

**Insights into effective TBTs**

Brian A McNulty Ph. D.

CREATIVE LEADERSHIP SOLUTIONS

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**Outcomes**

- Clarify what we know about effective Teacher -Based Teams (TBTs) and how to make them more effective
- Identify actions principals and BLT's need to take to get better outcomes from their TBTs.
- Make commitments for follow-up action

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**BIG IDEAS**

1. Focus on the few things that matter most
2. Build collective capacity through inquiry teams
3. Provide strong leadership by leading teacher learning, and
4. Lead change differently
  - Think about team learning and mastery

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**Where did we start this journey?**



**Our History**

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Ohio Leadership Advisory Council

**OLAC Leadership Framework Provides Foundation for the Ohio Improvement Process**

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**www.ohioleadership.org**

Click on Webinars



OLAC ONLINE LEARNING TOOLS

OIP MODULES AND RESOURCES

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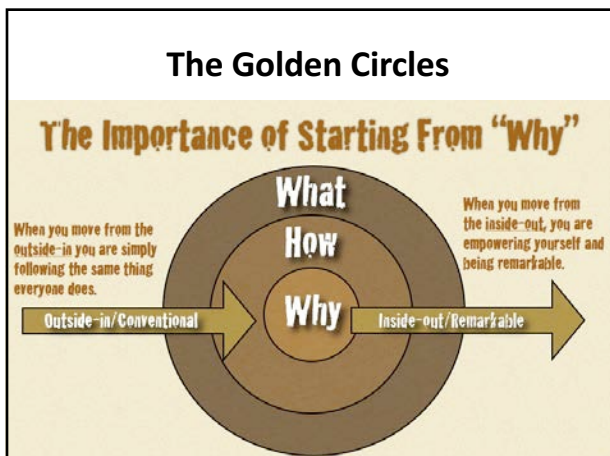
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**This is a Learning Agenda**

- As individuals
- But more importantly teams
- The measures of effectiveness are:



1. What have we done?
2. How well did it work?  
(How do we know?)
3. What have we learned?

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**Every TBT, BLT, and DLT should be about:**

- What have we learned?
  - About powerful teaching practices? (from TBTs)
  - About powerful leadership practices? (from TBTs/BLTs/DLTs)
- How have we applied these learnings?




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As leaders you must know and communicate **WHY** we are doing this work




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**How many of you are familiar with John Hattie's work?**



**What Is the #1 Factor Influencing Student Achievement?**

**Talk to your shoulder partner and report out**

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**What Is the #1 Factor Influencing Student Achievement?**



**Collective Capacity Building  
(E.S.= 1.57)**

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**Collective capacity building (E.S.1.57)  
is more powerful than...**



- Home environment (E.S.= 0.52)
- Parental involvement (E.S.=0.49)
- Socio-economic status (E.S.=0.53)

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Where are your TBTs?



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Stop and process



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How would you rate your TBTs on these items on a 1-4 scale?

- Using **effective structures**? (time, protocols)
- **Effective facilitation** in the TBT process?
- A clear **understanding of teaching practices**?
- Use of **student work**/ student thinking
- Effective use of **formative assessment** practices to understand the impact of those teaching practices



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What BLTs told me...

**BLT**

...about their TBTs

**TBT** 

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How did BLTs rate their TBTs?



- When I asked BLT members, on average, they rated their teams a 2
- So TBTs need more help from their DLTs

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What are TBTs supposed to do?

When I asked BLT members what TBTs are supposed to do in their meetings, they said 2 things...

**TBT** 

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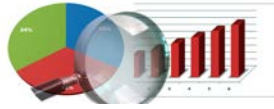
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### What are TBTs supposed to do?

#### 2 Things

1. Study data, and
2. Fill out the forms



**TBT** 

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### TBTs can look at 3 primary things:

- Unpacking standards to identify and agree on important learning outcomes
- Develop and use shared **Formative Assessments**
- Agree on, use, and improve on a **shared instructional practice**




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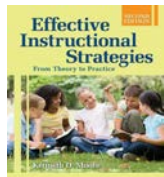
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In a survey of over 9000 teachers, they perceived that the most helpful and effective focus of collaboration...



Was in developing instructional strategies

Ronfeldt 2017

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### New research on TBTS




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**Teachers improve at faster rates when working in schools with strong quality collaboration**

Ronfeldt 2017

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Teachers explained that knowing that their colleagues were also **trying new activities and were willing to discuss successes and failures inspired them to take risks** that they would not have taken otherwise.

Schleifer, et al 2017

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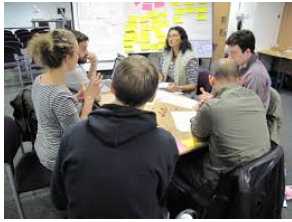
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**The most important conversations in which teachers engage**



**revolve around the use of student-learning data**

Slavit et al 2013 28

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**Looking at student work” as a PD tool is most effective when teachers are actually looking at student thinking and are open to changes in practice.**



Slavit et al 2013 29

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**Looking at student work” must be reframed as “looking at student thinking.**



Slavit et al 2013 30

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More than two-thirds of older and younger teachers in a national survey said they prefer a school characterized by collaboration among teachers



Schleifer, et al 2017

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Being part of a team can make us less stressed – and ultimately, happier



Karlggaard, & Malone (2015)

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There is evidence that schools with lower teacher turnover tend to be more collaborative



Schleifer, et al 2017

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**Examples of strategies**

- 1. Writing
- 2. DOK/HOT- Similarity and differences –  
Graphic Organizers




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- 1. Writing
- 2. DOK/HOT- Similarity and differences –  
Graphic Organizers




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**CCR Anchor Standard – Writing**

**All teachers within a school are expected to have students write often about domain-specific content.**

**Students are to master the art of argumentation and develop a strong voice which is supported by evidence.**




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### Expository Writing

- There is a powerful effect with teaching writing strategies in all subject areas. (e.g. planning, revising, and editing  $d=0.82$ )
- Strategies for summarizing reading materials ( $d=0.82$ )
- Students working together to plan, draft, revise, and edit. ( $d=0.75$ )
- Setting clear and specific goals for what students are to accomplish with their writing. ( $d=0.70$ )

Hattie 2009, 2012

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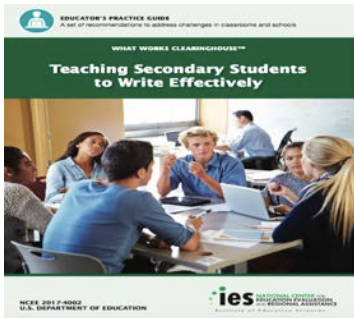
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### Secondary Writing



[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_secondary\\_writing\\_110116.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf)

Graham et al. 2016

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### 1a. Explicitly teach appropriate writing strategies. (Strong evidence)

- Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.
- Instruct students on how to choose and apply strategies appropriate for the audience and purpose.



Graham et al. 2016

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**EXAMPLE 1.13.**

**Using rubrics to evaluate writing\***

Have students use rubrics to evaluate their own and classmates' online restaurant reviews.

1. Share exemplars of written reviews with students and point out the key features of those reviews.
2. Have students draft a review of a local restaurant.
3. Have students use the rubric below for a rubric created by the class to evaluate their reviews.
4. After revising their reviews based on their own rubric evaluations, students can rate their peers' reviews using the rubric.

1. The piece has a distinctive voice and point of view. The writer situates him/herself in the story, and describes his/her relationship to the place, and establishes his/her purpose for choosing this food establishment.	1	2	3	4	5
2. The piece has a <i>catchy lead (or) opening paragraph</i> that makes the reader want to read on.	1	2	3	4	5
3. In the body of the food review, the writer approaches the subject from <i>several different perspectives</i> (i.e., the writer offers details of the restaurant, the overall atmosphere, descriptions of what he/she ordered; the writer provides a sense of the menu, describes the service, ambiance and decor, describes his/her favorite menu item, describes the food and presentation, answers the question of whether or not this place is "vegetarian friendly," and provides readers with pricing information).	1	2	3	4	5
4. The writer provides a <i>thoughtful and clear</i> conclusion in which he/she offers a summary of the overall dining experience.	1	2	3	4	5
5. The writing has been <i>carefully edited</i> line by line to correct spelling and punctuation errors, to make sure there are consistent verb tenses, no confusing shifts in the point of view, and all proper names have been capitalized.	1	2	3	4	5
6. <i>Issues of style:</i> This writing replicates the genre of restaurant reviews. Place names are in italics (e.g., <i>Larry's Diner</i> ), a minimum of one quality photograph has been included, the title for this food review is in <b>BOLD</b> , with the writer's name underneath it in italics. The piece ends with an "Overall Product Rating: 1-5 stars".	1	2	3	4	5

Graham et al. 2016

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**Analyzing a story's plot: Freytag's Pyramid**

Gustav Freytag was a Nineteenth Century German novelist who saw common patterns in the plots of stories and novels and developed a diagram to analyze them. He diagrammed a story's plot using a pyramid like the one shown here:

**Freytag's Pyramid**

1. **Exposition:** setting the scene. The writer introduces the characters and setting, providing description and background.
2. **Rising Incident:** something happens to begin the action. A single event usually signals the beginning of the main conflict. The rising incident is sometimes called 'the complication'.
3. **Rising Action:** the story builds and gets more exciting.
4. **Climax:** the moment of greatest tension in a story. This is often the most exciting event. It is the event that the rising action builds up to and that the falling action follows.
5. **Falling Action:** events happen as a result of the climax and we know that the story will soon end.
6. **Resolution:** the character solves the main problem/conflict or someone solves it for him or her.
7. **Dénouement:** (a French term, pronounced: day-noo-moh) the ending. At this point, any remaining secrets, questions or mysteries which remain after the resolution are solved by the characters or explained by the author. Sometimes the author leaves us to think about the THEME or future possibilities for the characters.

You can think of the dénouement as the opposite of the exposition: instead of getting ready to tell us the story by introducing the setting and characters, the author is getting ready to end it with a final explanation of what actually happened and how the characters think or feel about it. This can be the most difficult part of the plot to identify, as it is often very closely tied to the resolution.

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**Examples of strategies**

1. Writing
2. **DOK/HOT- Similarity and differences – Graphic Organizers**

Strategy  
plan or method  
achieve a goal or  
organizational act

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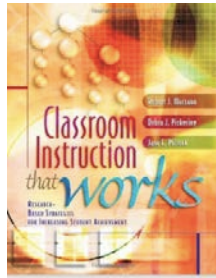
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## 2. DOK/ HOTS Marzano –Similarities & difference

- Compare/contrast
- Classifying
- Creating metaphors
- Creating analogies



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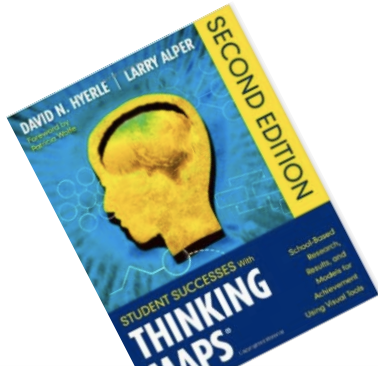
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## Advanced organizers (0.41)



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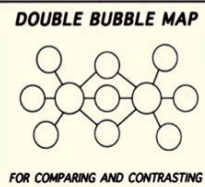
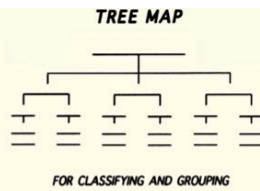
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## Concept Map/ Thinking Maps (0.57)



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### Concept Map/ Thinking Maps(0.57)

**FLOW MAP**  
FOR SEQUENCING AND  
D EFFECTS

**BRACE**  
FOR ANALYZING WHOLE OBJECTS AND PARTS

**as**  
FOR SEEING ANALOGIES

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### Hattie strategies

- Formative assessment  $d = 0.90$
- Vocabulary Programs  $d = 0.67$
- Questioning  $d = 0.46$
- Meta-cognitive strategies  $d = 0.68$
- Peer tutoring  $d = 0.55$
- Cooperative Learning  $d = 0.59$

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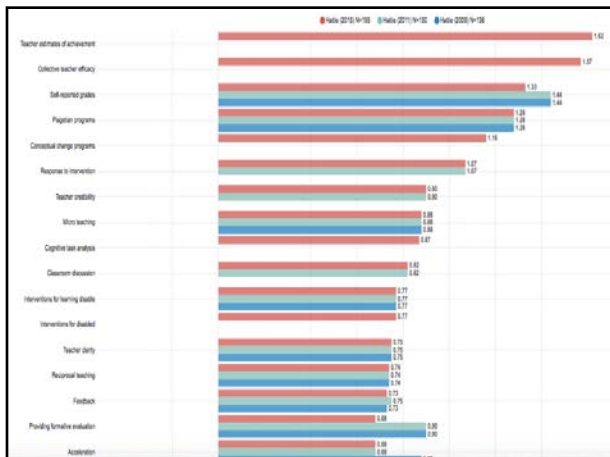
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### Cautions and advice on Hattie's work

- Hattie' work is a starting point for learning- Need more
- Don't work from high to low
- Don't start with most complex meta- strategies



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### Where to start with "teaching practices"

- Start with an important learning outcome
- Choose a simpler practice
- Make it work for all kids
  - Modify, adapt, expand, etc.
- Learn from using the practice
- Share your learnings



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### Do teachers believe the research?



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- If teachers have collaborative opportunities to try and practice strategies that actually help their students learn,
  - their beliefs change

Forman, et al. 2017

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Mastery of a task is the most powerful way to effect psychological change



Eells 2011

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### How should TBTs study teaching practices?

- Choose a practice to address an important learning need
- Write out a clear description of the steps in the process
- Have a team members model the steps in the practice
- (Deliberate) Practice until you have “mastered” the practices with all students




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Does it matter who chooses the practice?

- District?
- School?
- Team?




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Teachers valued being able to choose their own topic of focus for Collaborative Inquiry work, rather than having the focus externally imposed



Deluca et al. 2017

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Teachers appreciated the fundamental premise of Collaborative Inquiry:



That teachers are experts

Deluca et al. 2017

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### What does matter?



- That teachers get to practice, and
- Master the practice,
- In a way that works better (i.e. for more kids in deeper ways) than what I was doing before



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### Time



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### How much time do teams need?

- Preferably 1 hour - to go through the whole inquiry process
  - A minimum of 45 – 1 hour (if you are very disciplined)
- Once a week
  - Minimally once every other week



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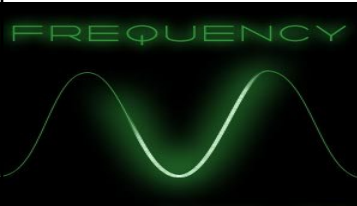
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The **frequency of collaborative** discussion with peers had one of the largest significant effects on **teachers' self-reported changes in instruction.**



Schleifer, et al 2017

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### Roles

#### Minimally

- Team leader/ facilitator
- Time keeper
- Note taker/recorder



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### Team size

- Optimally the team size is 5-7 people
- 2 is too small
- Above 7 is too many

**size?**

Karlggaard, & Malone (2015)

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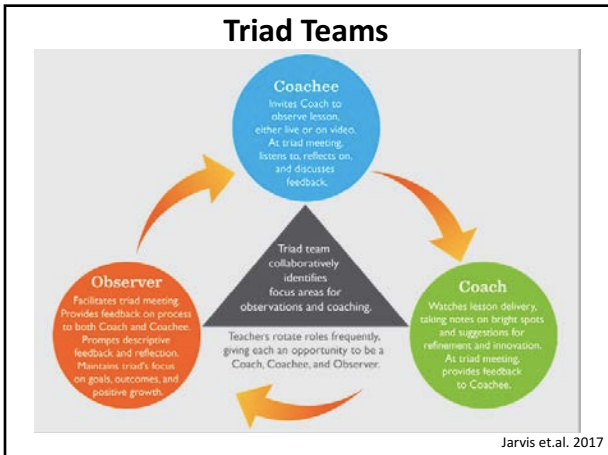
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### Roles

**Minimally**

- Team leader/ facilitator
- Time keeper
- Note taker/recorder

Clearly Define Roles

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### STOP and Process

How Are These ideas Consistent With Your Perceptions?

<ul style="list-style-type: none"> <li>• Confirmed my perceptions:</li> </ul>	<ul style="list-style-type: none"> <li>• Surprising – not my previous perceptions:</li> </ul>
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**Taking Action**

**What are three actions can you take right now to strengthen your TBTs?**



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**All successful school systems have come to trust and respect teachers.**

Fullan (2010)

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**Other questions?**



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**EVIDENCE  
PASSION  
RESULTS**

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