

# Indicators In Action

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The Center on Innovation and Improvement

## Professional Development Course Guide

This guide is a companion to the Professional Development Course. It includes the activities, resources, and templates in the order that they are referenced in the course.

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## The Professional Development Success Indicators

The Success Indicators that are covered in this course include:

1. Professional development for teachers includes observations by the principal related to indicators of effective teaching.
2. Professional development for teachers includes observations by peers related to indicators of effective teaching.
3. Professional development for teachers includes self-assessment related to indicators of effective teaching.
4. Teachers are required to make individual professional development plans based, in part, on classroom observations.
5. Professional development of individual teachers includes an emphasis on indicators of effective teaching.
6. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
7. The principal plans opportunities for teachers to share their strengths with other teachers.

## Activity #1: Quick Assessment

**Instructions:** Consider the professional development practices in your school when completing this Quick Assessment.

**Check all that apply:**

Professional development for teachers includes:

- Observations by the principal related to indicators of effective teaching.
- Observations by peers related to indicators of effective teaching..
- Self-assessment related to indicators of effective teaching.
- Teachers are required to make individual professional development plans based on classroom observations
- Professional development of individual teachers includes an emphasis on the indicators of effective teaching.
- Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of effective teaching.
- The principal plans opportunities for teachers to share their strengths with other teachers (including providing dedicated time for instructional teaming).

### Reflection

*What questions, ideas, or thoughts does this quick assessment prompt? What does it reveal about professional development in your school?*

## Effective Teaching Success Indicators

### Classroom Culture

1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
2. Transitions between instructional modes are brief and orderly.
3. Students maintain eye contact and are attentive.
4. Students raise hands or otherwise signal before speaking.
5. The teacher:
  - Uses a variety of instructional modes—whole-class, small-group, independent, computer-assisted,
  - computer-based.
6. Maintains well-organized student learning materials in the classroom.
7. Displays completed student work in the classroom.
8. Posts classroom rules and procedures in the classroom.
9. Corrects students who do not follow classroom rules and procedures.
10. Reinforces classroom rules and procedures by positively teaching them.
11. Conducts an occasional “behavior check.”
12. Engages all students, e.g., encourages silent students to participate.
13. Is active in the classroom regardless of the instructional mode.
14. Interacts with students socially, instructionally, and managerial as appropriate.

### Teacher-Directed Whole-Class or Small Group: Introduction

#### *The teacher:*

1. Reviews the previous lesson.
2. Clearly states the lesson’s topic, theme, objectives.
3. Stimulates interest in the topics.
4. Uses modeling, demonstration, graphics.

### Teacher-Directed Whole-Class or Small Group: Presentation

#### *The teacher:*

1. Proceeds in small steps at rapid pace.
2. Explains directly and thoroughly.
3. Maintains eye contact.
4. Speaks with expression and uses a variety of vocal tones.
5. Uses prompting/cueing.

## Effective Teaching Success Indicators, continued

### Teacher-Directed Whole-Class or Small-Group: Summarize/Confirm Mastery

*The teacher:*

1. Re-teaches when necessary.
2. Reviews with drilling/class recitation.
3. Reviews with questioning.
4. Summarizes key concepts.

### Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction

*The teacher:*

1. Re-teaches following questioning.
2. Uses open-ended questioning and encourages elaboration.
3. Re-directs student questions.
4. Encourages peer interaction.
5. Encourages students to paraphrase, summarize, relate.
6. Encourages students to check their own comprehension.
7. Verbally praises students.

### Student-Directed Small-Group or Independent

*The teacher:*

1. Travels to all areas in which students are working.
2. Meets with students to facilitate mastery of objectives.
3. Encourages students to help each other with their work.
4. Interacts instructionally with students (explaining, checking, giving feedback).
5. Interacts managerially with students (reinforcing rules, procedures).
6. Interacts socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
7. Verbally praises students.

## Effective Teaching Success Indicators, continued

### Computer-Based Instruction

1. Students are engaged and on task.
2. Students are comfortable with the program and its navigation.

*The teacher:*

3. Travels about the room to assist students.
4. Has documentation of the computer program's alignment with standards-based objectives.
5. Maintains a record of student mastery of standards-based objectives.
6. Assesses student mastery in ways other than those provided by the computer program.

### Homework, Communication with Parents

*The teacher:*

1. Maintains a file of communication with parents.
2. Regularly assigns homework (4 or more days a week).
3. Checks, marks, and returns homework.
4. Includes comments on checked homework.
5. Counts homework toward the student's report card grade.
6. Systematically reports to parents the student's mastery of specific objectives.

## Professional Development Plan for Teachers

Teacher's Name: \_\_\_\_\_

You will need a copy of the completed Classroom Observation Instrument.

Identified below are the three top areas of strengths and three areas that most indicate a need for improvement based on the Classroom Observation Instrument.

Indicators	<u>Strengths</u> Ways to Share Expertise	Timeline to Completion
1.		
2.		
3.		

Indicators	<u>Areas to be Improved</u> Strategies To Be Used	Timeline to Completion
1.		
2.		
3.		



## Collegial Observation and Discussion Instrument

Subject(s) to be observed: \_\_\_\_\_

Grade level to be observed: \_\_\_\_\_

### Topics and Questions to discuss BEFORE an Observation

*The Lesson:*

1. Which modes of instruction do you expect to use for this lesson?
2. What is it you want students to know and be able to do as a result of the lesson?
3. What are your expectations for student behavior during your presentation, and how do you reinforce your expectations with the students?
4. What are some strategies you use to involve all students during this lesson?
5. What interactions among students should I expect to see?

*Differentiation:*

1. What activities will you have students engaged in?
2. How do you think these activities will support the lesson?

*Student Self-Direction:*

1. How do you encourage student self-direction and responsibility for learning?
2. Does any particular student or group of students, within this class present special challenges? How are you dealing with them?

### Effective Teaching Indicators to Discuss BEFORE an Observation

Review and discuss the school's approved list of Effective Teaching Indicators (list them here):

Pre- observation discussion date: \_\_\_\_\_

Observation date: \_\_\_\_\_

Collegial Coaches: \_\_\_\_\_ (Signature)

\_\_\_\_\_ (Signature)

## Collegial Observation and Discussion Instrument, continued

### Topics and Questions to discuss AFTER observation:

*Presentation:*

1. As you look back on the lesson, how do you think it went?
2. What happened that makes you think that way?
3. What do you remember about student response and behavior during the lesson? How did their actions match what you expected/hoped would happen?
4. What do you remember about your actions during the lesson? Your interactions with students?

*Differentiation:*

1. How successful were students in moving toward mastery of your objectives?
2. What classroom management techniques do you think work particularly well in your classroom?
3. What do you remember about your actions during the lesson? Your interactions with students?

*Student Self-Direction:*

1. Did your presentation create an interest in the topic?
2. Were the students self-directed and on-task?

### Effective Teaching Indicators:

Discuss observations related to the Effective Teaching Indicators selected by your school.

### Reflections:

Observer: Here is what I appreciated the most about observing your classroom.

Observed: Here is what I would like to know more about to improve my teaching.

Post- observation discussion date: \_\_\_\_\_

Collegial Coaches: \_\_\_\_\_ (Signature)

\_\_\_\_\_ (Signature)

### Activity #3: Adapting the Collegial Observation and Discussion Instrument

Determine how you might meet the needs of your school by reviewing the Collegial Observation and Discussion Instrument included on pages 10 and 11 and answering the following questions:

Prompt	Thoughts	What is our first step?
Could this be a useful tool to encourage self-assessment and shared-discussion of teaching and learning among teachers in your school?		
How would you adapt it?		
How would you incorporate the Effective Teaching Indicators into this tool?		

## Activity #4: Professional Development Reflection and Planning Template

	<i>What Do We Do Now?</i>	<i>How Can It Be Improved?</i>	<i>What Is the First Step?</i>
<b>Professional Development Success Indicators</b>			
<b>1:</b> Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.			
<b>2:</b> Professional Development for teachers includes observations by peers related to indicators of effective teaching and classroom management.			
<b>3:</b> Professional Development for teachers includes self-assessment related to indicators of effective teaching and classroom management.			
<b>4:</b> Teachers are required to make individual professional development plans based on classroom observations.			
<b>5:</b> Professional development of individual teachers includes an emphasis on the indicators of effective teaching.			
<b>6:</b> Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of effective teaching.			
<b>7:</b> The principal plans opportunities for teachers to share their strengths with other teachers.			

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Additional resources are available at:

[www.centerii.org/action](http://www.centerii.org/action)