Building Teachers’ Capacity for Success

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A final question...

Who’s your Joey Amalfitano?
Today’s learning targets:

- We can embrace the need to differentiate our coaching and supervision practices among staff members;

- We can identify the strengths, skills, potential, and reflective “state of mind” of each individual on staff;

- We can create an intentional plan to deliver focused feedback and to refine our approach to Instructional Leadership.
Where should a school invest its resources to receive the biggest and longest-lasting RETURN ON INVESTMENT in student achievement?
“Teaching had 6 to 10 times as much impact on achievement as all other factors combined.”

From Schmoker (2006)
“The one factor that can make the most difference in improving student achievement is a ‘knowledgeable, skillful teacher’ in front of the classroom.”
“The single most important factor affecting student achievement is teachers... Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence.”
“Success [in education] hinges on what happens at the classroom level.”
“If education leaders want to close the achievement gap, they must focus, first and foremost, on developing qualified teachers.”

Kati Haycock (1998)
“Teacher quality turns out to matter a lot.”
“Improved classroom instruction is the prime factor to produce student achievement gains.”
“We need to realize that it’s about teaching, stupid.”
“One can conclude that the question as to whether effective teachers make a significant difference in student achievement has been answered. They do!”
“Teaching determines learning.”
“Schools must utilize strategies that result in more good teaching in more classrooms more of the time.”
“Decades of research suggest that effective teachers can have a tremendous, positive effect on student success.”
Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.

Aristotle (circa 325 B.C.)
High Quality Teachers = Increased Student Achievement
How do you increase the quality of your teachers?

Two options:

1. Hire better.
2. Improve the lot you’ve got!
Improving classroom instruction

DEMAND
HIGH EXPECTATIONS

DEVELOP
HIGH SUPPORT
Relationship Triangulation

- Grade Level Teams
- Achievement Teams
- Department Teams
- Faculty Council
- Principals’ Meetings
- Academic Council

- Teachers
- Instructional Coach
- Administrator
- PLC

- Specialists
- Department Chairs
- Supervisors

- Principals
- Asst. Principals
- Central Office
“Great managers...break all the rules of conventional wisdom. They consistently disregard the Golden Rule.”
"...because so many teachers feel called to their profession, asking for change is like asking them to change religions."

(Differentiated Coaching, Jane Kise  p.70)
“Every unique and special carbon-based life form in your school appreciates and deserves unique and special treatment, but what’s more, each one needs individualized handling. It is the equivalent of educational malpractice for us to usher all our teachers into neat rows, robotically interacting with them and leading them with nary a thought to the gifts they bring to their classrooms.”
Here’s a shocker:

- Principals are dealing with “competing pressures that may make the job untenable.”

Center for the Future of Teaching and Learning (at West Ed), 2012
Answer the Bus Question:
Continuum of Self-Reflection

The Continuum of Self-Reflection at a Glance

- Unaware Stage
- Conscious Stage
- Action Stage
- Refinement Stage
### CONTINUUM OF SELF-REFLECTION: pg. 172-173

**[Figure 15.1: The Continuum of Self-Reflection: Coach's version] – Alisa Simeral & Pete Hall**

<table>
<thead>
<tr>
<th>Reflective Tendencies</th>
<th>Related Classroom Characteristics</th>
<th>Your Role as a Coach</th>
<th>Your Role as an Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaware</td>
<td></td>
<td><strong>Unconditional Partner</strong></td>
<td><strong>Director: Change teacher's behavior, then work on beliefs</strong></td>
</tr>
<tr>
<td>Demonstrates little/no awareness of instructional reality in the classroom</td>
<td>Scripted lessons – little/no teacher modeling</td>
<td>Identifies strengths, limitations, and needs</td>
<td>Provides specific feedback to:</td>
</tr>
<tr>
<td>Focuses on routine</td>
<td>Passive learners – little interaction between students</td>
<td>Recognizes potential</td>
<td>Encourage repeated future use of an effective instructional approach</td>
</tr>
<tr>
<td>Exhibits the best of intentions</td>
<td>Teacher relies on direct instruction and gives assignments</td>
<td>Builds trust through interpersonal relationships</td>
<td>Compliment an attempted use of an effective instructional strategy (with a specific suggestion for improvement)</td>
</tr>
<tr>
<td>Expresses confusion about own role in learning</td>
<td>Little/no evidence of systematic, standards-based planning</td>
<td>Shares your personal experience of becoming aware of different instructional strategies</td>
<td>Discourage future use of an ineffective instructional approach</td>
</tr>
<tr>
<td>Collaborates with colleagues on a superficial level</td>
<td>No differentiation of instruction</td>
<td>Creates a collaborative environments</td>
<td></td>
</tr>
<tr>
<td>Defines problems inaccurately</td>
<td>No link between instruction and assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focuses on the job itself – the ACT of teaching</td>
<td>Learning not relevant to students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL GOAL: To create awareness of the need to change and foster a desire to learn**

<table>
<thead>
<tr>
<th>Conscious</th>
<th>Instruction is more about the teacher than the students</th>
<th><strong>Motivator – Strategist</strong></th>
<th><strong>Navigator: Establish and maintain a clear vision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a consistent “knowing-doing” gap</td>
<td>Short-term planning is evident, yet inconsistent</td>
<td>Praises generously</td>
<td>Provides specific feedback to:</td>
</tr>
<tr>
<td>Can ambiguously cite research to support current teaching methods</td>
<td>Teacher occasionally links assessment and instruction</td>
<td>Reaches out to include teacher in collaborative work</td>
<td>Establish a focus for goal-setting</td>
</tr>
<tr>
<td>Makes excuses for problems</td>
<td>Students are seldom engaged in active, meaningful learning</td>
<td>Communicates and maintains a clear vision</td>
<td>Encourage consistency in application of effective instructional practices</td>
</tr>
<tr>
<td>Demonstrates limited ability to evaluate problems</td>
<td>Teacher often steps in to problem-solve for students</td>
<td>Builds confidence through short-term goal setting</td>
<td>Redirect teaching behaviors toward the proper heading</td>
</tr>
<tr>
<td>Becomes easily distracted from goals</td>
<td>Occasional differentiated instruction</td>
<td>Focuses on small charges</td>
<td>Extend self-reflective efforts</td>
</tr>
<tr>
<td>Collaborates inconsistently with colleagues</td>
<td>Instructional approaches pass through noticeable “swings”</td>
<td>Makes daily contact, checking in often to talk about goals and progress towards them</td>
<td></td>
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<tr>
<td>Disregards others’ ideas</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Focuses first on self</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**OVERALL GOAL: To motivate and bring consistency in application**

<table>
<thead>
<tr>
<th>Action</th>
<th>Regular use of assessment to monitor student progress</th>
<th><strong>Mentor</strong></th>
<th><strong>Prompter: Question teacher relentlessly to encourage reflection</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts responsibility for the success of all students and for own personal growth</td>
<td>Consistent application of best-practice instructional strategies</td>
<td>Validates ideas, actions, and instructional decisions</td>
<td>Provides specific feedback to:</td>
</tr>
<tr>
<td>Evaluates issues and situations objectively</td>
<td>Lessons linked to standards</td>
<td>Releases responsibility and encourages independence</td>
<td>Encourage reflection to support effective instructional choices</td>
</tr>
<tr>
<td>Seeks to incorporate research-based concepts and strategies</td>
<td>Evidence of limited long-term planning</td>
<td>Provides research from which to construct meaning</td>
<td>Question the impact of certain instructional strategies</td>
</tr>
<tr>
<td>Reflects upon teaching only after the event</td>
<td>The classroom appears “put together,” but gaps are lurking</td>
<td>Models open-mindedness toward multiple approaches and perspectives</td>
<td>Consider alternative approaches or points of view</td>
</tr>
<tr>
<td>Believes in only one “right” way of doing things</td>
<td></td>
<td>Engages teacher in process of diagnosis and action planning</td>
<td>Propose continued professional learning</td>
</tr>
<tr>
<td>Struggles to identify solutions to long-term problems</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Receives feedback well, then enters a critical loop</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Collaborates on a limited basis with colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focuses on the science of teaching</td>
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<td></td>
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</tr>
</tbody>
</table>

**OVERALL GOAL: To build experience and strengthen expertise**

<table>
<thead>
<tr>
<th>Refinement</th>
<th>Assessment drives daily instruction</th>
<th><strong>Collaborator</strong></th>
<th><strong>Challenger: Drive and encourage deep learning investigations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection occurs before, during, and after taking action</td>
<td>Students assume considerable responsibility for learning</td>
<td>Compliments creativity and originality</td>
<td>Provides specific feedback to:</td>
</tr>
<tr>
<td>Recognizes that there are multiple “right” courses of action</td>
<td>Teacher deliberately plans and implements multiple instructional strategies</td>
<td>Brings attention to hard work</td>
<td>Drive personal reflection</td>
</tr>
<tr>
<td>Maintains a vast repertoire of instructional strategies</td>
<td></td>
<td>Stimulates discussions of personal vision and educational philosophy</td>
<td>Introduce new ideas</td>
</tr>
<tr>
<td>Engages in action research as common practice</td>
<td></td>
<td>Practices mirror-listening</td>
<td>Serve as devil’s advocate</td>
</tr>
<tr>
<td>Modifies lessons and plans to meet students’ needs</td>
<td></td>
<td>Asks questions to drive personal reflection and growth</td>
<td>Encourage involvement in leadership</td>
</tr>
<tr>
<td>Pursues opportunities to work and learn with colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinks globally – beyond her classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focuses on the art of teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL GOAL: To encourage long-term growth and continued reflection**
Unaware Stage

- Focused on the **ACT** of teaching

**Need:**
A partner to help them look beyond the routine of what they do each day.

**Goal:**
To increase awareness of the need for change and foster a desire to learn.
Focused first on **SELF**

A knowing-doing gap exists

**Need:**
Requires explicit guidance and coaching.

**Goal:**
To motivate and show how to apply pedagogical knowledge more consistently.
Action Stage

- Focused on the **SCIENCE** of teaching
- “In it to win it”

**Need:**
To build an awareness of multiple “right” approaches to a problem.

**Goal:**
To build on experience and help strengthen expertise.
Refinement Stage

- Focused on the ART of teaching

Need:
Opportunities for reflection and analysis.

Goal:
To encourage long-term growth and continued reflection.
The mission, if you choose to accept it:

- Find the scenario page in your handouts
- In a group, read the four teacher profiles
- Identify the stage at which each teacher is
- Scribble some notes about the administrator’s role (and the coach’s role)
- Brainstorm some ideas about how to best support and build this teacher’s capacity
Relationship Triangulation

- Grade Level Teams
- Achievement Teams
- Department Teams
- Faculty Council
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- Teacher
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Where should a school invest its resources to receive the biggest and longest-lasting return on investment in student achievement?
Hattie (1992), quoted in Marzano’s “School Leadership that Works”

“The most powerful single modification that enhances achievement is feedback.”
## Types of Feedback by Continuum Stage

<table>
<thead>
<tr>
<th>Continuum Stage</th>
<th>Feedback Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaware</td>
<td>Positive praise and specific suggestions</td>
</tr>
<tr>
<td>Conscious</td>
<td>Specific observations and leading prompts</td>
</tr>
<tr>
<td>Action</td>
<td>Specific observations and open prompts</td>
</tr>
<tr>
<td>Refinement</td>
<td>Specific observations and challenging prompts</td>
</tr>
</tbody>
</table>
Making it happen

1) Review the Continuum
2) Consider your teachers
3) Select one teacher
4) Create a plan for moving this teacher forward
5) Identify the teacher’s stage on the Continuum
6) Brainstorm some reflective questions that match the teacher & the stage
7) Role-play a growth-oriented feedback conversation with that teacher
Why differentiate?

“To you, Mrs. Walstad may be just one of the 32 teachers you have to evaluate this year; but to Mrs. Walstad, she is one of one.”

THE Pete Hall (2004) *The first-year principal*
Occupational Hazard:

Why aren't you working?

I didn't see you coming!
You’ve heard of the saying, “Give a man a fish, feed him for a day, teach a man to fish, feed him for a lifetime.” How does the model described here embody that statement?
Today’s learning targets:

- We can embrace the need to differentiate our coaching and supervision practices among staff members;
- We can identify the strengths, skills, potential, and reflective “state of mind” of each individual on staff;
- We can create an intentional plan to deliver focused feedback and to refine our approach to Instructional Leadership.
NOW WHAT?
Thank you!

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