Building Capacity for Instructional Leaders

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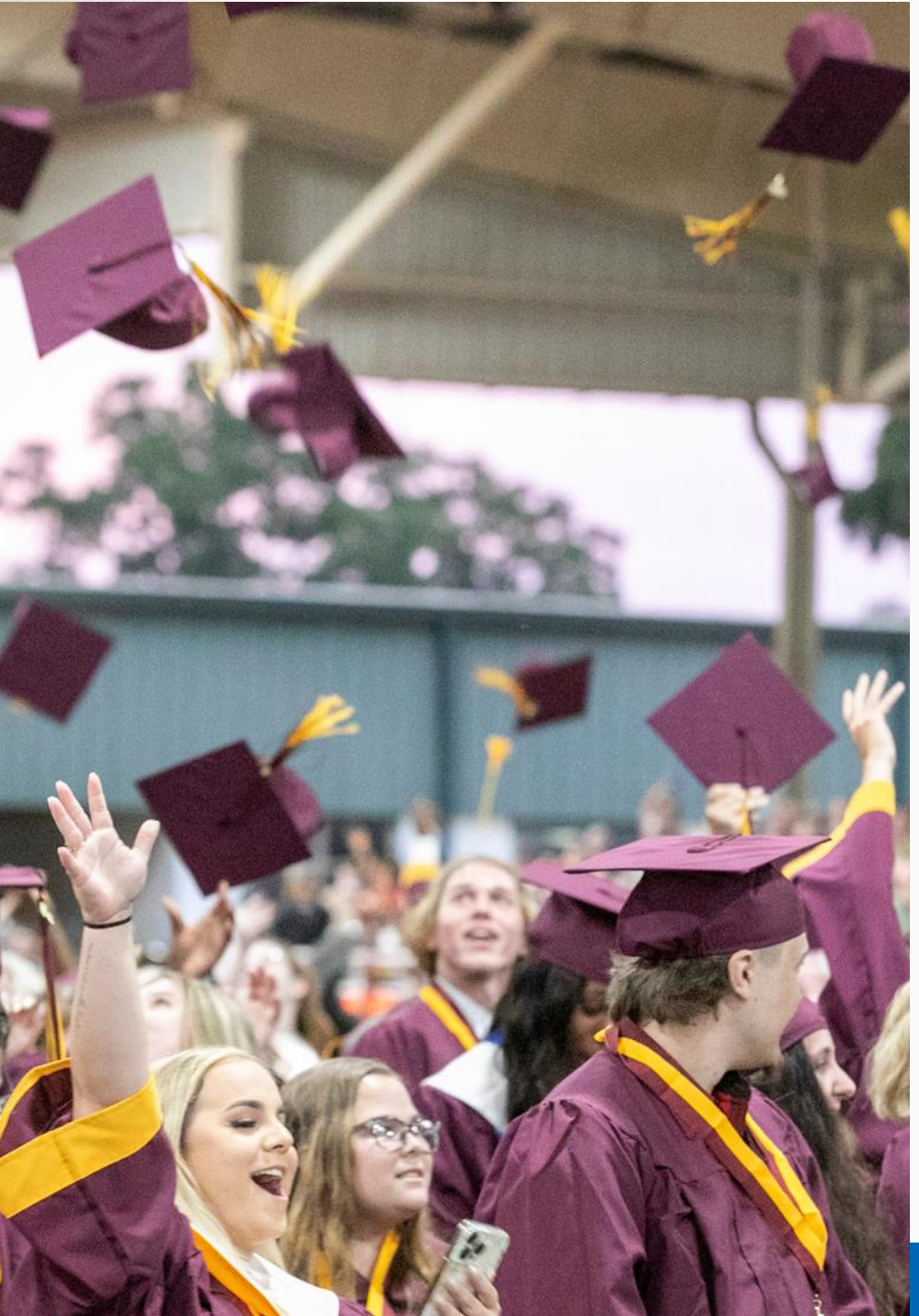
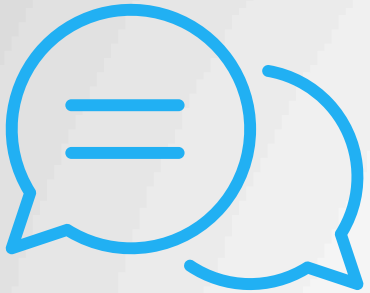


Learning Outcomes

Strengthen your shared vision, increase accountability, and help get everyone moving in the same direction towards the improvement of Tier 1 instruction.

Norms

- Be respectful of time and technology.
- We will practice equity of voice and mutual accountability of the work.
- We will practice vulnerability, engage in problem-solving, and push each other's thinking.
- We will seek clarity, respect our conversations, and maintain confidentiality in a transparent, judgment-free zone.



Partner Discussion

Partner A shares first...

What current processes does your district have in place for developing the capacity and building resiliency of your instructional leaders?

Partner B shares next.

Process for Learning

1 Data-driven Decision Making

- District & State Data
- Behavioral Data
- Staff Data
- Data for ESSA Groups
- Data for Specialized Groups (ESE & ESOL)
- Attendance Data

2 Content/ Professional Learning

- What & How
- Benchmark/Standard Focused
- Gradual Release Instructional Framework
- Instructional Core
- Curriculum Resources
- Digital Learning

3 Application of Learning

- Deliverable
- What are you monitoring?

4 Classroom Visits/ Evidence of Student Learning

- Feedback Practices
- Constructive Conversations

Area of Focus Survey

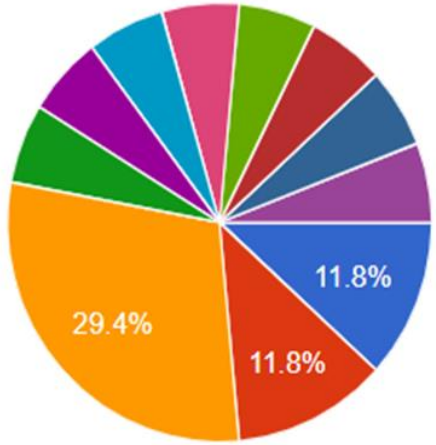
Which best describes your school's Area of Focus for the 2022-2023 school year?

Multiple choice

- Improving differentiated instruction
- Increasing student engagement
- Increasing formative assessment and providing feedback to students
- Increasing academic discussion among students
- Increasing the use of higher-order questioning
- Other...

Add option

Required



Professional Learning Plan

Tier 1 Professional Learning Plan for School Administrators Tier 1 is the core instruction for all students, which should be standards-based and differentiated.	
Month	**Topics**
July (Principal and Asst. Principal Institute)	**Goal:** Focus on **Structures for Learning:** *planning* to create an *environment* where teachers can provide quality tier 1 *instruction* which includes structures to *engage* all students. **Florida Leadership Standards connection:** *Standard 5* Learning Environment. Effective educational leaders cultivate a caring, rigorous, and supportive school community that supports the academic success and well-being of all students
August	**Goal:** Principals will focus on **implementing quality Tier I instruction** around the gradual release instructional framework through *planning* and *professional development*. **Florida leadership standards:** *Standard 4:* Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvements to promote the academic success and well-being of all students
September	**Goal:** Principals will focus on **implementing quality Tier I instruction** around the gradual release instructional framework through *planning* and *professional development*. **Florida leadership standards:** *Standard 4:* Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvements to promote the academic success and well-being of all students
October	**Goal:** Principals will plan for the delivery of **targeted feedback** and determine what evidence is needed to ensure the feedback is used to change instructional practices. **Florida leadership standards:** *Standard 6*: Effective educational leaders build the collective and individual professional capacity of school personnel by creating support

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Data Sources

Think about it...

As you start planning for your professional learning plan for 2024-2025, what data will you analyze and share with your administrators?

How will you organize your professional learning around the data?

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Professional Learning Plan

2023-2024

Tier 1 Professional Learning Plan for School Administrators

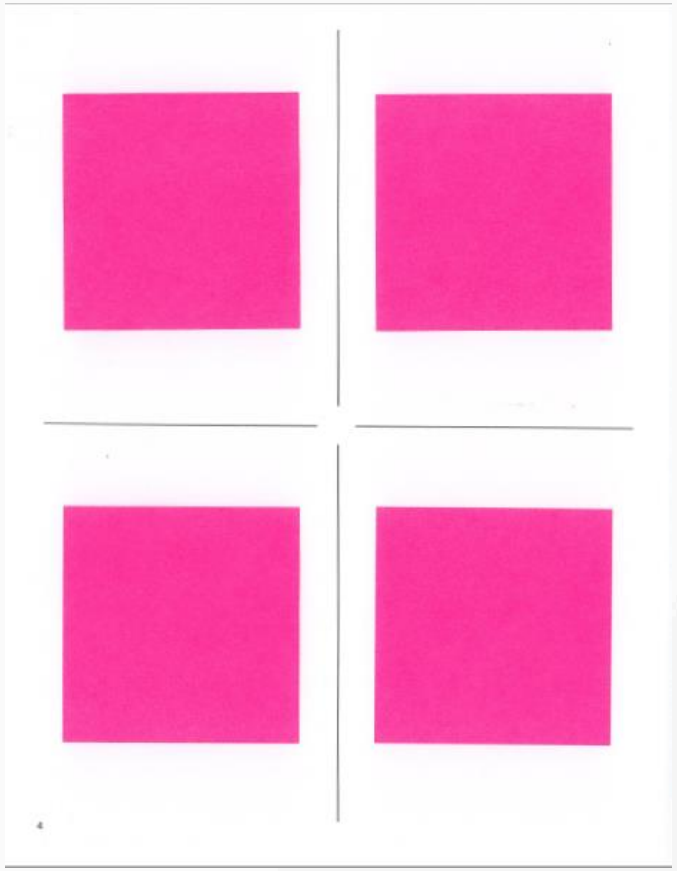
Tier 1 is the core instruction for all students, which should be standard-based and differentiated.

January	**Goal:** Ensuring and maintaining an *environment* where teachers can provide quality tier 1 *instruction* that provides a structure to **engage** all students **Florida leadership standards:** • Standard 4: Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students • Standard 5: Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students

Finding Common Ground

In three minutes, list four responses to this question:

When planning professional learning for your administrators, what are some topics you have covered?



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Application of Learning

Observation Focus: Learner Engagement

In the Classroom:

- Record what students are doing in the lesson on your *Classroom Observation Note Catcher*.
- Use the *Learner Engagement Rubric* to indicate a level of implementation.

Front of Handout

In the Classroom:

What Observers Do	Record What Students Are Doing
• Observe the number of students participating in the discussion or activity. • Listen for learners taking the lead • in discussions. • Listen for questions that students ask each other during the discussions. • Listen for students exchanging ideas or accepting others' opinions or perspectives. • Determine if students are leading an exchange or discussion about a topic that is relevant to them. • Take note of students commenting or asking questions that indicate they know why the content, activity or project is important to understand and complete • Observe roles and responsibilities in partner or group work • Record task details aligned to learning goals or lesson objectives • How was the lesson chunked and how are the students "chewing" /processing learning	

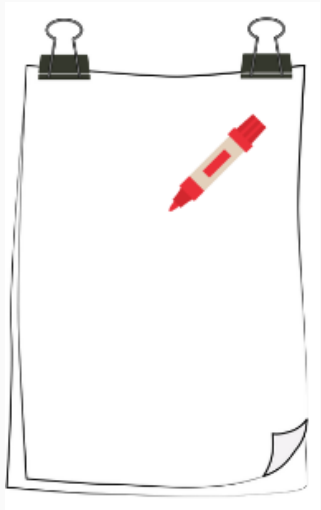
Active Participation	1-Beginning	2-Emerging	3-Developed	4-Well Developed
Student Learning	*Limited student engagement, with the exception of hand raising. Some students are off-task or have disengaged from the lesson and are not redirected. *The lesson is teacher-led, and students progress through new learning with some challenges with productivity.	*Most students remained focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. *The teacher leads the lesson, and students productively progress through new learning.	*All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. *Both teacher and students lead the lesson, and students productively progress through new learning.	* All students remain on-task and proactively engaged throughout the lesson. *Students take ownership of learning new content and actively seek ways to improve their performance.
Instructional Design	*Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	*The lesson relies on one or two strategies designed to engage students, focusing more on direct instruction than student engagement through application.	*Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	*The lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.

Application of Learning

Observation Focus: Learner Engagement

Outside of the Classroom:

- Teams will provide the teacher feedback using the *TAG Feedback Strategy*.
- Record your team's feedback on the chart paper.



Back of Handout

Out of the Classroom: Group Debrief

60-Second Strategy: TAG Feedback		
Tell something positive you saw...	**A**sk a question...	**G**ive a positive suggestion....
Sentence Starters: • Your students... • The planned task was... • Your students showed evidence of.... • I noticed when you... the students...	Sentence Starters: • Can you tell me more about...? • What's another way...? • Did you consider...? • What do you think would happen if...?	Sentence Starters: • One suggestion would be... • Don't forget to.... • Think about adding.... • Something to consider would be...

Feedback Delivery Method		
☐ In-Person	☐ Written Note	☐ Email

Coaching Follow-Up

How will you use your staff to provide the teacher with coaching on instruction?
Would the teacher benefit from observing instruction in another classroom? Modeled Lesson?

Who:

What:

When:

Where:

*Note: **Coaching and feedback should not be limited to conversations in planning. Changing instructional delivery is most impacted when it occurs in the environment where students are present.*

What might be some ways to follow up and monitor the impact of professional learning?

3.2.1. Activity

- Think of three ways to follow up and monitor the impact of professional learning.
- Write one idea on each of your sticky notes.
- Go clockwise around your table. Each team member shares one of their responses until everyone has a turn.
- Continue around the table until each team member shares all three of their responses.

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School Walkthrough Form

2. Teacher & Grade Level

Enter your answer

3. Feedback provided from administrator during the last classroom visit.

Enter your answer

4. What benchmarks should we see in this class?

Enter your answer

School Walkthrough Data

5. Is instruction is aligned to the benchmark?

More Details

Yes	22
No	13
Not observed but appropriate f...	2
Not observed but should have b...	3
Other	3

6. Is the task aligned to the benchmark?

More Details

Yes	19
No	7
Not Observed	11
Partially	6

7. Are 51% of the students engaged in the learning?

More Details

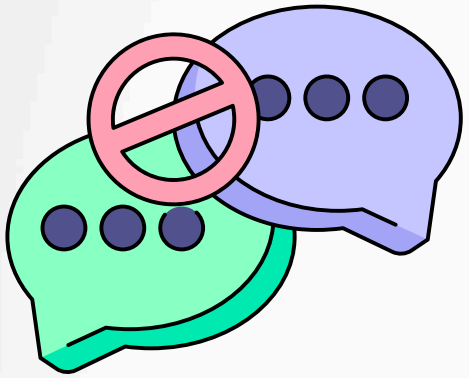
Yes	21
No	22

Evidence of Student Learning

Action Planner- School Visit Summary

Coachee:		School:		Date:
Coach: Debra Riedl				**Executive Coach:**
Visit Summary:				
Walkthrough Trends		**Principal Supervisor Next Steps**		**Principal Supervisor Commitments**
Strengths	**Opportunities**	**Step**	**By When/Who**	

Save the Last Word for Me-



On Your Own Think Time:

Participants each silently read the quotes and process what the quotes mean to them by highlighting keywords/phrases or recording notes.

Save the Last Word for Me

Group Discussion:

- Please stand up and create a group of three to four participants. Choose a timekeeper (who also participates) who has a watch.
- When the group is ready, the person who has been in education the longest will be the first presenter. The presenter will begin with quote #1 and read it out loud to the group. The presenter says nothing about the quote; just read it out loud for the group.
- The other participants each have 1 minute or less to respond to the discussed quote—saying what it makes them think about, what questions it raises for them, etc.
- Lastly, the presenter has 2 minutes or less to build on what the other participants have said and sum up their thoughts and opinions.
- The same pattern is followed until all group members have had a chance to be the presenter and have "*the last word.*"

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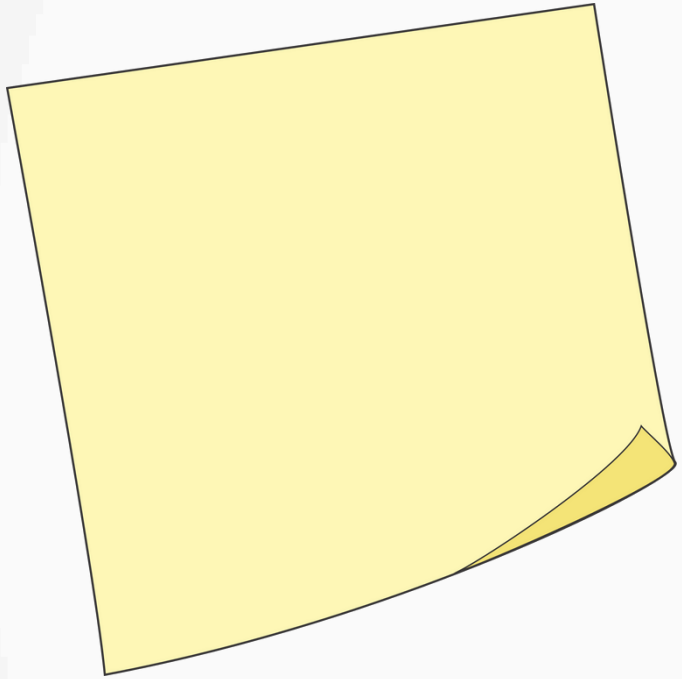
Self-Reflection



What is one thing you reflected on today that you will use and share with leaders this month?

Questions & Comments

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