Exploring NTC’s New Instruction-Focused Tools

Session 19B
Monday, Feb. 13th
11:00–12:30
Welcome!

Your presenters today are:

Cheryl Krehbiel, Sr. Director, Strategic Program Implementation

Tammy Phuong, Senior Program Consultant

Ellen Greig, Senior Director, Products and Curriculum
The Optimal Learning Environment

WELCOME AND CONNECT
Optimal Learning Environments

If you could create an Optimal Learning Environment, what would it look like?

Jot specific ideas of what is included in your Optimal Learning Environment on individual sticky notes, one idea per note.
Table Share and Sort

At tables, share your sticky note ideas and then begin sorting and categorizing.

Name each category, and be ready to share why it is important to an Optimal Learning Environment.
Introduction to OLE

Optimal Learning Environment

<table>
<thead>
<tr>
<th>Definition</th>
<th>Domains</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to OLE</td>
<td>Optimal Learning Environment</td>
<td>Effective teaching and learning can only happen when an Optimal Learning Environment is in place. In an Optimal Learning Environment, the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. Optimal Learning Environments begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. They are characterized by kind, caring, and respectful adult, adult-student, and peer relationships that cultivate a sense of belonging and foster academic, social, and emotional skills. Optimal Learning Environments reflect a belief that all students can achieve high standards. Within an Optimal Learning Environment, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth.</td>
</tr>
<tr>
<td>Create Emotionally, Intellectually, and Physically Safe Environments</td>
<td>Positive relationships that are kind, caring, and respectful</td>
<td>Self-awareness and healthy expression of emotions</td>
</tr>
<tr>
<td>Provide Equitable, Culturally Responsive, and Rigorous Curriculum and Instruction</td>
<td>Relevant, rigorous, grade-appropriate content</td>
<td>Inclusive community where all aspects of diversity and learner variability are understood, expected, and welcomed</td>
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<tr>
<td>Meet the Needs of Diverse Learners</td>
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SETTING THE ROADMAP

Outcomes and Agenda
Outcomes

1. Understand the rationale for NTC’s new curriculum and tool set
2. Preview NTC’s new tool set
3. Experience the Shifts through the new tools
Agenda

The Optimal Learning Environment
Overview
NTC Tools and the Shifts
Choice Stations
Closure
Collaborative Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics
IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

National Center on Education and the Economy found:

• Many first-year college students do not read at 11th- or 12th-grade level, yet the reading complexity of texts used in first-year courses is between 11th- or 12th-grade level.

• College courses require ability to read and understand informational texts, yet reading for “in-depth subject matter comprehension” is not often taught in high school.

• The mathematics in first-year community college courses—which prepare many students for work in trades—is almost exclusively middle school mathematics.

• Many first-year college students do not know middle school math well.

• Students might know the appropriate procedures for solving certain standard problems, but they have little conceptual understanding of the math behind the procedures.

http://www.ncee.org/college-and-work-ready
A study conducted by Education Trust analyzing 92 assignments in ELA, social studies, and science in grades 6–8 found:

• Fewer than 4 in 10 assignments were aligned to grade-level standards

• Only 4% of all assignments pushed student thinking to higher levels
We believe that well-educated students demonstrate academic knowledge and skills, healthy relationships, physical and mental health, and readiness for community engagement.

All students deserve an effective teacher every year who can help them reach their full potential.

We know effective teachers are developed not born.

Essential to increased teacher effectiveness is regular access to quality instructional leaders.

NTC promotes, develops and supports instructional leaders at all levels of the system to provide every student with an effective teacher.
Partner Processing

With a partner, discuss…

• Insights

• Personal connections

• Questions
LEARNING 1

NTC Tools and the Shifts
Critical Mentoring Questions

- Is this task aligned to the standards? How do we know?
- What do students need to know and do to be successful?
- What knowledge and skills are involved?
- What is the targeted aspect?
- What is the sequence of the knowledge and skills?
I. Standards-Based Content

II. Instructional Practices

III. Student Actions

IV. Classroom Interactions
## I. Standards-Based Content

### Standard(s) addressed:

<table>
<thead>
<tr>
<th>A. What knowledge and/or skills does the targeted aspect of the standard(s) require?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. How are the knowledge and skills from the targeted standard(s) addressed in this task?</td>
</tr>
<tr>
<td>C. For mathematics: Which aspects of rigor called for in the standard are addressed in this task?</td>
</tr>
<tr>
<td>A. Conceptual understanding: Words that signal conceptual understanding include “understand,” “interpret,” and “explain.”</td>
</tr>
<tr>
<td>B. Procedural skills and fluency: Words that signal procedural skill and fluency include “fluently,” “compute,” “convert,” and “solve.”</td>
</tr>
<tr>
<td>C. Application: Phrases that signal application include “real world” and “word problems.”</td>
</tr>
<tr>
<td>D. For literacy: Is the complexity of the text(s) appropriate for this standard, lesson, and grade level? Are questions and tasks text-dependent?</td>
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<tr>
<td>Title:</td>
</tr>
<tr>
<td>Lexile level (or other quantitative measure):</td>
</tr>
<tr>
<td>Rate the alignment of this task with the targeted aspects of the standard(s)</td>
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## II. Informing Instructional Practice
I. Standards-Based Content
II. Instructional Practices
III. Student Actions
IV. Environment for Learning
Tool Montage Video
Shifts and the Tools

How do the tools support all students in being successful with rigorous standards?
Experiencing the Shifts
Choice Activity

Choose 1 tool to examine in more detail.

- Planning Conversation Guide
- Observation Co-Assessment
- Analyzing Student Learning
Planning Conversation Guide

Look at the lesson plan provided.

*Are the lesson and task aligned to the standard?*
Analyzing Student Learning

Examine 1 student sample and consider strengths, needs, and appropriate scaffolds.
Observation Co-Assessment

Observe and script a video.

Use the scripting evidence to co-assess practice for several indicators.
Table Discussion

Share your insights about how the tool and the collective coaching cycle might help a novice teacher.

- Planning Conversation Guide
- Observation Co-Assessment
- Analyzing Student Learning
Dashboard view provides a snapshot of program quality.
Dashboard: Toggle between benchmarks to gauge the percent of teachers receiving various levels of support.

This is an example of what a program might see in February.
Observation Reports: View observation ratings across all teachers in a program

[Image: Observation Tool: Observation Summary chart]

- Instructional Practices
- Student engagement
- Environment for Learning

[Chart details showing various metrics and ratings]

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Observation Reports: Drill down view showing how teachers overall were rated on individual elements

<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>No evidence</th>
<th>Little Evidence</th>
<th>Some Evidence</th>
<th>Strong Evidence</th>
<th>Not Observed</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provides opportunity and scaffolds for all students to address the text by attending to its structure, concepts, ideas, and details.</td>
<td>0%</td>
<td>9.5%</td>
<td>26.6%</td>
<td>57.1%</td>
<td>4.8%</td>
<td>21</td>
<td>3.3</td>
</tr>
<tr>
<td>B. Prompts students to use evidence-based reasoning to support their ideas.</td>
<td>5.3%</td>
<td>5.3%</td>
<td>42.1%</td>
<td>36.8%</td>
<td>10.5%</td>
<td>19</td>
<td>2.9</td>
</tr>
<tr>
<td>C. Intentionally adapts the lesson based on checks for understanding that surface mistakes, misconceptions, opportunities for growth, and extensions.</td>
<td>0%</td>
<td>0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0%</td>
<td>18</td>
<td>3.5</td>
</tr>
<tr>
<td>D. Reinforces the critical aspect of the lesson by summarizing through student work and discussion.</td>
<td>0%</td>
<td>5.9%</td>
<td>52.9%</td>
<td>23.5%</td>
<td>17.6%</td>
<td>17</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Closing
What Has NOT Changed?
Call to Action

An effective teacher for every student in every zipcode

What is your role in this goal? What is YOUR commitment?
Feedback

• Please complete the session evaluation via the Symposium 2017 Mobile site.

• Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.

• Session evaluations can also be found under the Workshop and Session Information link.

• Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

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