



Implementing S.B. 10-191 Provisions on Effective Hiring Practices:

Creating and Communicating a Shared
Vision of Effective Teaching - October 2011



Goals and Objectives



- To clearly define your vision of effective teaching – 3 hours
- To formulate a plan for communicating your vision with the teachers at your school - 1.5 hours
- To identify goals that will allow you to track your progress toward making your vision of effective teaching a reality – 1 hour
- You will leave here with three items.
 1. An explicit list of teacher and student behaviors associated with your vision of effective teaching, along with a clear vision statement;
 2. A completed template that outlines how you will communicate your vision; and
 3. SMART goals that will allow you to assess your progress in creating a shared vision of effective teaching throughout your school.



This workshop is intended to serve as a district leader model so you will be expected to share your learnings with others in your district.



Agenda

▶ Introductions

Creating a Shared Vision

Communicating a Shared Vision

Assessing Progress



About the Colorado Legacy Foundation (CLF)



The Colorado Legacy Foundation is an independent 501 (c)(3) that serves as a critical friend and partner to the Colorado Department of Education in the effective implementation of good public policy.

The Colorado Legacy Foundation identifies promising practices, invests in innovative work, recommends policy, evaluates results, and shares its findings with all Colorado school districts and schools.

The Colorado Legacy Foundation believes that increased student achievement for all Colorado students requires effective leaders in every school, effective educators in every classroom, and healthy and engaged students that come to school ready to learn.



The New Teacher Project

The New Teacher Project (TNTP) works to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

- National nonprofit, founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- More than 270 employees, most embedded in school district offices; the majority are former teachers
- Current clients include:

Districts: Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, Washington, DC

States: Colorado, Louisiana, Illinois, Indiana, Rhode Island, Tennessee



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TNTP's Instructional Culture Survey assesses schools' current practices and suggests clear strategies to improve differential teacher retention.

Instructional Culture Survey

| Domains | 43 Survey Items |
|--------------------------|-----------------|
| Hiring | ● ● ● |
| Professional Development | ● ● ● ● |
| Instructional Culture | ● ● ● ● ● ● ● |
| Goals | ● ● ● ● ● |
| Observation/Feedback | ● ● ● ● ● |
| Evaluation | ● ● ● ● ● |
| Accountability | ● ● ● ● ● ● |
| Retention | ● ● ● ● ● |
| Working Conditions | ● ● ● ● |



Instructional Culture Index

A valid statistical composite of teacher agreement with three indicators from the full Instructional Culture Survey.

Teachers at my school share a **common vision** of what effective teaching looks like.

At my school, the **expectations** for effective teaching are clearly defined.

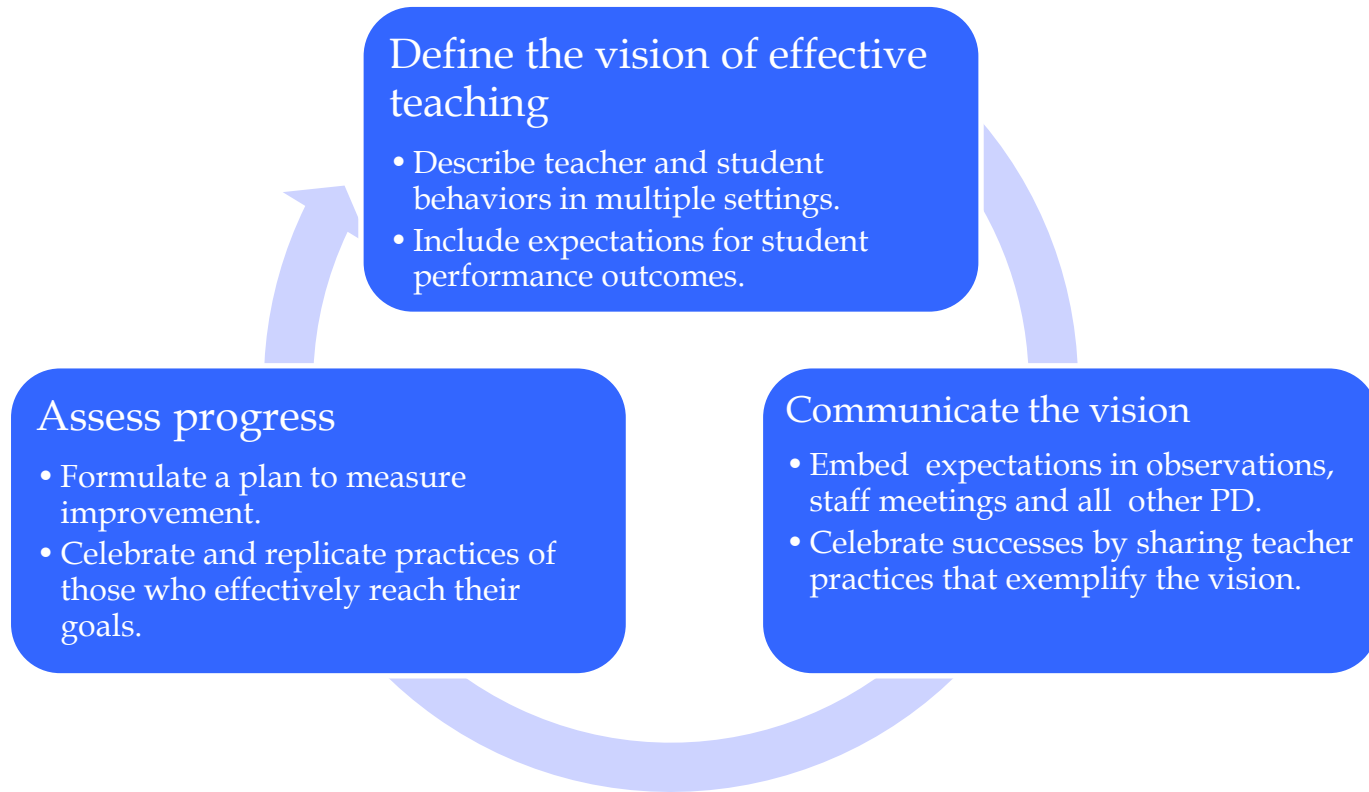
My **school is committed** to improving my instructional practice.

What management behaviors do principals need to improve?

A single measure of instructional culture that predicts retention and student proficiency.



Developing a shared vision of effective teaching requires a systemic approach every year.



SB-191 requires principals to evaluate teachers based on measures of effectiveness.



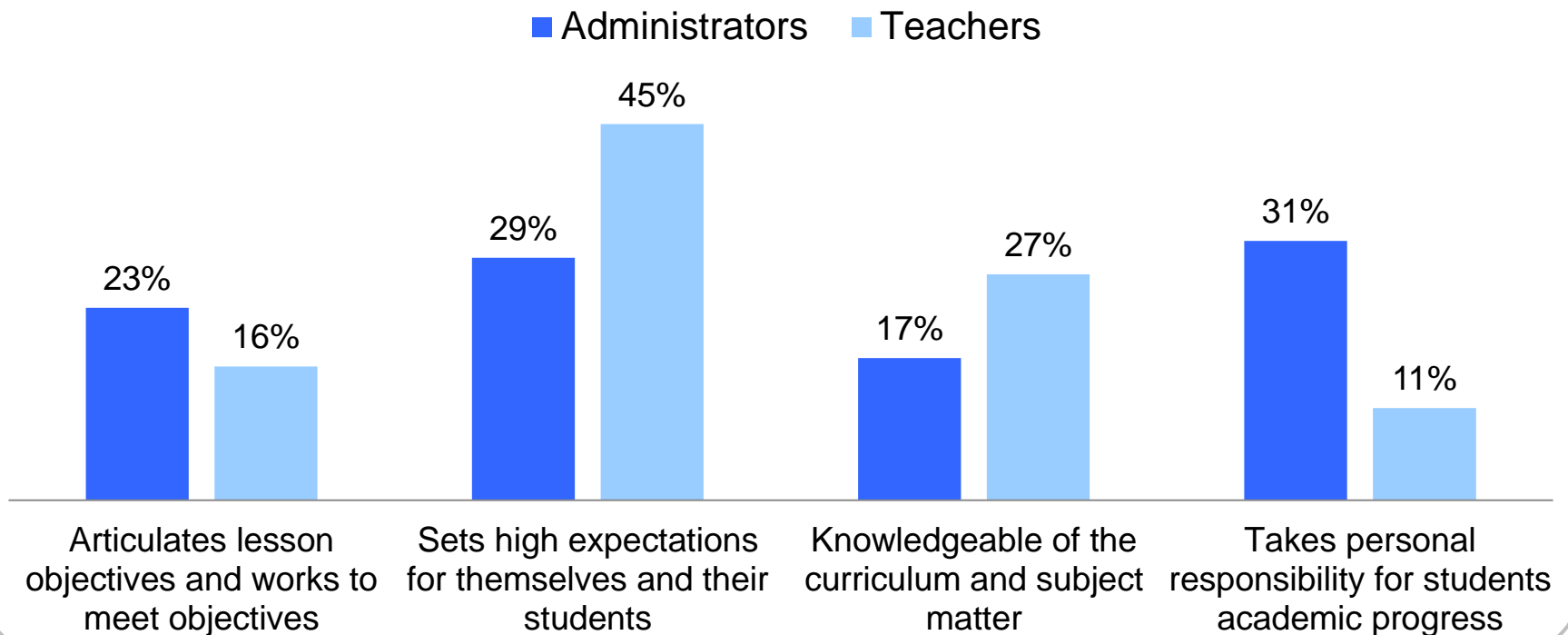
- In what ways does the cycle relate to the Educator Effectiveness work of SB-191?
- What parts of this cycle are you already doing in your schools?
- What changes do you imagine implementing the complete cycle will bring to your school? To teachers in your school? To students?



Teachers and administrators have differing ideas about the qualities associated with effective teaching.



Administrators are nearly three times more likely than teachers to indicate that it is important for teachers to take personal responsibility for students' academic progress.



Source: TNTP survey of 42 administrators and 881 teachers from five partner districts conducted in April 2011.



The State Council for Educator Effectiveness is charged with defining effective teaching for the state of Colorado.

Standard VI: Teachers take responsibility for student growth.

- Teachers pursue high levels of student growth in academic achievement.
- Teachers pursue high levels of student growth in the skills necessary for post-secondary life, including democratic and civic participation.
- Teachers use evidence to evaluate their practice and continually improve attainment of student growth.

Discussion Question



Think about a teacher that you have worked with who exemplified this standard. What are some examples of measurable and observable teacher behaviors that demonstrated to you that this teacher pursued high levels student growth? Used evidence to improve his or her practice?



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What measurable and observable teacher and student behaviors are associated with this standard?

Standard I: Teachers demonstrate knowledge of the content they teach.

- Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's scope and sequence; and is aligned with the individual needs of their students.
- Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty.
- Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.
- Teachers make instruction and content relevant to students.



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What measurable and observable teacher and student behaviors are associated with this standard?

Standard II: Teachers establish a respectful environment for a diverse population of students.

- Teachers are consistent in fostering a learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
- Teachers demonstrate a commitment to and respect for diversity in the school community and in the world.
- Teachers value students as individuals.
- Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.
- Teachers work collaboratively with the families and significant adults in the lives of their students.



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What measurable and observable teacher and student behaviors are associated with this standard?

Standard III: Teachers facilitate learning for their students.

- Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan learning experiences appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources to guide short- and long-term planning.
- Teachers use a variety of instructional methods to meet the academic needs of their students.
- Teachers thoughtfully integrate and utilize technology into their instruction to maximize student learning.
- Teachers plan instruction that helps students develop critical thinking and problem solving skills.
- Teachers provide students with opportunities to work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.



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What measurable and observable teacher and student behaviors are associated with this standard?

Standard IV: Teachers reflect on their practice.

- Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.



The State Council for Educator Effectiveness is charged with defining effective teaching for the state of Colorado.



What measurable and observable teacher and student behaviors are associated with this standard?

Standard V: Teachers demonstrate leadership.

- Teachers demonstrate leadership in their schools.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students, partnering with students and families as appropriate.
- Teachers demonstrate high ethical standards.



Prioritizing is an essential component in meeting goals.



Activity

- Identify the teacher behaviors from our work with the State Council standards that you believe to be most essential for effective teaching.
- List the behaviors in order on your form with the most important being number one.
- After you have created your list, use it to formulate an action oriented statement that clearly communicates your vision for effective teaching. Try to stay away from educational jargon by focusing on student and teacher behaviors. See the non-example and example below.
- Write your statement on poster paper to share it with all participants.

Non-example: Our vision is to provide a rigorous, caring and stimulating environment where students will recognize and achieve their fullest potential, so that they can make their best contribution to society.

Example: Our vision of effective teaching requires that students are actively involved in meaningful tasks that help them to learn; and teachers are prepared, knowledgeable and able to successfully adjust lessons to help students who are struggling.



Clarifying Our Vision of Effective Teaching

Our vision of effective teaching is exemplified by these behaviors:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Our vision of effective teaching is...



Agenda

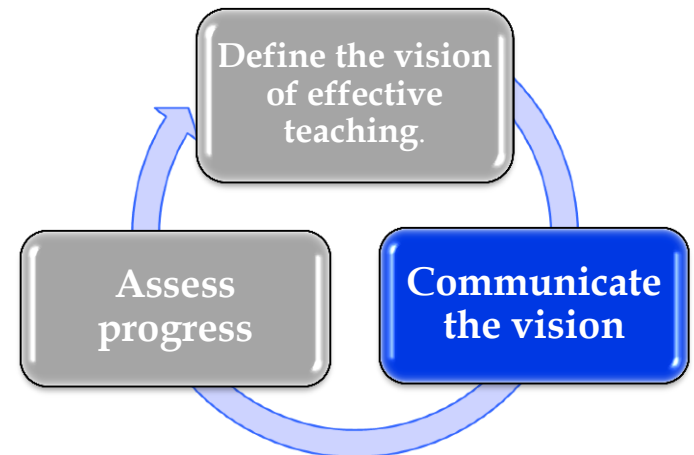
Introductions

Creating a Shared Vision



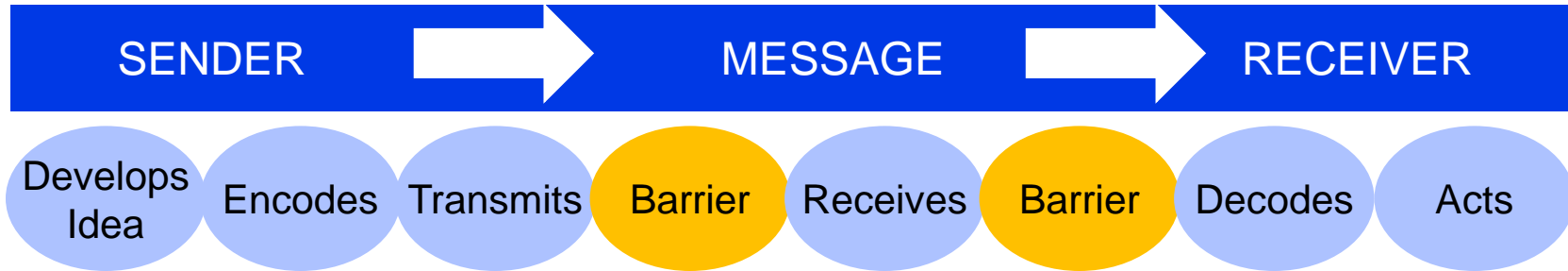
Communicating a Shared Vision

Assessing Progress





Communicating your vision of effective teaching requires a systemic approach that reduces barriers and inspires teachers to action.



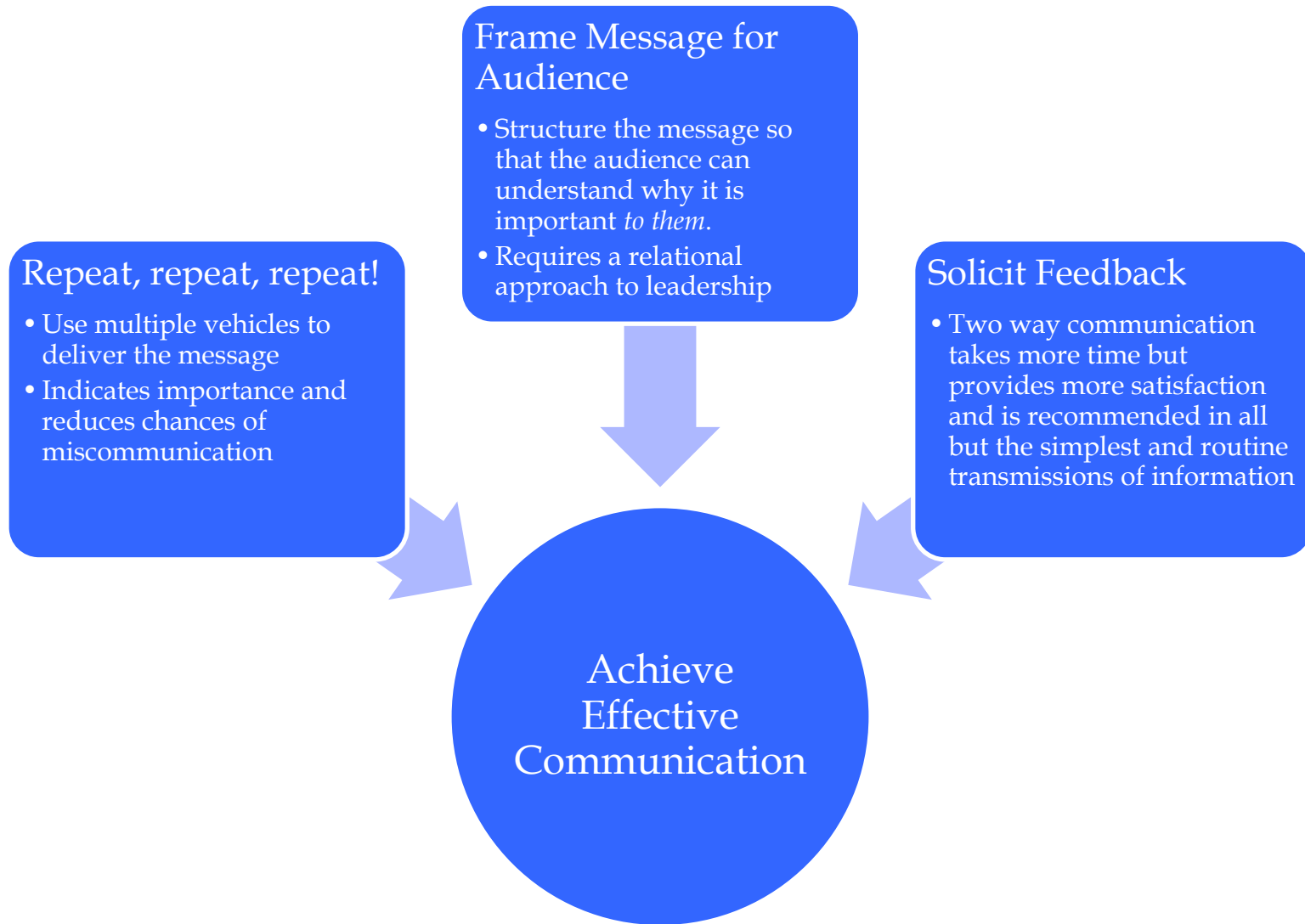
Discussion Question



- **What has kept you from communicating your vision of effective teaching with your staff in the past?**
- **What are the barriers that will prevent teachers from receiving and acting upon the vision of effective teaching that you just created?**
- **What are some strategies that you have used in the past to get other messages across to teachers in your building?**
- **What are some strategies that you could use this time to ensure that all teachers understand your vision of effective teaching?**

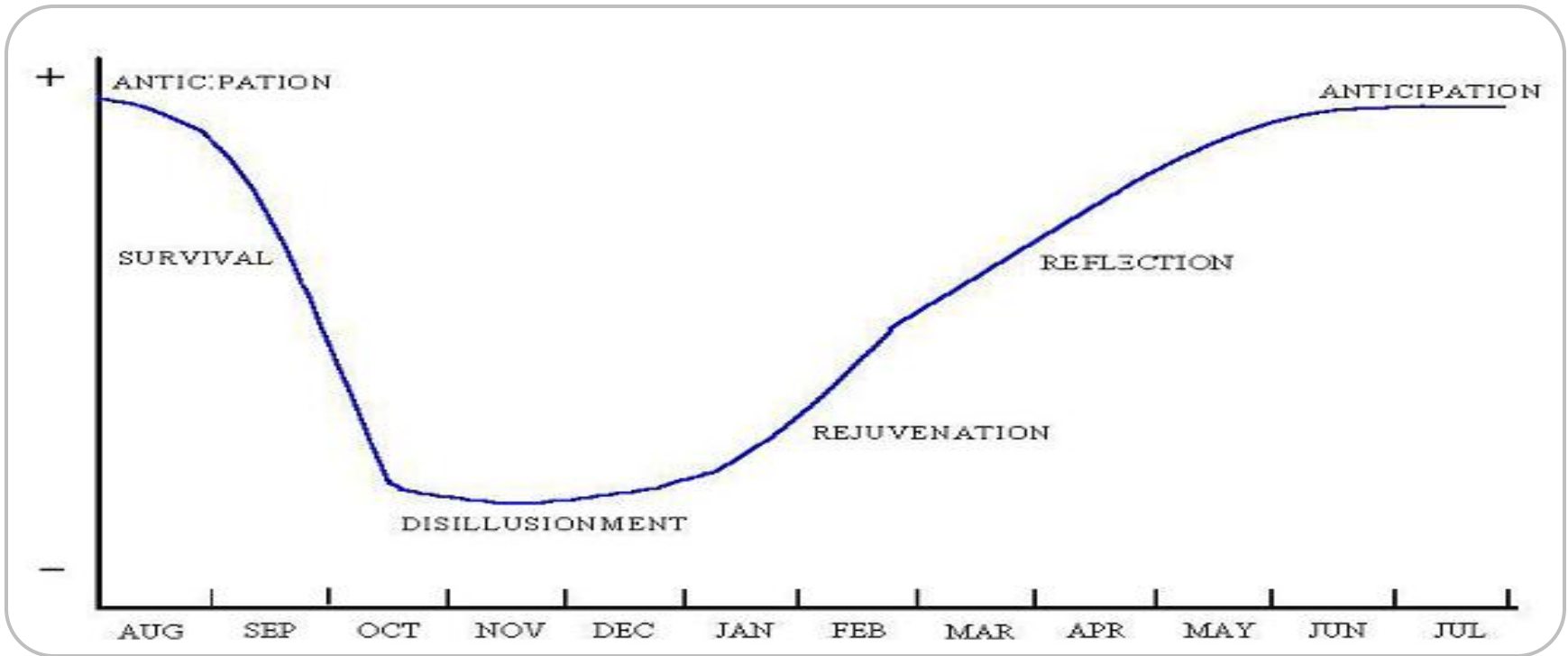


Focusing on these three core strategies will ensure effective communication of your vision.





While this graph is specific to new teachers, research shows that all teachers experience a dip in attitude during the school year.



Discussion Question

How will this swing in teacher attitude affect the barriers that you encounter and the strategies that you use when communicating your vision of effective teaching?

Source: New Teacher Center



Create an action plan for how you will communicate the vision of effective teaching to all staff members.

Repeat,
repeat, repeat



Frame
Message



Two way
Feedback

Activity



- Identify 5 barriers to communicating the vision.
- Identify 3 actions for each of strategies. These are actions that you will use to help you communicate the vision to all stakeholders in your school.



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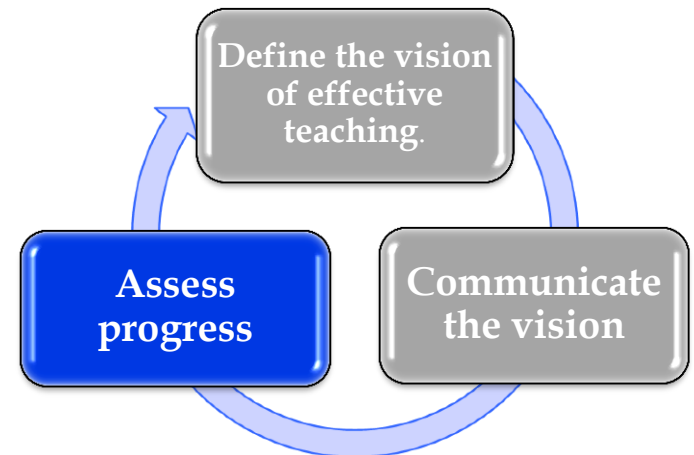
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The SMART goal framework creates built-in accountability.



- **Specific** – *What should be achieved?*
 - Specificity helps teachers focus on important tasks.
- **Measurable** – *How will you know if the goal has been reached?*
 - Having measurable goals means that the teacher will be able to evaluate his/her own progress.
- **Action Plan** – *Which actions will you take to achieve the goals?*
 - How will the goal be accomplished?
- **Realistic** – *Are they achievable?*
 - Goals should be attainable but also challenging.
- **Time Bound** – *By when?*
 - When will the actions be completed/the goal achieved?
 - Will there be intermittent progress reviews?



SMART goals are specific, measurable, attainable, realistic and time-bound.



Discussion Questions

These are examples of goals. Lets work together to turn each one into a SMART goal.

- **When asked to identify our school vision of effective teaching, most parents will be able to cite some part of it.**
- ✓ **In December, 80% of parents will indicate that they know the school's vision of effective teaching.**
- **During walkthroughs, some part of the vision of effective teaching will be evident in most classrooms.**
- ✓ **April, 90% of walkthroughs will exemplify our vision of effective teaching.**



SMART Goals to support the implementation of the Vision of Effective Teaching

Identify one SMART goal for sharing the vision of effective teaching during each semester. Also, create action steps to ensure that you achieve each of your goals.

| Fall Semester | |
|---------------|-------------------------|
| SMART Goal: | _____ _____ |
| Action Steps: | _____ _____ _____ |

| Spring Semester | |
|-----------------|-------------------------|
| SMART Goal: | _____ _____ |
| Action Steps: | _____ _____ _____ |



Evaluation and Questions

The New Teacher Project

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Teachers matter.

In the fight to eliminate educational inequality, teachers matter most. The New Teacher Project works with school districts and states nationwide to ensure that poor and minority students get outstanding teachers.

[FIND OUT MORE >](#)

In Focus

How Bold is "Bold"? Responding to Race to the Top with a Bold Teacher Effectiveness Plan
Secretary of Education Arne Duncan has called the Race to the Top education's "moon shot." The challenge is meeting this opportunity with a reform plan that matches its vision and ambition. TNTP offers state applicants a blueprint for what we believe will be foundational to any winning Race to the Top proposal.
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Publications

Read our latest research reports on educational reform.

- [The Widget Effect](#)
- [Mutual Benefits \(PDF 7.4M\)](#)
- [Unintended Consequences \(PDF 414k\)](#)
- [Missed Opportunities \(PDF 526k\)](#)

News & Press

11.10.09
New! Reports Challenge States to Commit to Bold Reforms in Race to the Top Applications
As the Department of Education prepares to issue final guidance for Race to the Top, The New Teacher Project and The Education Trust call on states to be bold. Two new reports outline strategies for ending educational inequity by building a highly effective teacher workforce.
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www.tntp.org