



# BEST PRACTICES

## STRATEGIC TEACHING, INSTRUCTION AND LEADERSHIP

### PROFESSIONAL DEVELOPMENT OPPORTUNITIES

#### **Collaborative Routines – Focus on Structures and Protocols**

Get an up-close and personal look at simple, engaging protocols that can be incorporated into your daily routines. This hands-on learning event explores these protocols, allow participants to engage with the protocols and reflect on how the protocols can be adapted based on the educator’s content area and grade level(s) expertise. This day of learning inspires participants to get learners collaborating, engaging with content and thinking at complex levels.

#### **Formative Assessment Practices that Inform Instruction**

This workshop provides strategies to help participants better understand the role of performance tasks and success criteria for learning targets, and formative assessment practices that advance student learning. Participants explore: multiple types of performance tasks and success criteria for four types of learning target; how students can use the success criteria to self assess, set learning goals, and progress monitor; and practical strategies teachers can use to formatively assess and collect evidence of student learning throughout instruction, in order to make in-the moment adjustments and plan future lessons.

#### **Gradual Release of Responsibility for Purposeful Instruction**

Gradual Release of Responsibility is a powerful model of instruction when the complexity of teaching is understood. The model allows the learners to gain content knowledge, explore and apply the learned content, and move towards independence. Participants will explore how gradual release fits within a lesson, a day, a unit and a year through purposeful and intentional teaching in the areas of a workshop, interactive lecture and close reading.

#### **Student Engagement and Ownership of Learning**

Empower students to engage in complex thinking, think for themselves, take responsibility for their learning and their behavior, and work with partners and teams. Discover how strengthened engagement leads to increased achievement and ownership of learning. Learn strategies that support a student-centered classroom that decrease management challenges and increase abilities to instruct in strategic ways.



# BEST PRACTICES

## STRATEGIC TEACHING, INSTRUCTION AND LEADERSHIP

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### **Clinicals (Observation Training)**

Administrators hone their observation and feedback skills within an applied setting – a “clinic.” During a clinical session, a group of administrators and/or teacher leaders visit a host school and observe teacher(s) who have agreed to participate in the clinic. Participants collect evidence during a live 15-minute observation, code evidence to their instructional framework/rubric, develop a set of noticings and wonderings around the teacher’s area of focus/performance goals, plan and/or observe a post-observation conversation between the facilitator and teacher, and analyze the evidence to draft formative feedback.

### **Providing Feedback for Educator Growth**

Learning the skills for giving feedback and creating a culture that centers on growth of teacher practice and improvement of student learning is a complex task. In this workshop, participants learn content, processes and communication strategies that are necessary to promote and sustain professional growth and shared learning, through the use of both written and oral feedback.

### **Instructional Coaching**

This training is focused on the role of an instructional coach to support teachers through a strength-based stance. It includes protocols and strategies for observing teaching and learning, analyzing instructional practice and student learning data, setting instructional practice goals/areas of focus, and working with teachers based on knowledge of adult learning and development.

### **Targeted Feedback Institute**

The Targeted Feedback Institute supports principals, teachers and central office leaders in learning the skills for giving feedback and creating a culture that centers on growth of teacher practice and improvement of student learning. Participants learn how to develop feedback that responds to a teacher’s identified learning needs/goals.