SESSION OUTCOMES

Gain knowledge of alternative professional development and leadership structures to improve teacher quality and student learning in busy high school environments.

Learn how to use real-time data collection and peer observation strategies to improve teaching and learning.
LEXINGTON SCHOOL DISTRICT THREE

PRIORITIES

Defined Curriculum & Assessments

21st Century Technology Skills

Preparing Students for the Future Now!

Collaboration

Rigor

Engagement

Generous, Purposeful Reading & Writing

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PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills
Teachers learn best from other teachers in settings where they literally teach each other the art of teaching.

—Judith Little

Think about staff development in your district:

What has been successful?

What has not been successful?
A Model with Results
Allows teachers to share ideas and strategies with colleagues.
Builds confidence for teachers to lead and plan professional development.
Promotes comfort with teachers observing each other critically and honestly.
Grows teachers as leaders.
Provides a structure for the school to work on instructional priorities without changing the PD model.

WHY A NEW PROFESSIONAL DEVELOPMENT VEHICLE?
➢ Sense of Urgency for CHANGE;
➢ Lack of sustained, school wide instructional change;
➢ Needed a model for data collection and analysis;
➢ Instructional improvements too slow for the learning needs of our students;
➢ Size of departments/school make PLCs challenging;
➢ Not all staff available after school because of other responsibilities.
Why Think Tank?

Desired State

Collective Learning and Application of Learning via Think Tank
Think Tank VISION

Realizing that the teacher is the MOST important factor in the classroom, Think Tank will engage teachers in real-time professional development experiences in order to maximize student learning at BLHS.

THINK TANK PD GOAL

To work efficiently and effectively with students in order to maximize instructional time and ensure fidelity in implementing curriculum aligned with the goals of the school and district plans.
Think Tank: 2-Prong PD Model

1: Collective Learning

2: Data Collection through structured peer observation
BI-WEEKLY MEETINGS

2 meetings per month
Cross disciplinary during planning periods
EXACTLY 45-minutes in length
Required element of BLHS GBE process
Meeting Dates: 2nd and 4th Wednesday of EACH month.

THINK TANK OBJECTIVES

Learn engaging new instructional strategies.

Engage teachers in PEER OBSERVATIONS for the purpose of data collection based on district and school instructional priorities (R-E-C).

Supply ELEOT data for monthly Leadership Team (LT) meetings by tracking various data elements:

RIGOR, ENGAGEMENT, COLLABORATION
TWO MEETINGS PER MONTH

1st Meeting – **Collective Learning**
by Study Research-Based Instructional Strategies to improve student achievement

2nd Meeting – **Collect REALTIME Data** via “Fish Bowl” peer observations
COLLECTIVE LEARNING FOCUS
1st session each month

2013-2014:
  Questioning / Marzano work,
  Introduction to peer observation process

2014-2015:
  Formative Assessment / Student Collaboration

2015-2016:
  Technology Integration / Engineering classroom
  Preparing for Advanced Ed visit (ELEOT)

I get by with a little help from my friends.
—The Beatles
Triple Track of Active Learning Strategies

<table>
<thead>
<tr>
<th>Protocol</th>
<th>How did this facilitate my learning?</th>
<th>How might I use this in my classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think/Ink/Square/Share Engaging Activity</td>
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<tr>
<td>Round Robin</td>
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<td>Random Report Out</td>
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<tr>
<td>Paired Verbal Fluency Pulse Check (10-2)</td>
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<tr>
<td>Simultaneous Round Table Brainstorm for Team Mission Statement</td>
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<tr>
<td>What I Would Rather ... Class Building Activity</td>
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</tbody>
</table>

What does a typical Think Tank agenda look like?
RESULTS-BASED AGENDA (RBA)

Vision Statement
Purpose
Goals
Results
Agenda Items
Vision of Lexington Three AP/Lead Teacher PLC:

The vision of Lexington 3’s AP/Lead Teacher PLC group is to work as a collaborative team to learn research-based practices in school leadership and curriculum assessment instruction (CAI), using a cycle of continuous improvement, working with teachers as collaborative teams and individually, modeling rigor, improving both classroom practices and student learning, leading to greater student achievement.

Purpose

To work efficiently and effectively with teachers in order to maximize instructional time and ensure fidelity in implementing curriculum aligned with the goals of the school and district plans.

AGENDA

- Activating Prior Knowledge
- SLT Team Charter
- Digging Deeper into Formative Assessment
Lead 2
Meeting Two
October 2, 2014
9:00 AM - 10:00 PM
AGENDA

Facilitators: Gregory MacDougall & Cheryl Anderson
Staff Members Present:

Vision of Lexington Three AP/Lead Teacher PLT:
The vision of Lexington 3’s AP/Lead Teacher [ST] group is to work as a collaborative team to learn research-based practices in school leadership and curriculum assessment instruction (CASE), using a cycle of continuous improvement, working with teachers as collaborative teams and individually, modeling rigor, improving both classroom practices and student learning, leading to greater student achievement.

AGENDA
- Activating Prior Knowledge
- [ST] Team Charter
- Digging Deeper into Formative Assessment

Results
- The Team Charter purpose will be clarified and used to plan for school-wide professional development.
- Apply knowledge of formative assessment and priority standards to develop a yearly pacing guide for PD.
- PD Pacing guide established and November formative assessment early release PD planned.

Purpose
- Clarify the purpose of the Team Charter
- Understand the 5 characteristics of Formative Assessment
- Understand Learning Targets/Priority Standards
- Reflect on October 1 formative assessment PD and plan November PD
- Review the 5 characteristics of Formative Assessment
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Think Tank: 2-Prong PD Model

1: **Collective Learning**

2: **Data Collection through** structured peer observation

If PLCs are to truly break down the walls of teacher isolation, they (teachers) must step out of the meeting room and into each other’s classrooms. (Daniel Venables)
MEETING 2: DATA COLLECTION - Year 1
1. Introduce observation focus.
2. Draw name from the fishbowl / record ONLY department.
1. Individually observe EXACTLY 20 minutes.
2. Debrief the observations: chart & share what we learned from colleagues (qualitative)
1. RATE the observation using a quantitative data instrument (engagement tool).
Learning Tasks

- Find the x and y intercept \( x \)
- Sketch \( y \)
- Writing Equations \( 2/3 \)
- Working in four groups (translating)
- Concession 5 - Watch a video \( 1/2 \)
- Note-taking
- Create an indv. \( K-W-L \) chart & consolidate into a group \( K-W-L \) chart
- Lifting weights
- Problem Solving (911 scenarios) \( 3/4 \)
- Review questions w/ acceleration, displacement, & distance \( 1/2 \)
Learning Tasks

- Research lab focused on calculating volume/mass.
- Skill of interpreting density table.
- Draw a molecule diagram with \
  kinetic energy and 
  potential energy.
- Get a copy of the lab sheet that you need to sign 
  before starting.
- Avoid using your phone and 
  your phone's illustrations.
- Creating a food safety awareness flip book.
- Sketch on grocery something on the computer.
- Brainstorm groups - Draw a flowchart for 2.
- Students work in groups with 
  their lab partner.
- After the presentation, 
  lecture, question/answer.
- Group work with maps (grid maps).
- Discussion questions.
- Just the facts.
- Key points.
- Lectures/Media.
- Lecture Media.
- Lab notes - Practice bench activities.
- Complete assignment to prepare for next class.
- Read & review - "The Physicals and 
  Properties" and 
  "Matter." The 9 questions.
- Labs are fun and 
  important to practice lab work.
Peer Observations . . .

- SLOWLY & CAREFULLY calibrate the observation tool.
- Begin with paired peer observations.
- Observe TOGETHER at the EXACT same time.
- Share colleague feedback using a Praise, Question, Polish (PQP) Model.
- Watch the FISHBOWL carefully and don’t forget the chocolate!
MEETING 2: DATA COLLECTION - Year 2

1. Observe 20-min. with a partner using ELEOT.
2. Draw a name/department from bowl.
3. Debrief the observations:
   a) Collect data using ELEOT spreadsheet.
   b) Analyze trends (and share via email)
   c) Give individual teacher feedback using ELEOT and Praise-Question-Polish (PQP)
   d) Track data via Leadership Team (LT).

ELEOT - Student-focused observation

Effective Learning Environments Observation Tool (ELEOT)
The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to coordinate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item description below. As needed and appropriate, briefly make inquiries with students.


<table>
<thead>
<tr>
<th>Student-focused Observations</th>
<th>Very Good</th>
<th>Good</th>
<th>Somewhat Above</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Equitable Learning Environment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Has differentiated learning opportunities and activities that meet each student’s needs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Has equal access to classroom resources, supplies, technology and support</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Knows that rules and consequences are fair, clear, and consistently applied</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Encourages opportunities to learn about their own and other’s background/differences</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B. High Expectations Environment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Knows and knows to meet the high expectations established by the teacher</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Is challenged with activities and learning that are challenging but attainable</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Is provided meaningful work on high-quality work</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Is engaged in rigorous small group, discussions, and/or tasks</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Is asked and assigned to analyze questions that require higher order thinking (e.g., applying, evaluating, synthesizing)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

C. Supportive Learning Environment: |
| 10. Demonstrates an attitude that the learning experience is positive | 4 | 3 | 2 | 1 |
| 11. Demonstrates a positive attitude about the classroom and the learning | 4 | 3 | 2 | 1 |
| 12. Takes risks in learning without fear of negative feedback | 4 | 3 | 2 | 1 |
| 13. Is provided support and assistance to understand concepts and accomplish tasks | 4 | 3 | 2 | 1 |
| 14. Is provided additional alternative instruction and feedback at the appropriate level of challenge for each student | 4 | 3 | 2 | 1 |

D. Active Learning Environment: |
| 15. Has several opportunities to engage in discussions with teacher and other students | 4 | 3 | 2 | 1 |
| 16. Makes connections from content to real-life experiences | 4 | 3 | 2 | 1 |
| 17. Is actively engaged in the learning activities | 4 | 3 | 2 | 1 |

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ELEOT Students Focused Environments

➢ Equitable Learning
➢ High Expectations
➢ Supportive Learning
➢ Active Learning
➢ Progress Monitoring
➢ Well-Managed Learning
➢ Digital Learning

Lexington District Three AdvancED eleot scores:

<table>
<thead>
<tr>
<th>Domains</th>
<th>External Review</th>
<th>AEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Equitable Learning Environment</td>
<td>3.09</td>
<td>2.69</td>
</tr>
<tr>
<td>2 High Expectations Environment</td>
<td>3.13</td>
<td>2.81</td>
</tr>
<tr>
<td>3 Supportive Learning Environment</td>
<td>3.48</td>
<td>3.06</td>
</tr>
<tr>
<td>4 Active Learning Environment</td>
<td>3.35</td>
<td>2.94</td>
</tr>
<tr>
<td>5 Progress Monitoring and Feedback Environment</td>
<td>3.28</td>
<td>3.07</td>
</tr>
<tr>
<td>6 Well-Managed Learning Environment</td>
<td>3.44</td>
<td>3.13</td>
</tr>
<tr>
<td>7 Digital Learning Environment</td>
<td>2.63</td>
<td>1.82</td>
</tr>
</tbody>
</table>
Leadership Team Meeting – May 18, 2015 - AGENDA

WELCOME - Ice Breaker: “What is the most innovative lesson or instructional strategy you have ever used in your classroom?”

Data Analysis for Decision Making

Library Book Circulation: Current: ____5463___ Goal:____5200____

ELEOT Data (as of 2/19/15 & 5/6/15):

<table>
<thead>
<tr>
<th></th>
<th>Equitable Learning 3.1, 3.0</th>
<th>High Expectations 2.9, 3.0</th>
<th>Supportive Learning 3.2, 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Learning</td>
<td>3.1, 3.3</td>
<td>Progress Monitoring 2.9, 3.1</td>
<td>Well-Managed 3.4, 3.1</td>
</tr>
</tbody>
</table>

2/12/2016
THINK TANK – A WORK IN PROGRESS
2015-2016

The model grows with us.
Multi-year initiative
Teacher evaluation / SLO
Just 45 minutes? 3x per month?
Problem-Based Learning (PBL)
Creation of model lessons (Teachscape.com)

Reasons to Celebrate!
★ Decreased student retentions
★ Increased teacher collaboration across departments
★ Teachers taking risks!
★ More engaging classrooms (technology and collaboration)
★ Improving ELEOT data
★ Improving EOCEP scores
★ Coming online with 1:1 (9th/10th)
★ Supportive central office
QUESTIONS?

Pat Padgett  Ppadgett@lex3.org
Lisa Allison  Lallison@lex3.org
Angie Rye  Arie@lex3.org
RESOURCES

