Insights into effective TBTs

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• 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

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

Outcomes
Where did we start this journey?

Our History

OLAC Leadership Framework Provides Foundation for the Ohio Improvement Process

www.ohioleadership.org

Click on Webinars
Everything starts by asking “Why?”

The Golden Circles

The Importance of Starting From “Why”
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?

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?

As leaders you must know and communicate **WHY** we are doing this work
What is the #1 Factor Influencing Student Achievement?

Talk to your shoulder partner and report out

• Home environment (E.S. = 0.52)
• Parental involvement (E.S. = 0.49)
• Socio-economic status (E.S. = 0.53)
Where are your TBTs?

Stop and process

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
What BLTs told me...

...about their TBTs

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

What are TBTs supposed to do?

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

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

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

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

Was in developing instructional strategies
New research on TBTS

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

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.
The most important conversations in which teachers engage revolve around the use of student-learning data.

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.

Looking at student work” must be reframed as “looking at student thinking.
More than two-thirds of older and younger teachers in a national survey said they prefer a school characterized by collaboration among teachers.

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

There is evidence that schools with lower teacher turnover tend to be more collaborative.
Examples of strategies

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

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.
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

Secondary Writing


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
Examples of strategies

1. Writing

2. DOK/HOT- Similarity and differences – Graphic Organizers
2. DOK/ HOTS Marzano –Similarities & difference
• Compare/contrast
• Classifying
• Creating metaphors
• Creating analogies

Advanced organizers (0.41)

Concept Map/ Thinking Maps (0.57)
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 $d = 0.59$
Cautions and advice on Hattie’s work

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

Where to start with “teaching practices”

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

Do teachers believe the research?
• If teachers have collaborative opportunities to try and practice strategies that actually help their students learn,
  • their beliefs change

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

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
Does it matter who chooses the practice?

- District?
- School?
- Team?

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

Teachers appreciated the fundamental premise of Collaborative Inquiry:

THE ACADEMY OF EXPERTS

That teachers are experts.
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

Time

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

Roles
Minimally
• Team leader/facilitator
• Time keeper
• Note taker/recorder

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

Schleifer, et al., 2017
Karlgaard, & Malone (2015)
Triad Teams

Roles

Minimally

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STOP and Process

How Are These Ideas Consistent With Your Perceptions?

• Confirmed my perceptions:
• Surprising – not my previous perceptions:
Taking Action
What are three actions can you take right now to strengthen your TBTs?

All successful school systems have come to trust and respect teachers.
Fullan (2010)

Other questions?