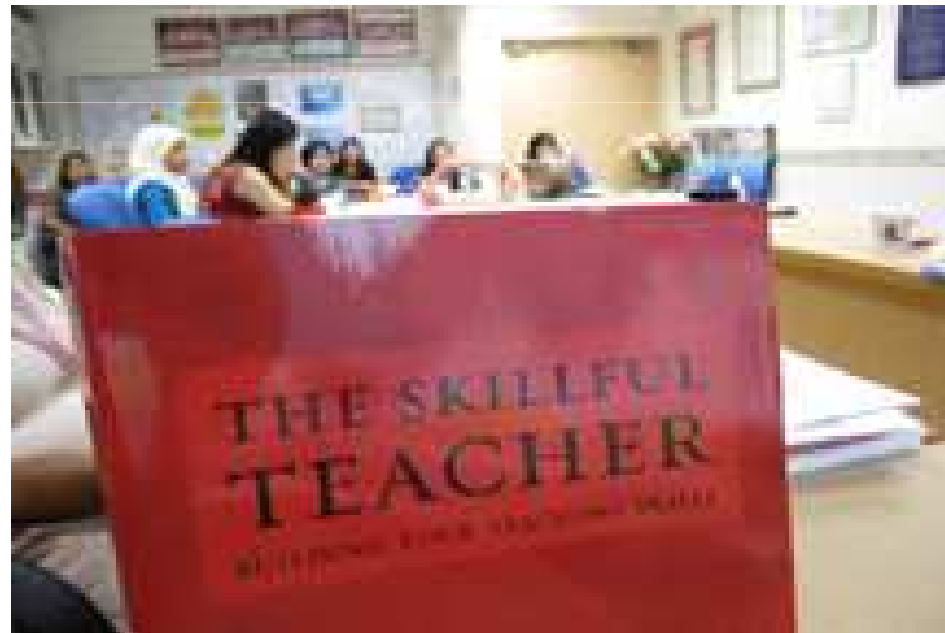


# Lane County Consortium:



## Studying Skillful Teaching





# Research for Better Teaching

## **Mission**

More high-expertise teaching for more children in more classrooms  
more of the time

## **Approach**

Make every school an engine for constant learning about high-expertise teaching

## **Core Values**

**Substance** – focusing on what matters most

**Continuity** – working in districts for enduring change

**Service** – being there and staying for as long as it takes

**Professional Learning** – growing and improving



# Multi-year Commitment



- ▲ Since the 2012-13 school year Eugene 4J and Springfield SD have been working with Research for Better Teaching to have high expertise teaching in every classroom.
  - ▲ So far 150 teachers and 79 administrators are “Studying Skillful Teaching” in Eugene.
  - ▲ 235 or one third of Springfield’s teachers and all of their building and district administrators are “Studying Skillful Teaching”.



# Essential Question

**What do skillful teachers believe, know, and do — individually and collaboratively — to promote the learning and achievement of each and every student?**



# Activator Activities Humanities

## Making the Declaration of Independence Come Alive



# Common Language and Concepts

The principal and the teachers must have **shared images of what good teaching looks and sounds like.....** and a common language and concept system for talking about it if teaching is to improve.



# Analyzing Teaching for Student Results Administrator Course



- ▲ See More of What's Critical to Student Learning
- ▲ Analyze with Insight
- ▲ Communicate Better about Teaching
- ▲ Invest Leadership Effort Strategically



# Purpose of the Modules

**To build our capacity to promote learning and increased achievement for every student by...**

- ▲ Studying and applying the knowledge base on teaching.
- ▲ Strengthening our courage and conviction that we can make a difference in the life and learning of each and every student.
- ▲ Expanding teaching repertoires through experimentation and reflection.
- ▲ Using data about student learning day to day as we plan, teach, and reflect on our teaching.
- ▲ Fostering a culture of ongoing professional conversation about teaching and learning.





# Module 1 (1 day)

## Knowledge Base on Teaching



- ▲ Explain the **purposes and functions of the knowledge base** on teaching (generic pedagogy)
- ▲ Explain the **concepts of “areas of performance,” “repertoire,” and “matching”** and how these three concepts **define professional knowledge**
- ▲ Expand/refresh **your repertoire of teaching strategies**

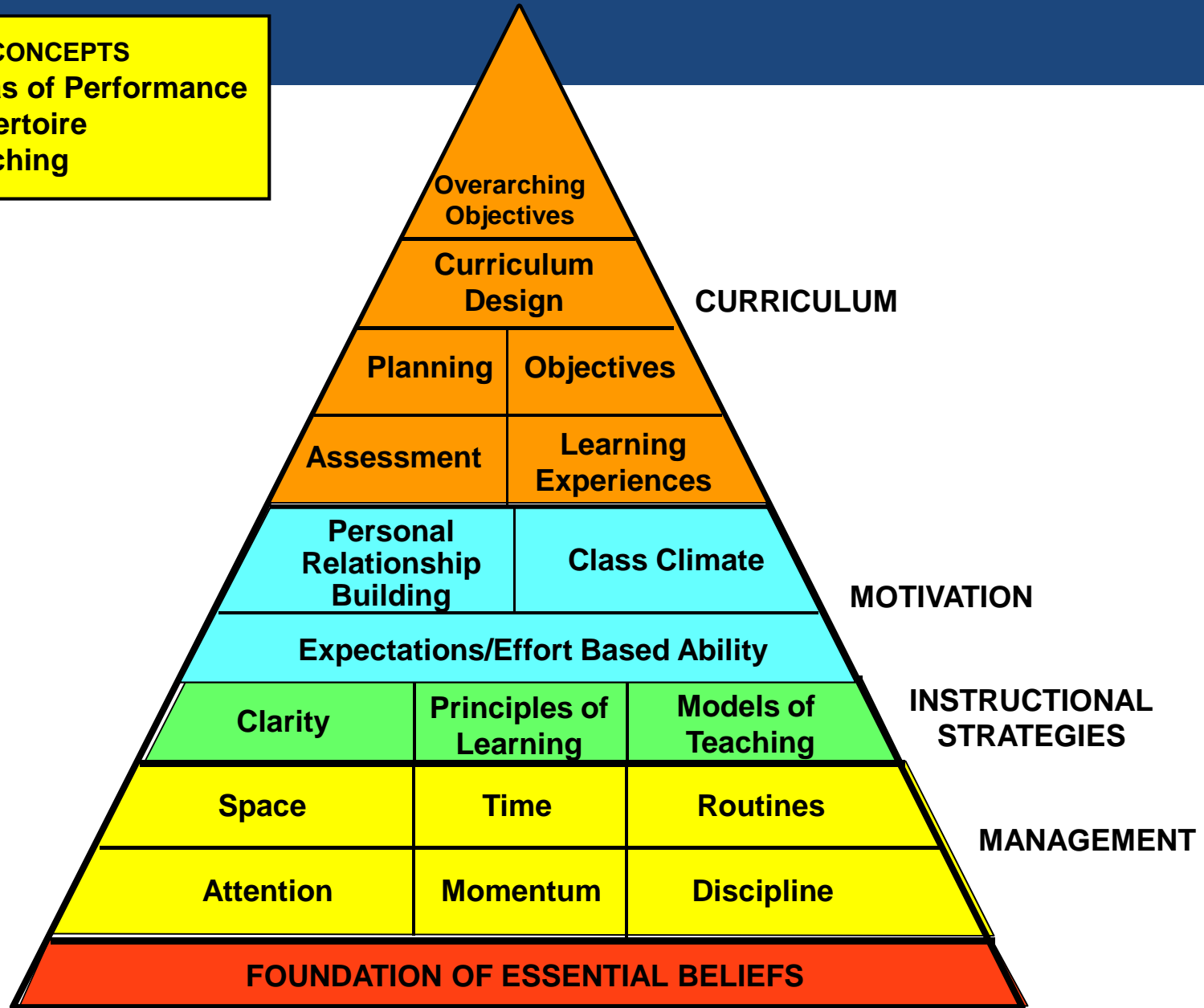
### **CLARITY**

- ▲ Build a repertoire of ways to **activate students’ prior knowledge** and develop criteria you could use to determine which activators would make the best matches for particular learning experiences.



**KEY CONCEPTS**

- Areas of Performance
- Repertoire
- Matching



# Objectives - Module 2: (3 days)

## Essential Elements of Unit/Lesson Design

### ▲ PLANNING & OBJECTIVES

- ▲ Apply **planning decisions**
- ▲ Articulate **mastery objectives**
- ▲ Use **levels of thinking** to Guide Planning



### ▲ ASSESSMENT

- ▲ Define **formative assessment**
- ▲ Formulate **criteria for success**
- ▲ Construct **feedback**

### ▲ INSTRUCTION

- ▲ Frame **the lesson**
- ▲ Use **activators, summarizers, explanatory devices**



## THINKING SKILL OBJECTIVE

What thinking skills do I want students to practice & develop?

## MASTERY OBJECTIVES

What do I want students to know or be able to do when the lesson is over?  
How will I assess whether they know it or can do it?

*ends*

## INVOLVEMENT

How can I get students really engaged?

## ACTIVITIES

What activities could students do to gain understanding or to develop these skills?

*means*

## COVERAGE

What knowledge, concept, or skill am I teaching?  
How am I going to present this?



## Objectives – Module 3 (3 days) Making Student Thinking Visible



- ▲ Create the environmental conditions for **making student thinking visible**
- ▲ Apply a repertoire of **24 operating principles** to establish a **safe talk environment** for students
- ▲ Develop students' capacity and confidence to make their thinking visible **while exploring challenging content, concepts, and skills**
- ▲ Plan and implement lessons that **integrate making student thinking visible** and place students at the center of classroom dialogue and discourse



# 24 Operating Principles

## Get the Conversation Started

**1. Engage Thinking with a Question**

## Lay the Foundation: Make it Safe

**2. Call on All**

**3. Pause – Use Wait Time**

**4. Avoid Judgment**

**5. Validate Confusion**

## Get Started: Ask Students to...

**6. Explain – Elaborate**

**7. Restate**

**8. Turn & Talk**

## Help with Struggle

**9. Establish Norms**

**10. Active Listen**

**11. Re-voice - Paraphrase**

**12. Scaffold**

**13. Persevere & Return**

## Give Up

**14. Slow Down**

**15. Allow Struggle**

**16. Don't Answer Yourself**

**17. Leave with Cues to Puzzle Over**

## Get Students Interacting

**18. Agree-Disagree**

**19. Add-On**

**20. Compare Thinking**

**21. Surface Discrepancies**

**22. Revisit Previous Thinking**

## Teach & Reinforce Academic Vocabulary

**23. Infuse Academic Vocabulary**

**24. Record Academic Vocabulary**



# Never Say Anything a Kid Can Say

“My definition of a good teacher has changed from ‘one who explains things so well that students understand’ to ‘one who gets students to explain things so well that they can be understood’ ”

– Steven C. Reinhart, 2000



# Objectives – Module 4 (3 days) High Expectations Teaching



- ▲ Develop students' belief in **growth mindset**
- ▲ Teach concepts of **growth mindset and brain malleability**
- ▲ Consistently convey **high expectation messages** to students
- ▲ Incorporate **growth mindset language** into instruction
- ▲ Explicitly teach **learning strategies** and connect them to **effective effort**





# Classroom Climate

## 5 Student Beliefs That Limit or Liberate Learning



<b>Life Limiting Beliefs</b>		<b>Life Liberating Beliefs</b>
1. Mistakes are a sign of weakness.	vs.	1. Mistakes help one learn.
2. Speed is what counts. Faster is smarter.	vs.	2. You are not supposed to understand everything the first time around. Care, perseverance, and craftsmanship are what count.
3. Good students can do it by themselves. Competition is necessary to bring out the best in students.	vs.	3. Good students work together with others and solicit help and lots of feedback on their work.
4. Inborn intelligence is the main determinant of success.	vs.	4. Consistent effort and effective strategies are the main determinants of success.
5. Only the few bright can achieve at a high level.	vs.	5. Everyone is capable of high achievement, not just the fastest and most competent.



:: for Visitors ::

:: for Educators ::

:: about Districts ::

:: for LESD Staff ::

- Home
- About Us
- Administration
- Human Resources
- Services
  - Workshops & Training
  - Career Education
  - Courier Service
  - Curriculum & Instruction
  - Federal Title Programs
  - Grants
  - Home Schooling
  - Special Education
  - Technology



## Notice of Budget Committee Meeting

### Welcome to Lane Education Service District Serving Lane County school districts



Bill Bartram, RN and Healthcare Education Coordinator with [Lane Healthcare Pathways](#), guides students in hands-on activities at the [Middle School Health Careers Fair](#).

### Keeping the Promise



The [Lane ESD Board](#) pledged to join and support the efforts of [The Promise of Oregon](#) campaign, which focuses on the accomplishments of Oregon's kindergarten-14 students and the need to adequately fund public education. [Find out more.](#)

### Service Transparency

Real-time access to dynamic information around differentiated services and funding models.

# Multi-year Commitment



- ▲ In summer of 2014 the Lane County Consortium was formed and with RBT trained 14 instructors to support Studying Skillful Teaching across Lane County.
- ▲ To date an additional 200 teachers and administrators from 15 of our 16 districts are participating in this on-going professional development with the option of earning UO graduate credit.



▲ We're just getting started!



# Studying Skillful Teaching Contacts



Marianne Oakes: [moakes@lesd.k12.or.us](mailto:moakes@lesd.k12.or.us)

Erica Pifer: [epifer@lesd.k12.or.us](mailto:epifer@lesd.k12.or.us)

Regine Childs: [rchilds@lesd.k12.or.us](mailto:rchilds@lesd.k12.or.us)

