THINK TANK @ BATESBURG-LEESVILLE HIGH SCHOOL

Raymond "Pat" Padgett, Principal
Lisa Allison, Instructional Coordinator
Angie Rye, Chief Academic Officer

2/20/16

LEXINGTON COUNTY SCHOOL DISTRICT THREE
BATESBURG-LEESVILLE

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.

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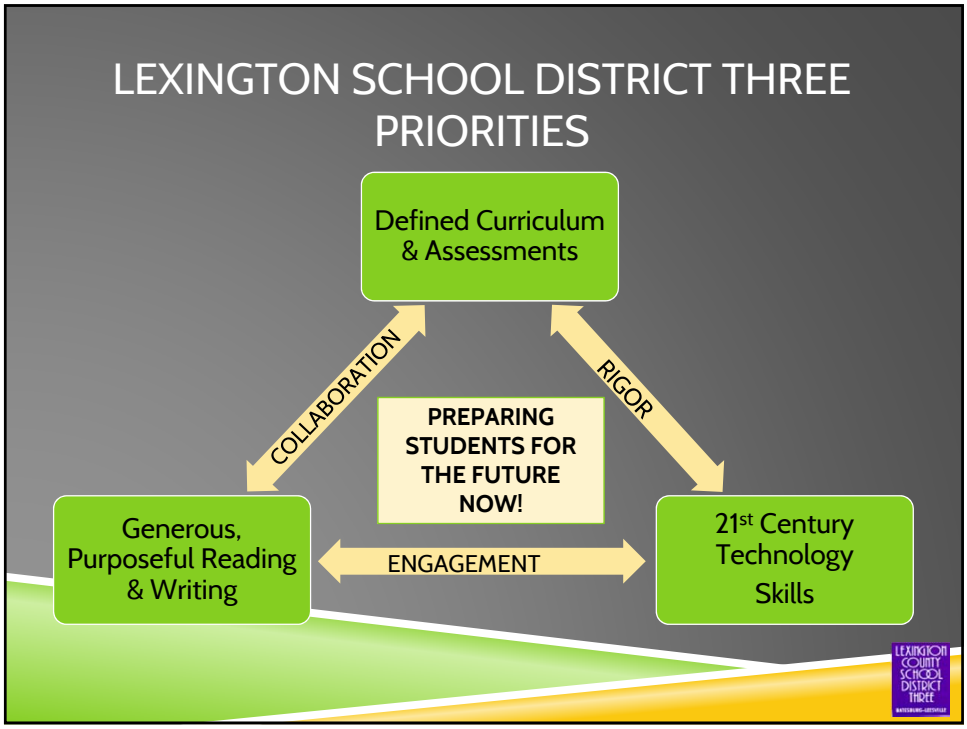
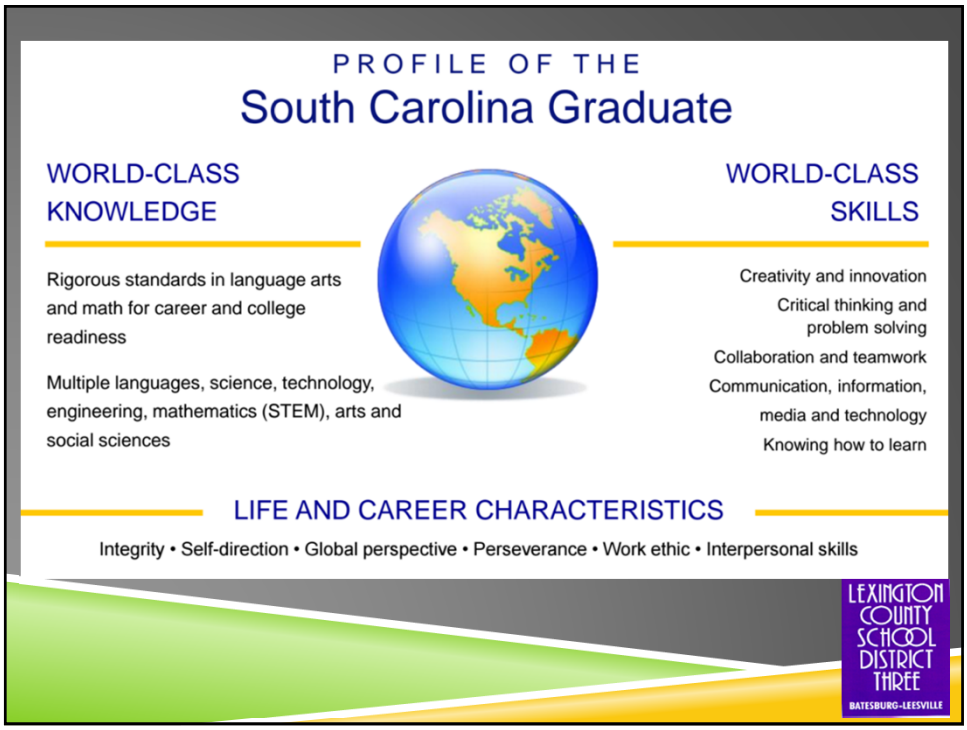
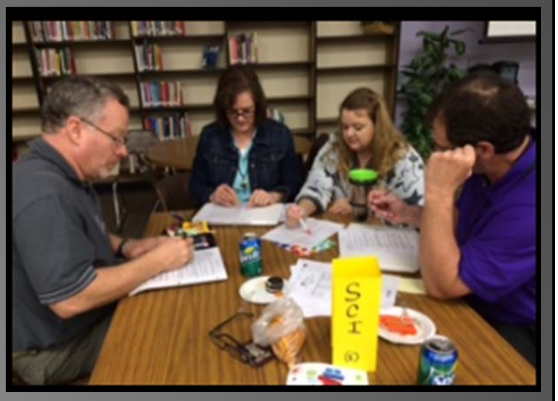

LEXINGTON SCHOOL DISTRICT THREE PRIORITIES
Defined Curriculum & Assessments
COLLABORATION
RIGOR
PREPARING STUDENTS FOR THE FUTURE NOW!
Generous, Purposeful Reading & Writing
ENGAGEMENT
21st Century Technology Skills


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



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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.

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Why Think Tank?

Desired State

Collective Learning and Application of Learning via Think Tank

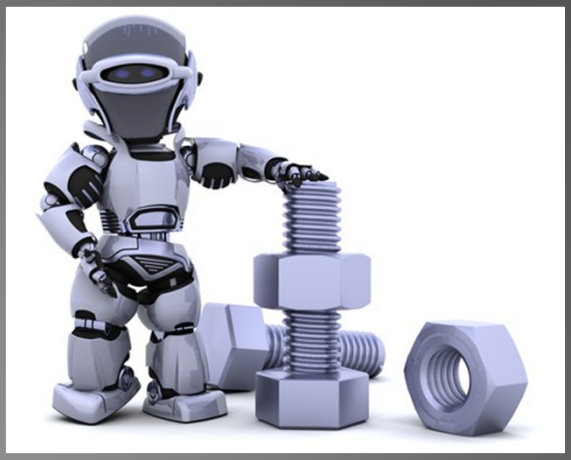
Think Tank VISION

- 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 NUTS & BOLTS



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

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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

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COLLECTIVE LEARNING FOCUS
1st session each month

2013-2014:

Questioning / Marzano work,

Introduction to peer observation process

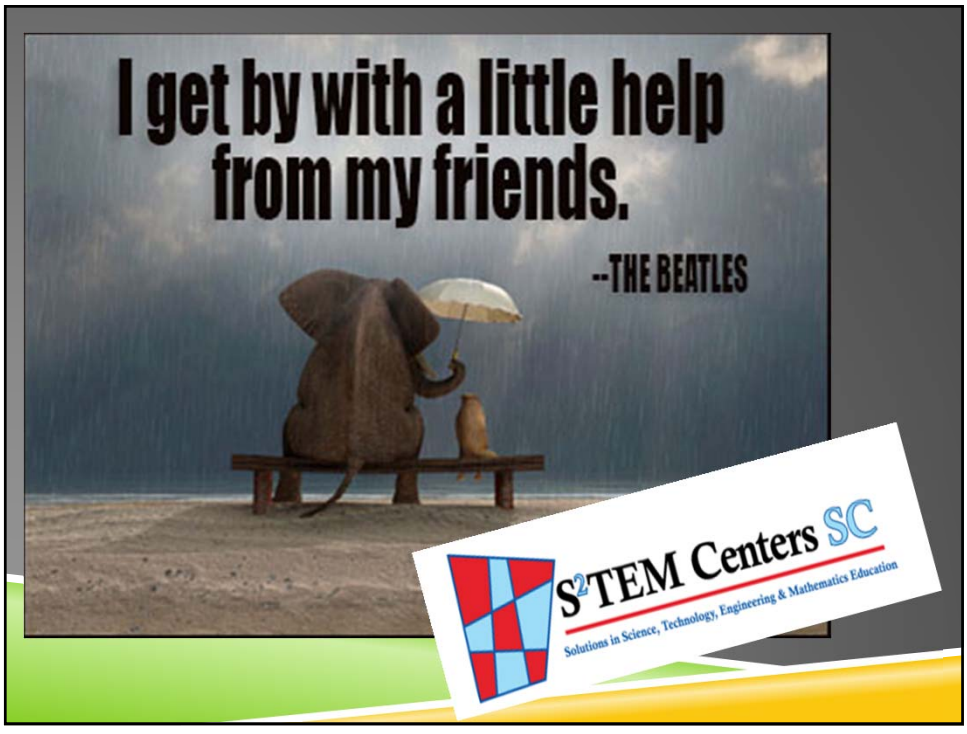
2014-2015:

Formative Assessment / Student Collaboration

2015-2016:

Technology Integration / Engineering classroom

Preparing for Advanced Ed visit (ELEOT)



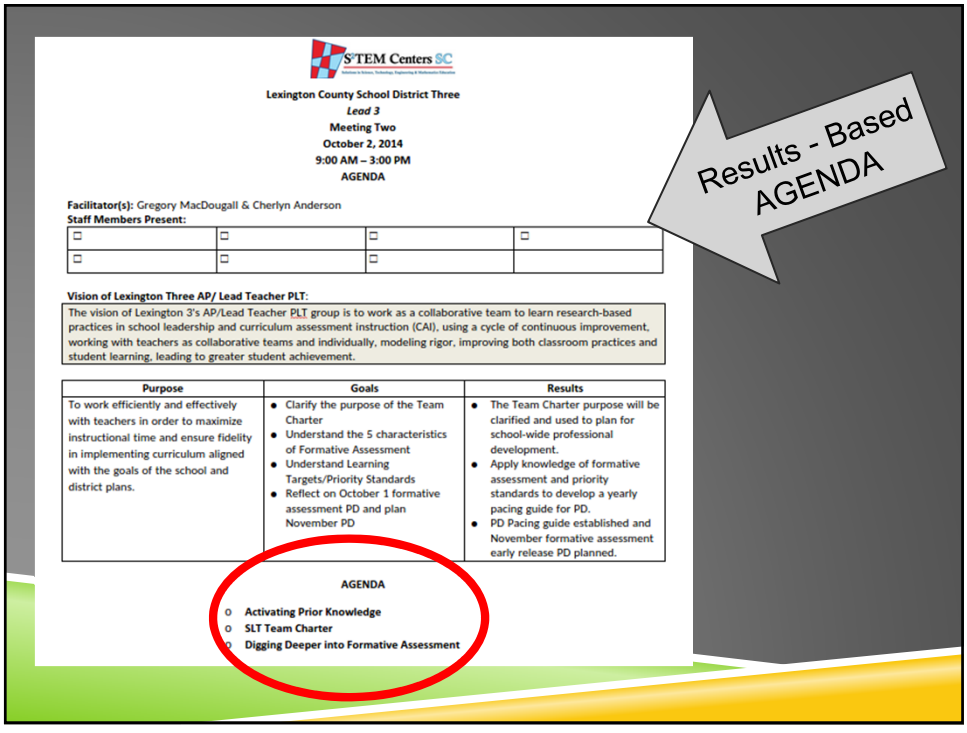
Triple Track of Active Learning Strategies

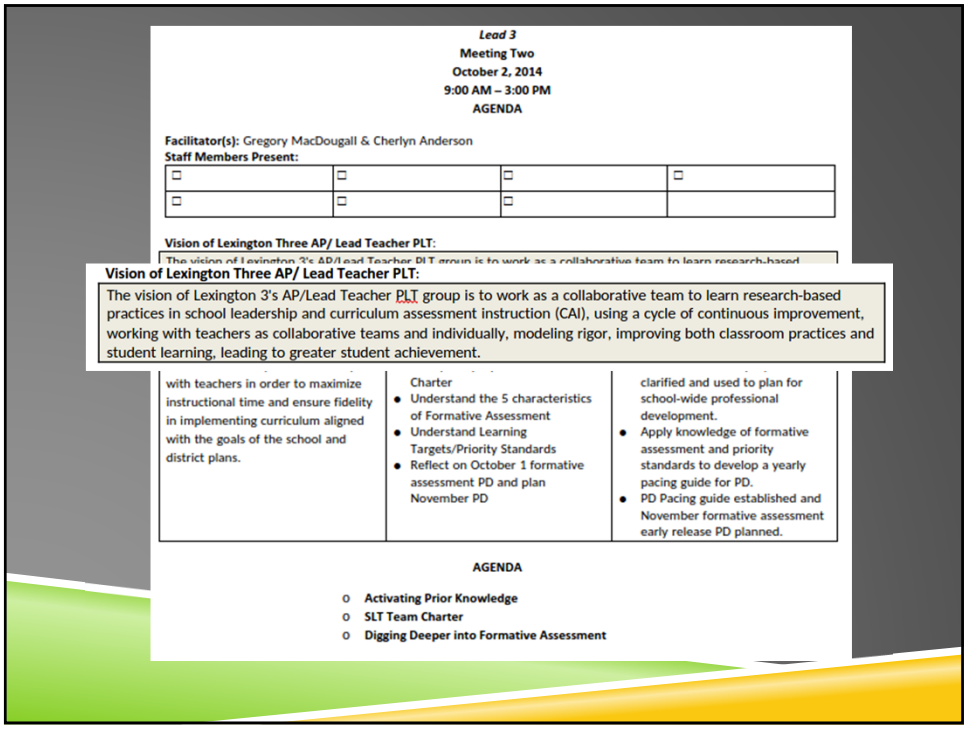
Protocol	How did this facilitate my learning?	How might I use this in my classroom?
Think/Ink/Square/Share	Engaging Activity	
Round Robin		
Random Report Out		
Paired Verbal Fluency	Pulse Check (10-2)	
Simultaneous Round Table	Brainstorm for Team Mission Statement	
What I Would Rather …	Class Building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

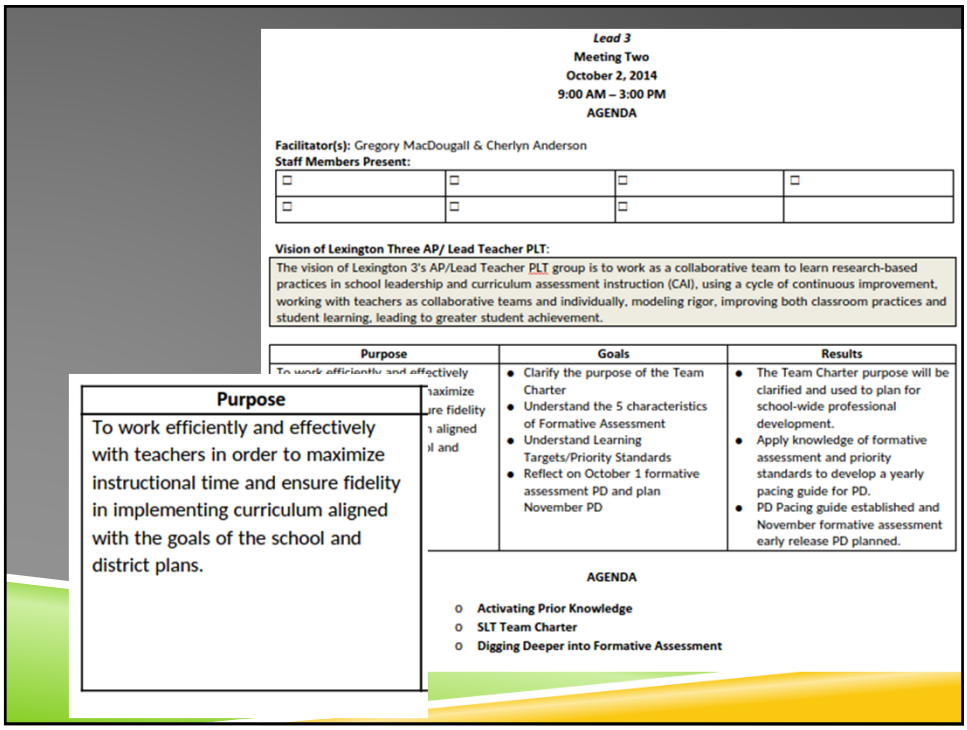
What does a typical Think Tank agenda look like?

RESULTS-BASED AGENDA (RBA)

- Vision Statement
- Purpose
- Goals
- Results
- Agenda Items




Lead 3
Meeting Two
October 2, 2014
9:00 AM – 3:00 PM
AGENDA
Facilitator(s): Gregory MacDougall & Cherlyn Anderson
Staff Members Present:
Vision of Lexington Three AP/ Lead Teacher PLT:
The vision of Lexington 3's AP/Lead Teacher PLT 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.
with teachers in order to maximize instructional time and ensure fidelity in implementing curriculum aligned with the goals of the school and district plans.
Charter
Understand the 5 characteristics of Formative Assessment
Understand Learning Targets/Priority Standards
Reflect on October 1 formative assessment PD and plan November PD
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.
AGENDA
Activating Prior Knowledge
SLT Team Charter
Digging Deeper into Formative Assessment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Purpose
Goals
Results
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
The Team Charter purpose will be clarified and used to plan for school-wide professional development.
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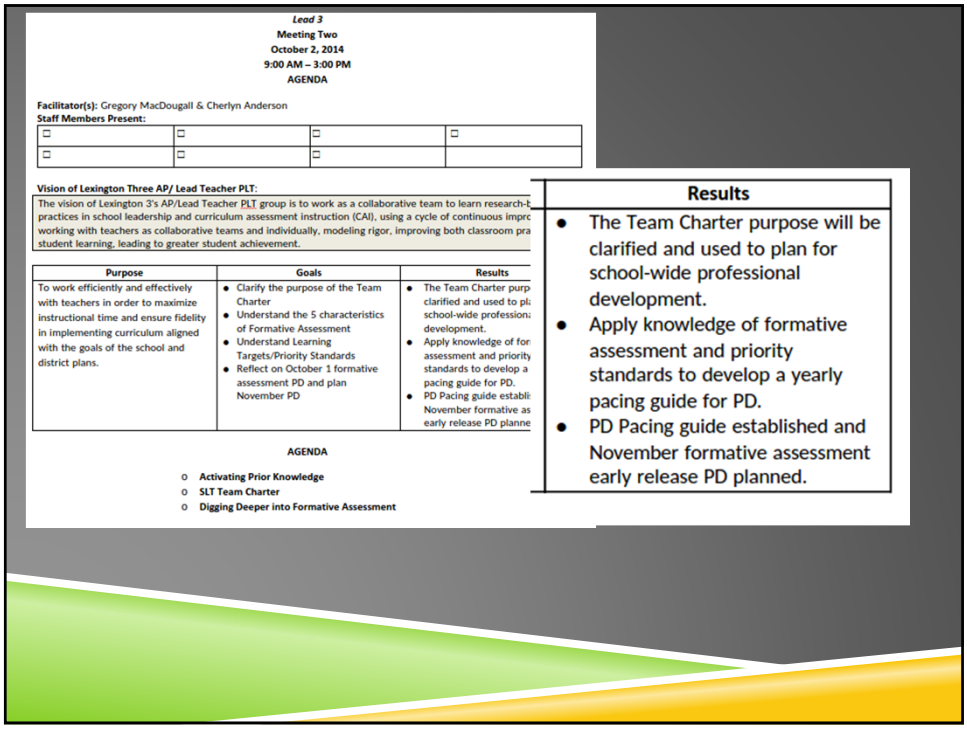
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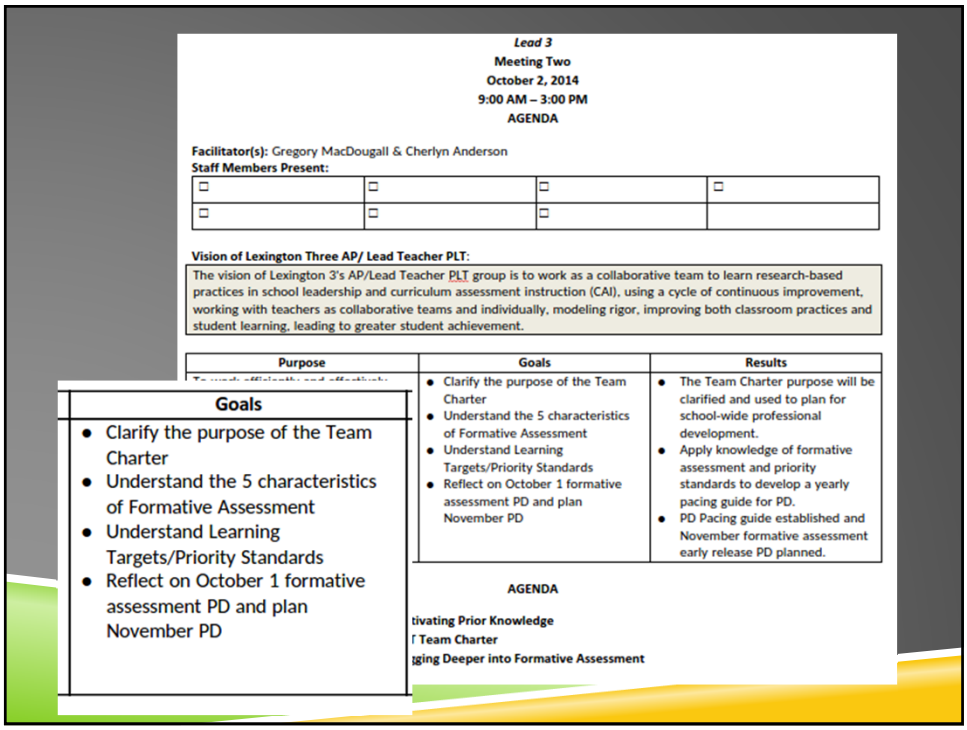
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If PLCs are to truly break down the walls of teacher isolation, they (teachers) must step out of the meeting room and into each other's classrooms. (Daniel Venables)

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).

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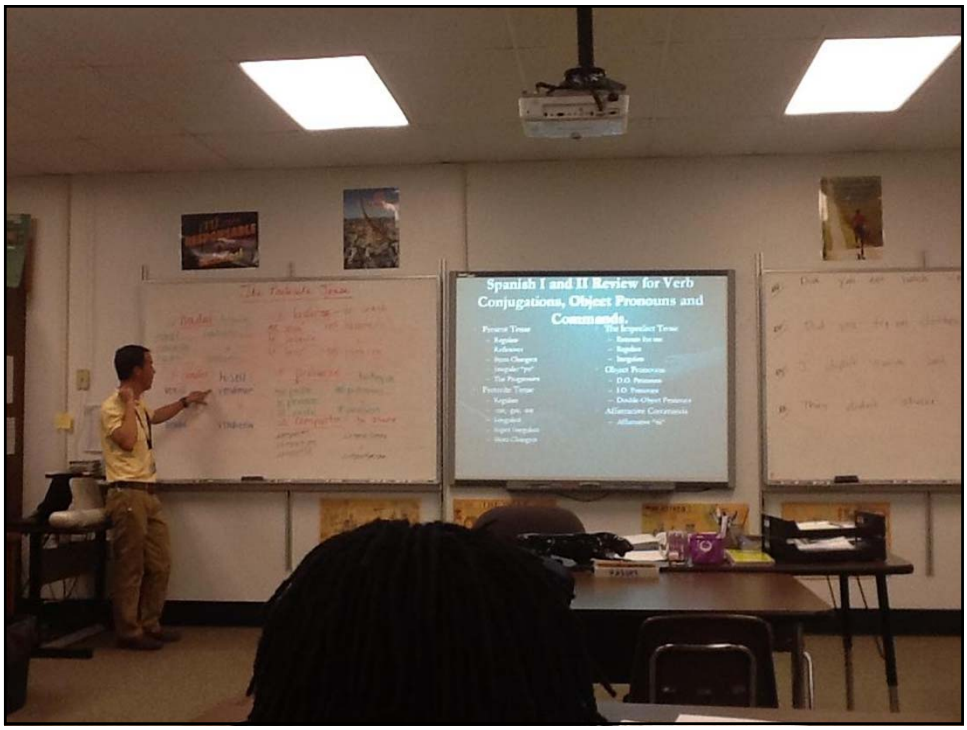

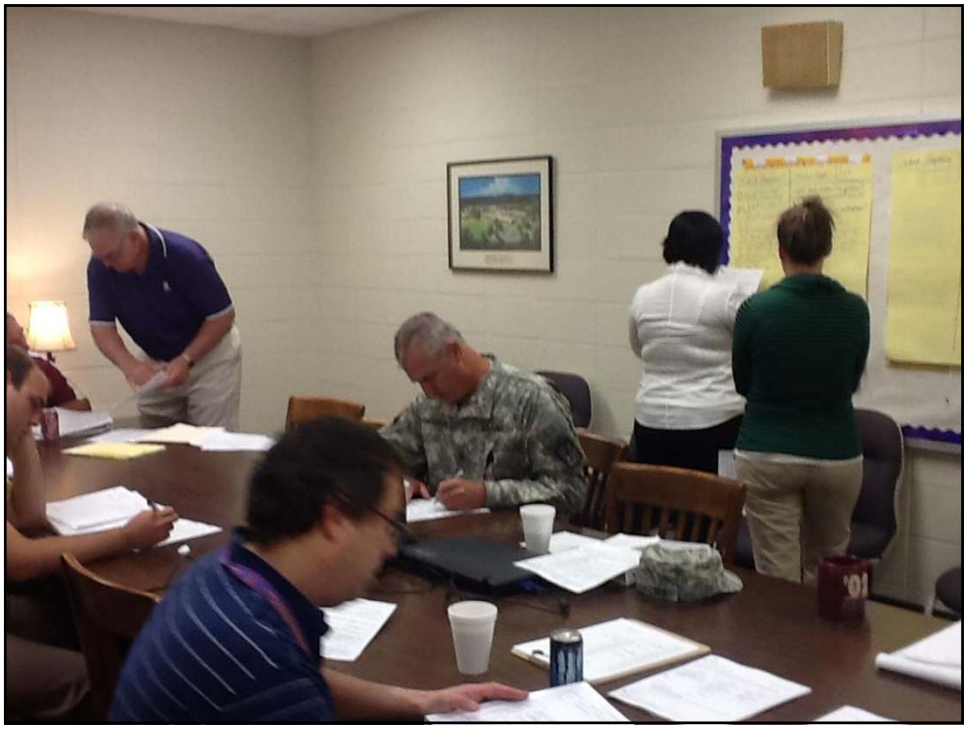

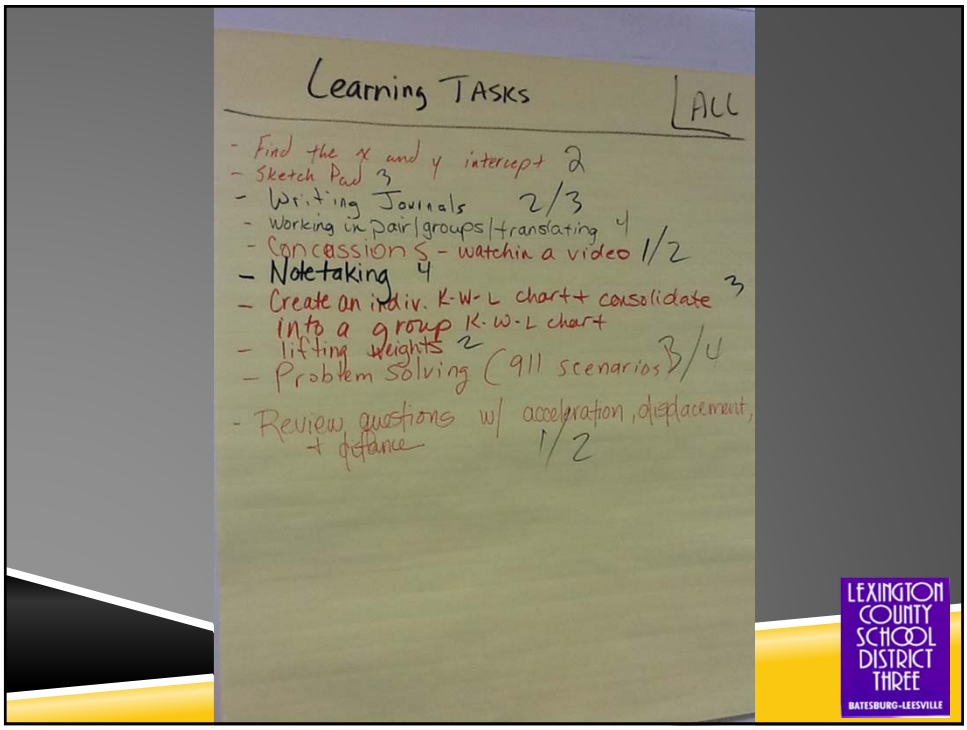
Learning Tasks
ALL
- Find the x and y intercept 2
- Sketch Pad 3
- Writing Journals 2/3
- Working in pair/groups/translating 4
- Concessions - watchin a video 1/2
- Notetaking 4
- Create an indiv. K-W-L chart+ consolidate into a group K-W-L chart 3
- lifting weights 2
- Problem solving (911 scenarios 3/4
- Review questions w/ acceleration, displacement, + distance 1/2
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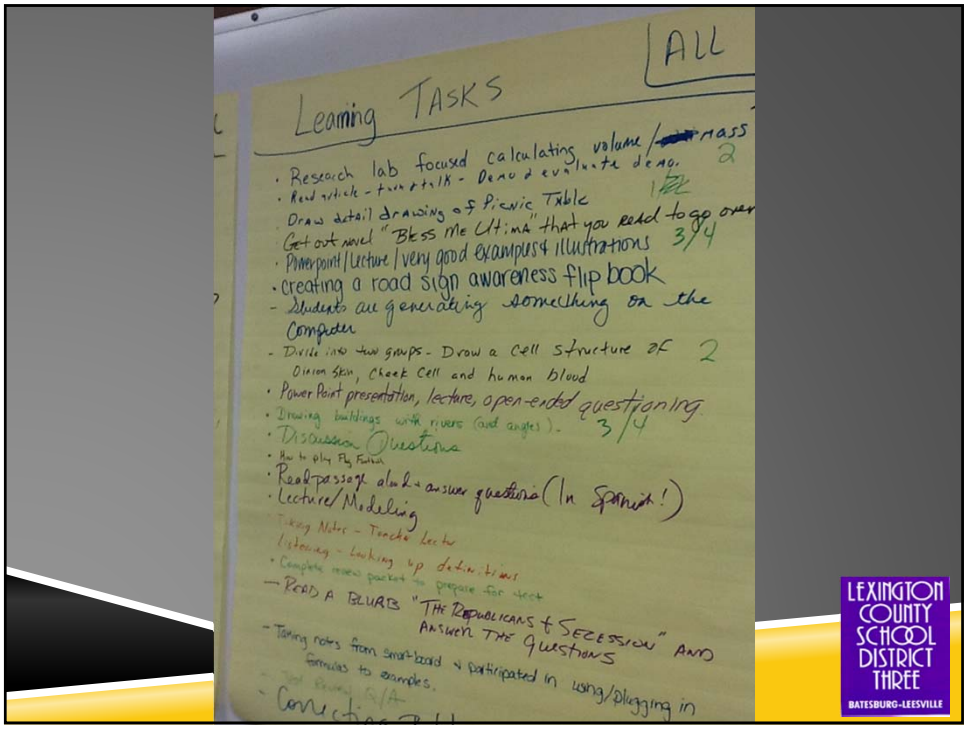
Learning TASKS
ALL
• Research lab focused calculating volume / mass
• Read article - turn & talk - Demo & evaluate demo.
• Draw detail drawing of Picnic Table
Get out novel "Bless me Ultima" that you read to go over
• Powerpoint / Lecture / very good examples & illustrations 3/4
• creating a road sign awareness flip book
- Students are generating something on the computer
- Divide into two groups - Draw a Cell Structure of Onion Skin, Cheek Cell and human blood 2
• Power Point presentation, lecture, open-ended questioning
• Drawing buildings with rivers (set angles). 3/4
• Discussion Questions
• How to play Fly Fishin
• Read passage aloud & answer questions (In Spanish!)
• Lecture/Modeling
Taking Notes - Teacher lectu
Listening - Looking up definitions
• Complete review packet to prepare for test
- READ A BLURB "THE REPUBLICANS & SECESSION" AND ANSWER THE QUESTIONS
- Taking notes from smart board & participated in using/plugging in formulas to examples.
- Conclusion
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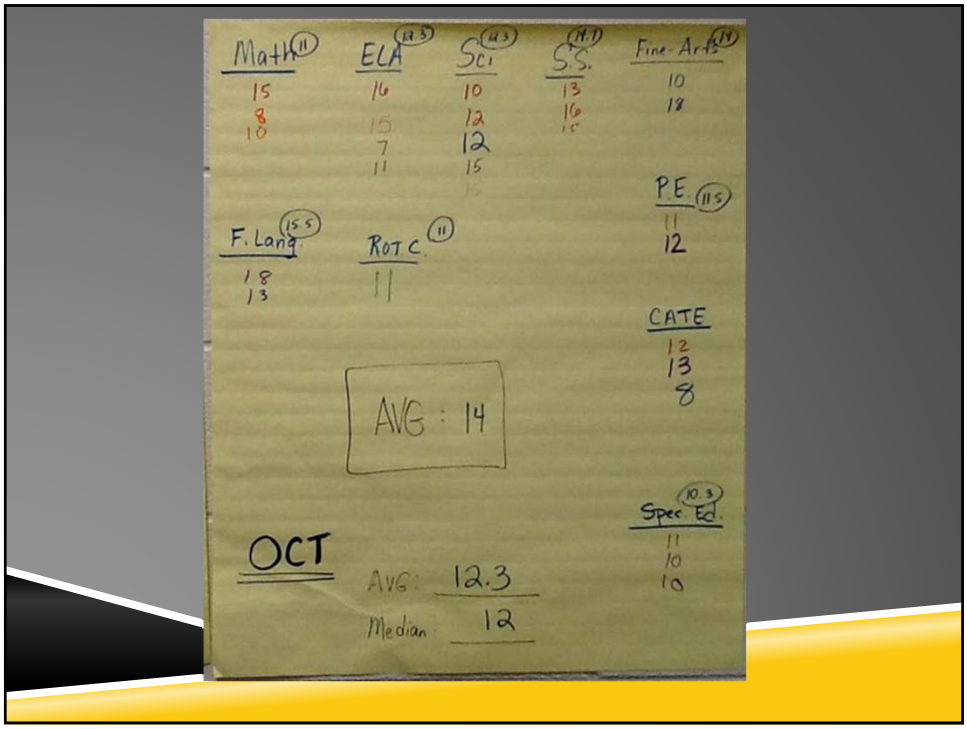
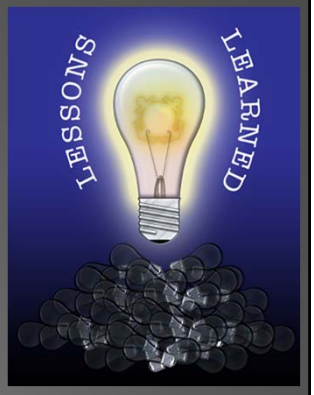


Peer Observations . . .



- 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!

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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).

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ELEOT - Student-focused observation

AdvancED

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 corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ School _____ City _____ State or Province _____ Country _____ Grade Level ____

Time In _____ Time Out _____ Check ALL that apply: Lesson Beg. ____ Lesson Middle ____ Lesson End ____ Subject Observed _____ Observer Name _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
2. Makes connections from content to real-life experiences	4	3	2	1
3. 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:

	Domains	External Review	AEN
1	Equitable Learning Environment	3.09	2.69
2	High Expectations Environment	3.13	2.81
3	Supportive Learning Environment	3.48	3.06
4	Active Learning Environment	3.35	2.94
5	Progress Monitoring and Feedback Environment	3.28	3.07
6	Well-Managed Learning Environment	3.44	3.13
7	Digital Learning Environment	2.63	1.82

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):

Equitable Learning 3.1, 3.0	High Expectations 2.9, 3.0	Supportive Learning 3.2, 3.2
Active Learning 3.1, 3.3	Progress Monitoring 2.9, 3.1	Well-Managed 3.4, 3.1
Digital Learning 2.9, 2.4	n = 13, n=13	Problem areas: A.4 / B.3 / C.5 / E.4 / E.5 / F.3 / F.4 / G.1 - G.3

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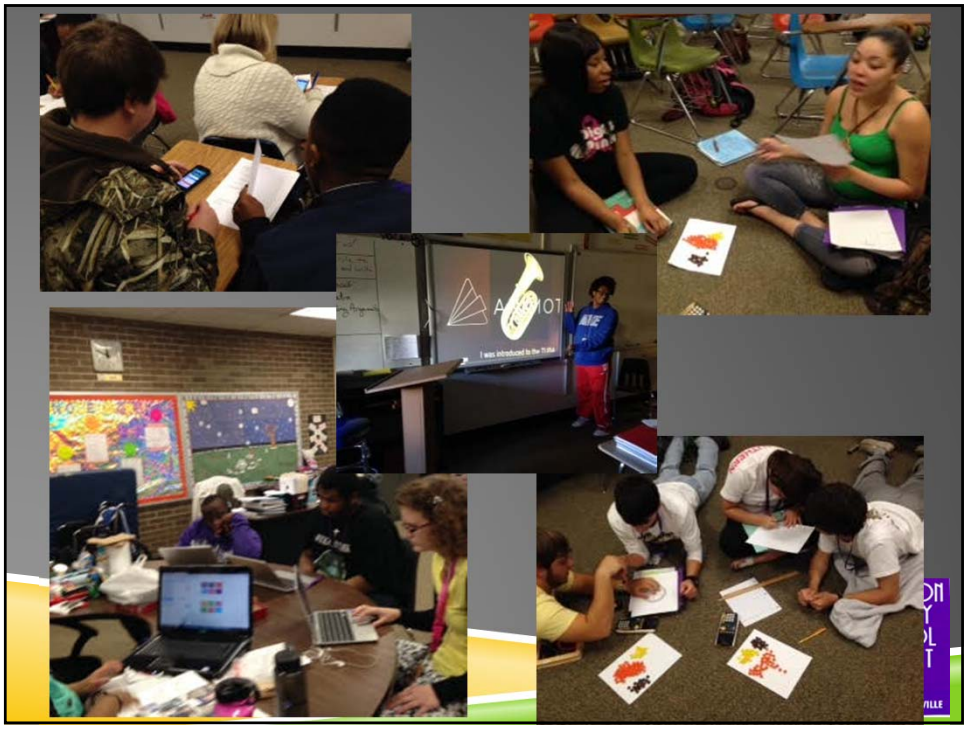
Active Learning 3.1, 3.3	Progress Monitoring 2.9, 3.1	Well-Managed 3.4, 3.1
Digital Learning 2.9, 2.4	n = 13, n=13	Problem areas: A.4 / B.3 / C.5 / E.4 / E.5 / F.3 / F.4 / G.1 - G.3

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



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QUESTIONS?

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Pat Padgett Ppadgett@lex3.org

Lisa Allison Lallison@lex3.org

Angie Rye Arye@lex3.org

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RESOURCES

Teachers Observing Teachers: A Professional Development Tool for Every School. (n.d.). Retrieved June 18, 2015, from http://www.educationworld.com/a_admin/admin/admin297.shtml

Conzemius, A., & Neill, J. (n.d.). The handbook for SMART school teams: Revitalizing best practices for collaboration (Second ed.).

NSRF Protocols and Activities ... from A to Z. (n.d.). Retrieved June 18, 2015, from http://www.nsrfharmony.org/free-resources/protocols/a-z