

Believe PREPARE



LOUISIANA'S NEXT GENERATION EDUCATORS



Mentor Support Models
Coaching/Feedback Cycles



COLLEGIATE
ACADEMIES

I'm Jon Bogard



Director of the CA Teacher Residency



This is CATR!



History of CATR



2013-2014: Pilot at Sci Academy

- Learned about how rookies grow

2014-2015: First year at scale

- Every CATR performed in the top 3 in the district

2015-2016: How to align all vectors

- Results TBD!



What We Do

Weekly
LP Dev't +
Feedback

4x-
Weekly
Live
Coaching

2x-
Weekly
Obs-
Feedback
Mtgs

2x-
Weekly
PD
According
to SAS

And a healthy dose of Whatever It Takes



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Goals for Today



Leaders will be able to effectively observe a teacher's class then deliver feedback to a rookie teacher.



Goals for Today



Leaders will be able to (**even more!**)
effectively observe a teacher's class
then deliver feedback to a rookie
teacher.



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Observation



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Observation: Picking the Right Action Step



Questions I Ask Myself

Example from a T's Classroom



Observation: Picking the Right Action Step



Questions I Ask Myself

Example from a T's Classroom

What do I most wish were going differently for kids in that classroom?



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Questions I Ask Myself

Example from a T's Classroom

What do I most wish were going differently for kids in that classroom?

- Kids were answering harder questions
- All kids were answering questions instead of just 1 at a time
- Kids were doing what the teacher wanted
- Kids were having more fun in there



Observation: Picking the Right Action Step



Questions I Ask Myself

Example from a T's Classroom

What do I most wish were going differently for kids in that classroom?

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What's the cause of what I'm seeing?



Observation: Picking the Right Action Step



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What's the cause of what I'm seeing?

- Teacher only asking weenie questions!
- Teacher playing ping-pong instead of asking all kids to first answer each question
- Teacher giving unclear directions
- There isn't anything exciting about this lesson



Observation: Picking the Right Action Step



Questions I Ask Myself

Example from a T's Classroom

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What's the easiest move the teacher could make that would change that for kids?



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- There isn't anything exciting about this lesson

What's the easiest move the teacher could make that would change that for kids?

- Script at least 4 level 3+ DOK questions/class
- Insert a SnJ or TnT (or another ratio move) before ever calling on a kid
- Script bulleted DST directions for each transition
- Plan & deliver a relevant Hook for each lesson



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Feedback



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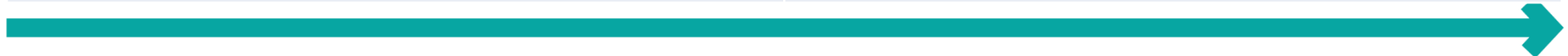
Feedback: Delivering the AS Most Effectively



Part of the Meeting

Planning for your Teacher

Part of the Meeting	Planning for your Teacher



Feedback: Delivering the AS Most Effectively



Part of the Meeting

Planning for your Teacher

Praise

What's the best thing you did that I want you to continue doing?



Feedback: Delivering the AS Most Effectively



Part of the Meeting

Planning for your Teacher

Praise

What's the best thing you did that I want you to continue doing?

I noticed you constantly circulating throughout the class during independent practice. Nice! What impact did that have on kids?

Feedback: Delivering the AS Most Effectively



Part of the Meeting

Planning for your Teacher

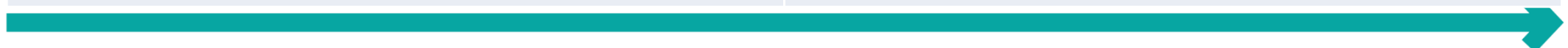
Praise

What's the best thing you did that I want you to continue doing?

I noticed you constantly circulating throughout the class during independent practice. What impact did that have on kids?

Action Step

Framed in terms of teacher moves that *anyone* could walk in and objectively measure (or read from LP's).



Feedback: Delivering the AS Most Effectively



Part of the Meeting

Planning for your Teacher

Praise

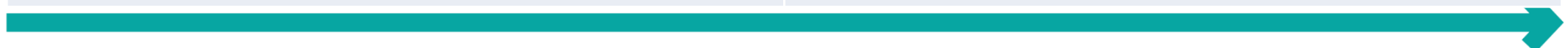
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MORGAN WILL insert a SnJ or a TnT before every question during Guided Practice.



Feedback: Delivering the AS Most Effectively



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Practice

Start easy to build the habit, then move to actual-class-like practice.



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Practice

Start easy to build the habit, then move to actual-class-like practice.

- Take out tomorrow's LP.
- Script your questions + ratio moves
- Round I: Practice delivering
- Round II: Kid gets answers wrong



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Part of the Meeting	Planning for your Teacher
<p>Praise What's the best thing you did that I want you to continue doing?</p>	<p>I noticed you constantly circulating throughout the class during independent practice. What impact did that have on kids?</p>
<p>Action Step Framed in terms of teacher moves that <i>anyone</i> could walk in and objectively measure (or read from LP's).</p>	<p>MORGAN WILL insert a SnJ or a TnT before every question during Guided Practice.</p>
<p>Practice Start easy to build the habit, then move to actual-class-like practice.</p>	<ul style="list-style-type: none"> -Take out tomorrow's LP. -Script your questions + ratio moves -Round I: Practice delivering -Round II: Kid gets answers wrong
<p>Follow-Up How will you remember to do this? When will I check to see it in action?</p>	



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<p>Praise What's the best thing you did that I want you to continue doing?</p>	<p>I noticed you constantly circulating throughout the class during independent practice. What impact did that have on kids?</p>
<p>Action Step Framed in terms of teacher moves that <i>anyone</i> could walk in and objectively measure (or read from LP's).</p>	<p>MORGAN WILL insert a SnJ or a TnT before every question during Guided Practice.</p>
<p>Practice Start easy to build the habit, then move to actual-class-like practice.</p>	<ul style="list-style-type: none"> -Take out tomorrow's LP. -Script your questions + ratio moves -Round I: Practice delivering -Round II: Kid gets answers wrong
<p>Follow-Up How will you remember to do this? When will I check to see it in action?</p>	<ul style="list-style-type: none"> -You'll annotate the CW you look at during class -I'll look for scripted ratio moves in the LP -I'll come observe Thursday's GP





What are your Big Takeaways?

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Questions?



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Practice



More Questions?

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