The 3 C’s of Successful TBTs

Collaboration, Collective Inquiry and Coaching

http://tinyurl.com/hmsklm3
Intended Outcomes

To learn how to put “success” into building a school culture through Teacher Based Teams by:

Collaboration --- through the experience of one building principal and school psychologist

Collective Inquiry --- through the experience of two teachers that are a part of a Teacher Based Team (TBT) and the Building Leadership Team (BLT)

Coaching --- through the experience of their “coach”
Who We Are:

Principal: Dr. Sally J. Raso
School Psychologist: Mrs. Lindsay Arndt
Teachers: Mrs. Katie Hawk and Miss Megan Hall
Coach: Dr. Lynn Hruschak, SST3/ESCCC, Curriculum Coordinator
Our District and School

District: 
School: 

1 Early Learning Center
6
6 Elementary Schools
   2 Mod/Intensive Needs Classrooms
2 Middle Schools
   Enrollment: 318
1 High School

Enrollment: 5411
<table>
<thead>
<tr>
<th>Demographics</th>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.5%</td>
<td>96.4%</td>
</tr>
<tr>
<td>Mobility</td>
<td>4.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>6.9%</td>
<td>14.6%</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>18.1%</td>
<td>10.2%</td>
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<tr>
<td>Limited English Proficient</td>
<td>5.2%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.5%</td>
<td>4.7%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>85.9%</td>
<td>86.9%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>3.5%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Collaboration

Dr. Sally J. Raso & Mrs. Lindsay Arndt
## Data

<table>
<thead>
<tr>
<th>Subject</th>
<th>District: Proficient or Above (%)</th>
<th>School: Proficient or Above (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 ELA</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>Grade 5 ELA</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>Grade 6 ELA</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>86%</td>
<td>85%</td>
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<tr>
<td>Grade 4 Math</td>
<td>77%</td>
<td>84%</td>
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<tr>
<td>Grade 5 Math</td>
<td>86%</td>
<td>95%</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>80%</td>
<td>90%</td>
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</tbody>
</table>
Collaboration

Using School Created Assessments
AIMS Web Meetings - 5 Times a Year
Model the 5-Step Process
Introducing TBTs - Year 1

Connection to What We Have Been Doing

OLAC Video BLT: Alignment of DLT, BLT, TBT; Building Level Team; Collaboration: BLT

BLT Buy In:

BLT Introduce a “Problem” - Act It Out

Grade Levels - Entrance Slip

Teaming Discussions (What about the outliers)
TBTs - Year 2

DLT → BLT → TBT

OLAC Videos - TBTs : 2nd Grade - Chesapeake Elementary; Collaboration: Teacher Based Teams

Carve Out Time to Meet - 30 Minutes /Week

BLT Guidance to Individual TBTs

Focus - Moving Numbers
TBT - Year 3

Carve Out Time to Meet - 1 Hour/Week

Google Classrooms

ANCHOR STANDARDS

<table>
<thead>
<tr>
<th>TBT → BLT → DLT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details (standards 1-3):</strong> Model comprehension strategies so students can comprehend key ideas and details in multiple readings of the text.</td>
</tr>
<tr>
<td><strong>Craft and Structure (standards 4-6):</strong> When reading, ask students to pay attention to the author’s craft and use of language.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas (standards 7-9):</strong> Introduce visual literary/diverse media to support or supplement text to improve comprehension.</td>
</tr>
</tbody>
</table>
Communication

Teacher Teams are characterized by supportive and shared leadership, shared values and vision, collective responsibility for student learning, promotion of personal reflection and team collaboration, and supportive physical and personal conditions. Collaborative teacher teams involve educators in critical conversations that focus on student learning results and effective instructional practices. (Astuto, 1993; DuFour, 1998; Garmstrom, 1999; Hord, 1997; McLaughlin & Talbert, 1993)

“Real reform occurs when teachers convene, trade ideas, implement and refine them in their classrooms, and become sounding boards and resources for one another.” —Diana Lam

TBT Form Example
Communicate Effectively

Utilize Active Listening Strategies

Communicate Face to Face

Give Respectful, Specific Feedback

Email and Share Resources
Collective Inquiry
Collective Inquiry

How do you pick your pre-assessment?

● Needs you’re observing in the classroom
  ○ previous content taught that students are still struggling with

● Upcoming content
  ○ next chapter or unit taught

● Common Assessments
  ○ district wide SLO’s and common assessments (Formative and Summative)
Collaboration Activity

1) Take a look at our Pre-Assessment

2) Talk with your table group about the struggles that you think the students had with subtraction

3) Each table will share their thoughts
Pre-Assessment Results

Pre-Assessment #1
Pre-Assessment #2
Pre-Assessment #3

After viewing our results, make observations and discuss with your table.

What are some areas of growth?
Pre-Assessment Results

The students struggled with...

1) Following the directions in questions 1-6. The students did not **subtract** 2. Instead, they plugged in their own digit.

2) In problems 7-12, students struggled with subtracting one digit from two digits.

3) In problems 13-14, students struggled with finding the value of the tens place.
Quick Thought!

There is so much to talk about during TBT’s and it’s easy to get off task. As a way to use time effectively, come to your TBT with the pre-assessments graded and data already recorded in the TBT form.
Now, you will meet with your TBT and bring your pre-assessment to discuss the student’s strengths and weaknesses.

Next, you will discuss what interventions/high yield instructional strategies that would be developmentally appropriate for your student’s needs.
Interventions

Based on our student’s needs we chose the following interventions for following directions, place value, and subtraction with regrouping.

1) Following Directions (this intervention is only for those who couldn’t follow directions. There is no enrichment.)

   a) Meet with a small group and discuss the importance of reading directions before beginning work. Each student will be given a slip including 5 directions which will be read orally (because this is not testing their reading). Then, on their dry erase board, they will follow the directions by completing the tasks stated.

   b) Play “Teacher Says” which is just like “Simon Says”
2) Place Value (this intervention is for those students who could not correctly identify the value of the tens place. This is a review therefore we are only meeting with the students who continue to struggle)

   a. Using base 10 blocks the students will be modeling a given number on their place value mat. Then, they will be writing the value of each digit on a dry erase board.
3) 2 digit subtraction with regrouping (this is for reteaching and enriching because it’s new material)

   a. Reteach - Students will model the value of a number using base 10 blocks and practice regrouping by exchanging a long (set of 10) for 10 cubes (ones).

   b. Enrichment - The students will be using a deck of cards to build two 3 digit numbers. Using a dry erase board, They will write the larger number on top of the smaller number and subtract. The students can also use MobyMax to work on math facts and math application on their chromebooks.
Instructional Strategies

As you are planning your interventions, you should refer to Marzano’s Instructional Strategies when choosing interventions for your students. Choose strategies that you are not already using in your classroom. Here are the Marzano high yield strategies we used:

- Cooperative Learning - Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.

- Nonlinguistic Representation - Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.
Quick Thought

For the purpose of this presentation, we focused on intervention. Remember that enrichment opportunities are equally as important. Do not forget to stretch the thinking of those students who have already “gotten it”.
Reevaluate

After a few days of instruction, you could reevaluate your students to see if they are making progress or falling behind. This information will help guide your interventions and allow you to make changes as needed.
Post Assessment

At the end of the unit, you will need to give a post assessment to see if your students made progress or not. The post assessment should be the same as the pre-assessment so the data is reliable. The data from the post assessment will show you who needs to continue receiving intervention in the future (after moving forward to the next unit).

*We are still still teaching the subtraction unit therefore we don’t have post-assessment data to share with you*
TBT in Action

Here is a video of us TBT'ing after administering and grading the Pre-Assessment
Going from Good to Great

What Effective Coaching Can Do For You
OLi4: Performance Coaching

- There are different kinds of coaching (e.g. instructional coaching, cognitive coaching, etc).
- This is a process about helping principals take action and meet their goals and the goals of the project.
- The project, Ohio Leadership for Inclusion, Implementation and Instructional Improvement --- hence, OLi4 --- uses targeted professional development that includes coaching as a component to foster shared leadership.
Why does everyone need a coach?
“The one thing people are never good at is seeing themselves as others see them...a coach really, really helps them.”  Eric Schmidt

- Give a new perspective
- Focus on best practices
- Connect Colleagues to Increase Opportunities for Networking
- Provide Personal Learning
- Share Non-Evaluative Feedback
RESEARCH ON COACHING


  The entire journal is about the role of the coach, the principal as coach, leadership being provided a coach, teachers having a coach, the role of a coach being integral to school improvement. Michael Fullan, Jim Knight, Elle Allison, Joellen Killion, etc.

Learning takes place when...

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Awareness Plus concept Understanding</th>
<th>Skill Attainment</th>
<th>Application/Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Low Risk Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching/Study Teams/Peer Visits</td>
<td>90%</td>
<td>90%</td>
<td>85-90%</td>
</tr>
</tbody>
</table>

Source: Student Achievement through Staff Development, 3rd Edition, Joyce and Showers.
Leadership Performance Coaching

- Focus on two priorities:
  Classroom Observations/Coaching
  TBTs and BLTs
- Coaches ask the coachees to engage in high impact action
- Formal coaching agreements and a Semester Plan
Coaching Contract

- A set number of coaching sessions
- Over a defined period of time
- Requires coachees to identify the work (2 priorities) they will be coached on
- Development of the semester plan
- Working alone/with your coach --- what are the most important actions this year?
Sally’s Work 2015-2016

TBT STRENGTHS

TBTs all teams meet and are beginning to look at the big picture/understand the work. Some teams function better than others. Intervention specialists are all assigned to a team.

TBT GROWTH

Support teams that need it; they are all focusing on instructional strategies this year; making sure that the form isn’t the focus --- starting to see this as a tool to support their work.
Sally’s Work 2015-2016

BLT STRENGTHS

Membership of the team has one grade level representative

Last year, instrumental with the implementation and support of the teams

BLT GROWTH

Would like an intervention specialist as a team member, supporting the focus of instructional strategies, continuing to build capacity and exploring potential ways they can provide feedback to the TBTs.
Sally’s Work 2015-2016

Instructional Walkthroughs and Observations/Coaching

Sally would like to build the reflective capacity of her teachers. She will use a coaching model to support the development of teacher reflection.
Resources and Activities

- Coaching Prompts for TBTs
  
  See half sheet, laminated paper (folder and online)

- Prioritizing Standards Activity
  
  Template (folder and online); teachers use “guiding questions” to make decisions about which standards they should unpack and assess collaboratively as a team

- Marzano’s Nine Activity (folder and online)
Each of the “pieces” of the puzzle

Are extremely important to the success of the...
Thank you for being a “piece”....

Of our presentation today!

Enjoy the Reese’s Pieces!!
Contact Information

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Resources

How to Set Up A Google Classroom

OLAC videos

Marzano’s High Yield Instructional Strategies

Anchor Standards
Questions?

Each person holds so much power within themselves that needs to be let out. Sometimes they just need a little nudge, a little direction, a little support, a little coaching and the greatest things can happen.

Pete Carroll