



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Elements of Effective Instruction

Self Assessment Tool

October 21, 2016
LIS Networking Meeting
Leading and Learning for Equity

TODAY'S PRESENTERS

From the Great Schools Partnership

Erin Dukeshire, Senior Associate

Jean Haeger, Senior Associate

Guiding Questions

Classroom practice and professional growth is driven by the same process for teachers and students



Where am I going?

Guiding Questions



Where am I now?

Guiding Questions



How can I close the gap?

Outcomes

I can identify ways in which my sense of teacher efficacy impacts learners in my classroom or school this year.

Outcomes

I can reflect on strengths and areas for improvement in my instructional practice, using the Self-Assessment Tool and a student-centered lens.

Outcomes

I can identify an element of instruction in which to focus my professional development.

Outcomes

I can identify strategies for using the Self-Assessment Tool with colleagues at my school.

Agenda

Overview; Collective Efficacy

Focus on Students

Self-Assessment

Reflection

Next Steps; Closing

Focus on Students



Who is thriving?

Who is struggling?

Collective Efficacy

“the perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effect on students,’ with the faculty in general agreement that **‘teachers in this school can get through to the most difficult students.’**”

—Protheroe, Nancy (2008).
Teacher Efficacy: What Is It and Does It Matter?.
Principal

Collective Efficacy

“Teachers who set high goals, who persist, who try another strategy when one approach is found wanting—in other words, teachers who have a high sense of efficacy and act on it—are more likely to have students who learn. (Shaughnessy, 2004).”

—Protheroe, Nancy (2008).
Teacher Efficacy: What Is It and Does It Matter?.
Principal

Turn and Talk

- For students who are thriving, what does a learning experience look like? What aspects of learning experiences seem to work particularly well for those students?
- For students who are struggling, what does a learning experience look like? What seems to be different about these students' learning experiences than for their thriving peers?

Self-Assessment Tool



Proficiency-Based Instruction Self-Assessment Tool

Purpose of the Self-assessment Tool:

- To propose key components of personalized instruction
- Participants conduct a self-check and orient themselves to learning opportunities in their future
- Teams conduct a collective team-check, then plan to learn broadly and strategically on behalf of school-wide capacity

How we recommend you use the Self-assessment Tool:

This self-assessment is intended to help you and your colleagues reflect -- honestly and deeply -- on the essential components and practices to support proficiency-based learning. Take this opportunity to assess your areas of strength and your areas of need.

Please also compare notes with members of your team, so that you may be strategic about planning for your collective approach to all of your learning opportunities that lie ahead.

Not a classroom teacher? Choose your lens:

School administrators and other non-teaching staff should consider adopting a lens with which to utilize this tool. Our recommendations are

- Complete the self-assessment on behalf of a teacher of your choosing (perhaps someone whose professional goals you will be supporting in the coming year);
- Complete the self-assessment with a school's entire faculty in mind;
- Complete the self-assessment for yourself, in terms of your strengths and areas of need related to observing, supporting or evaluating these characteristics;
- Or, your own defined lens.

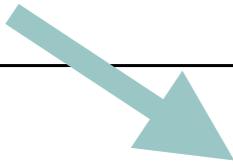
See p. 2 to begin the self-assessment

Element 1: Learning Environment



The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

Declare Your Present Level					
	Learning about	Somewhat true	Largely true	Perfecting & Adjusting	Reflections, recent anecdotes, currently working on...
Clarifying Prompts					
Does my classroom have clear routines and procedures? Do students know what is expected, when and why?					
Does every student feel safe and supported in this classroom? Are they willing to take risks? Is it ok to be wrong or to fail at something?					
Are my students involved, invested and interested in the tasks they do? Do I create opportunities for them to reflect on themselves as learners?					
Are there positive relationships between my students and me? Do my students have opportunities to build relationships with each other, and the support to do so?					
Is my classroom arranged to support a variety of different learning tasks and different learners? Is my classroom configured in different ways that best fit the task at hand?					
Overall Self-Assessment for Learning Environment					
Add reflective questions for yourself here. What do you most want to work on at this Institute? What are you hoping to shift in your practice?					



Self- Assessment

Reflection

1. What are strengths that you can build on to reach more students, more effectively?
2. What ideas could you try or re-visit to engage students who you haven't been able to reach yet?
3. In which element would you like to focus your professional growth to reach all students?

Back to School

1. What are some ways you might use this self-assessment in your school setting?
2. How might you share today's learning with your colleagues at home?

Take-Aways

1. What is one next step you will take in your own practice?
2. What is one next step you will take to share this with your colleagues?

Reflection on Process

1. What worked well for you in today's session?
2. What would you change if you were to use this process in the future?

Questions?





482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org

Thank You

Erin Dukeshire
Senior Associate
edukeshire@greatschoolspartnership.org

Jean Haeger
Senior Associate
jhaeger@greatschoolspartnership.org