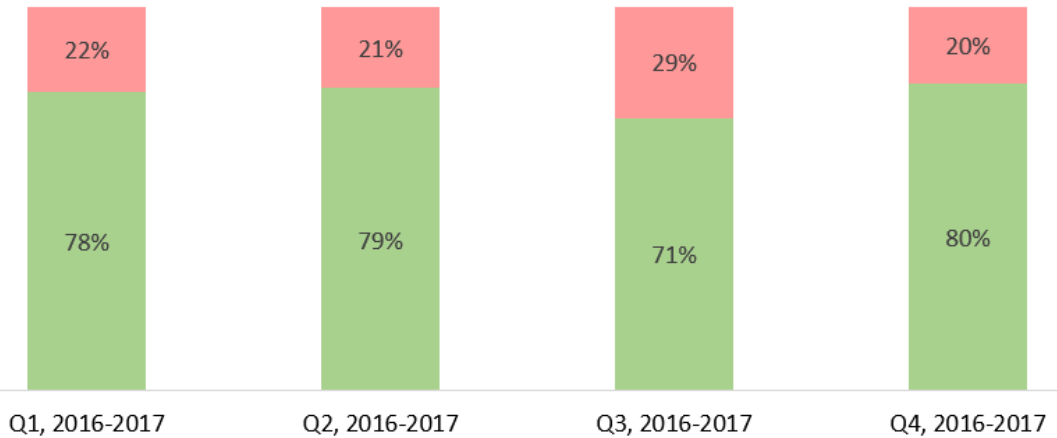[▼]

Comments
[   ]

Submit   **Never give out your password.** Don't give your personal
          information to someone you don't trust.

X Powered by Microsoft Excel

How Many Observations Have We Done as Part of Our Action Plan?

Number of Observations

- Q1, 2016-2017: 18
- Q2, 2016-2017: 47
- Q3, 2016-2017: 86
- Q4, 2016-2017: 5

Time Period

How Many Teachers Were Observed Implementing Their Next Steps?

- Q1, 2016-2017: 22% / 78%
- Q2, 2016-2017: 21% / 79%
- Q3, 2016-2017: 29% / 71%
- Q4, 2016-2017: 20% / 80%

Reflection

- What might be some benefits of using a tracker monitor your leadership team actions?

Build your Teacher Support Plan

- Using the guidelines for a problem of practice: formulate your own problem of practice for your school

- Set a goal. Think about where you are now, and where you would like to go.

- Write a preliminary walkthrough schedule, considering the needs of your teachers (Tiers I, II, and III).

- Design a schedule for the leadership team to meet and enter walkthroughs and discuss next steps for teachers. (Don't forget to consider the details: who will be in charge while walkthroughs are happening, letting the front office know the time or schedule so they don't disturb you as well.)

- Design a teacher support plan notebook in OneNote or a software that is compatible with your school/district. Design feedback form to send to teachers.

Video Clip of the Process in Action