# TEACHER-BASED TEAMS IN ACTION
## VIDEO SCRIPT

## Introduction

<span style="color:blue">Male Narrator:</span>

Ohio has many programs and initiatives aimed at ensuring that <u>all</u> students are prepared for future success in a rapidly changing global economy.

To understand the connections between these efforts, it helps to look at the big picture.

Most of the initiatives fall into these four categories:
- What Teachers Teach;
- How Teachers Deliver Instruction;
- Measures of Student Learning; and
- Measures of Educator Effectiveness.

To adapt to these changes, collaboration and streamlined improvement processes are critical.

The Ohio Leadership Advisory Council (OLAC) has developed a framework to help schools use collaborative structures and share the responsibility for improving student achievement.

Through these structures, many districts and schools are using the Ohio Improvement Process—or OIP—to set and monitor their improvement goals.

The OIP includes a 5-Step Process that can help streamline implementation efforts.

This process is the same, whether it's being used:
- By teachers to make real-time decisions in the classroom
- By teacher-based teams to collectively respond to all students' needs
- By building leadership teams to track progress school-wide or
- By district and community school leadership teams to monitor system-wide goals.

Let's explore how the 5-Step Process works **in teacher-based teams** and **in the classroom.**

# STEP 1: Collect Evidence of Student Learning
## *Teacher-Based Teams*

**Male Narrator:**
Teachers are working together to transition to Ohio's New Learning Standards. As part of this transition, teams must determine how they are going to collect, or assess, evidence of student learning.

Teachers must start with a shared understanding of what students need to know and be able to do. To achieve this, teams can work together to deconstruct the standards and create clear learning targets.

Clear learning targets help teachers know what to teach, how to identify different entry points for learning, and how learning should be assessed.

Once teams have deconstructed the standards, they must decide which learning targets they want to collectively assess.

To determine this, there are several considerations:
- **Consideration 1:** The decision may come from the school or district improvement goals.
- **Consideration 2:** A team may decide to focus on the most important learning for a single subject or it may focus on a skill that crosses multiple subjects.
- **Consideration 3:** Teachers in the same grades and subjects can work together to develop Student Learning Objectives (or SLOs) that measure student growth. Then, they can collect information about how students are progressing toward those growth objectives.

When team members agree about what to assess—and how they are going to collect the information—they give these common assessments in their classrooms.

# STEP 1: Collect Evidence of Student Learning
## *In the Classroom*

**Female Narrator:**
In addition to collecting the information they agreed to bring back to their team, teachers are using formative instructional practices in their classrooms daily. This means they are always working with their students to gather evidence of learning. Sometimes this information is gathered formally—such as through quizzes or performance assessments—and sometimes the information is gathered informally, using strategies like classroom questioning or exit cards.

**Step 1 Includes:**
- What Teachers Teach
- Measures of Student Learning
- Measures of Educator Effectiveness

# STEP 2: Analyze Assessment Results
## *Teacher-Based Teams*

Male Narrator:

Teachers share the results they collected and work together to analyze the information.

"What does the data tell us about what students know?"
"What does the data tell us about student subgroups?"
"What misconceptions do our students still seem to have?"

To accurately analyze assessment results, teachers need to agree about what it means to meet or master the learning target. Tools like rubrics and student work exemplars can help everyone stay on the same page and keep expectations high.

# STEP 2: Analyze Assessment Results
## *In the Classroom*

Female Narrator:

Teachers are constantly analyzing information about student learning. Just like the team used rubrics and exemplars, teachers can also use them with students. These tools help students understand learning targets and the qualities of strong work. With this understanding, students can analyze their own work and set learning goals.

**Step 2 Includes:**
- Measures of Student Learning

## STEP 3: Plan for Instruction
### *Teacher-Based Teams*

**Male Narrator:**

The team uses its analysis to determine how it is going to meet students' needs.

"Did our initial instruction reach all students?"
"Has anyone had success teaching this? If so, what instructional strategies were used?"
"Is professional development needed in specific content areas or around certain instructional strategies?"

When the team shares its collective knowledge and plans together, students receive the best instruction possible.

## STEP 3: Plan for Instruction
### *In the Classroom*

**Female Narrator:**

Teachers using formative instructional practices are intentionally organizing their instruction to collect evidence of learning. They can use the information they've gathered to make day-to-day or even minute-to-minute decisions.

**Step 3 Includes:**
- How Teachers Deliver Instruction

# STEP 4: Implement with Fidelity
## *Teacher-Based Teams*

Male Narrator:
In Step 4, each team member implements the instruction that responds to his or her students' needs.

Teachers are learners too, and can support each other—and hold each other accountable—as they try new instructional strategies. Modeling, coaching, observations, and co-teaching are ways teachers can learn and provide feedback to each other.

# STEP 4: Implement with Fidelity
## *In the Classroom*

Female Narrator:
Teachers provide students with timely and focused feedback to move learning forward. And, they teach students to give each other effective feedback, too. Students have many opportunities to respond to feedback and practice before a summative assessment. Formative and summative assessment information is important to students, because they can use it to track their progress. When used correctly, assessment can be a powerful way to engage and motivate students.

**Step 4 Includes:**
- How Teachers Deliver Instruction

# STEP 5: Re-assess and Evaluate Effectiveness
## *Teacher-Based Teams*

Male Narrator:
Step 5 involves re-collecting and analyzing information about student learning. This time, it's an opportunity for the team to determine if the strategies used were effective, and how to address any ongoing concerns.

A teacher-based team's post-assessment data may be shared with building, district, or community school leadership teams. This data is used to determine if teachers need additional resources or support.

The cycle is continuous—teacher-based teams are always collecting and responding to information in order to advance student learning and reflect on their own professional growth.

**Step 5 Includes:**
- How Teachers Deliver Instruction
- Measures of Student Learning
- Measures of Educator Effectiveness

**Learn more at <u>www.OhioLeadership.org</u>.**

***This video created in partnership with:***
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