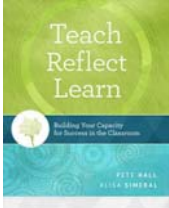


ASCD

Teach, Reflect, Learn

Building Your Capacity for Success in the Classroom



Pete Hall & Alisa Simeral
May 21, 2015

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How Important is the Teacher?




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Guskey, T.R. (1999, October). Making Standards Work. *American Association of School Administrators*

“Success [in education] hinges on what happens at the classroom level.”

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Odden, A., & Wallace, M.J.
(2003, August 6). Leveraging teacher pay.
Education Week, 22(43), 64.

“Improved classroom instruction is the prime factor to produce student achievement gains.”

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National Commission on Teaching and America's Future. (1996). *What Matters Most: Teaching for America's Future*. New York: New York

The one factor that can make the most difference in improving student achievement is a "knowledgeable, skillful teacher" in front of the classroom.

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Sanders, W.L., & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Research Progress Report. Knoxville: TN

“The single most important factor affecting student achievement is teachers... Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence.”

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How Important are Teachers?

Twitter:
@educationhall
@AlisaSimeral




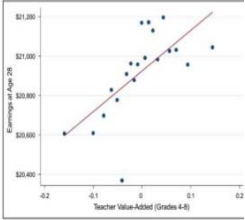
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High Value-Added Teachers Result in Positive Life Outcomes

- Having a higher value-added teacher for even one year in grades 4-8, has substantial positive long-term impacts on a student's life outcomes:
 - > Likelihood of attending college (UP)
 - > Likelihood of teen pregnancy (DOWN)
 - > Lifelong Income (UP)
 - > Retirement savings (UP)



The Long-Term Impacts of Teachers: Teacher Value-added and Student Outcomes in Adulthood (Chetty, Friedman & Rockoff) - http://obsr.rr.fas.harvard.edu/chetty/val_u_added.html

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Marzano, R.J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD

“One can conclude that the question as to whether effective teachers make a significant difference in student achievement has been answered. They do!”

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MAKE TEACHERS COUNT

Reflection





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The Continuum of Self-Reflection

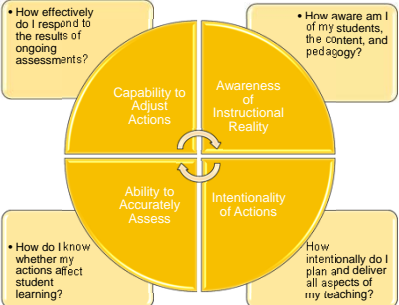
Unaware Conscious Action Refinement



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Reflective Cycle



- How effectively do I respond to the results of ongoing assessments?
- How aware am I of my students, the content, and pedagogy?
- How do I know whether my actions affect student learning?
- How intentionally do I plan and deliver all aspects of my teaching?

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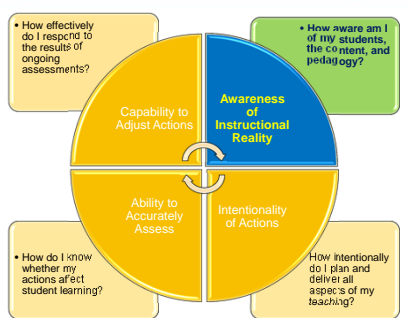
Student Learning is at the Heart of Teacher Reflection.



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• How effectively do I respond to the results of ongoing assessments?

• How aware am I of my students, the content, and pedagogy?

• How do I know whether my actions affect student learning?

• How intentionally do I plan and deliver all aspects of my teaching?

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Awareness of Instructional Reality

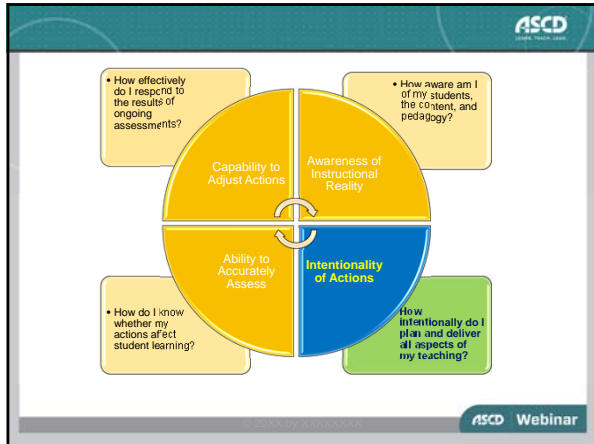
Looks Like

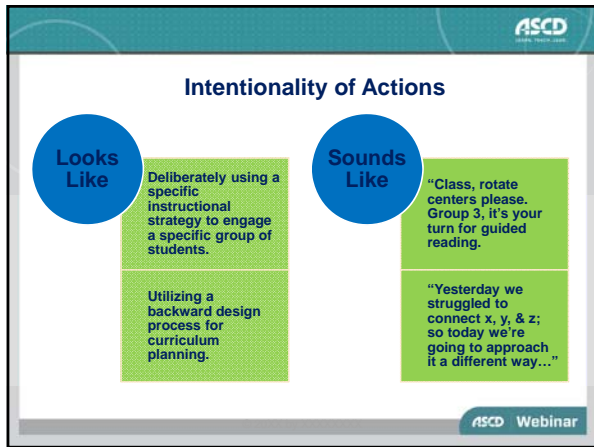
- Carefully observing students throughout the day and keeping anecdotal notes.
- Teacher reads ahead in the curriculum to identify where misconceptions or difficulty may arise.

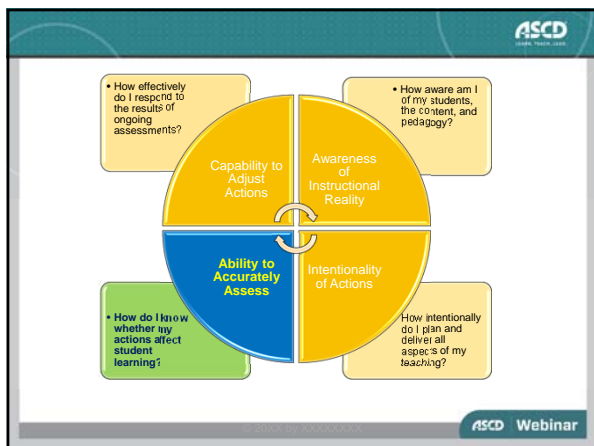
Sounds Like

- "Kim, explain your thinking behind the answer here. Tell me more about thoughts when you were solving this problem."
- "Class, before we start this unit, I want you to write down all that you know on this topic so that I can tailor my instruction to fit your needs."

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Ability to Accurately Assess

Looks Like

Teacher walking around the classroom listening to conversation, stopping to talk with a student about his or her thinking.

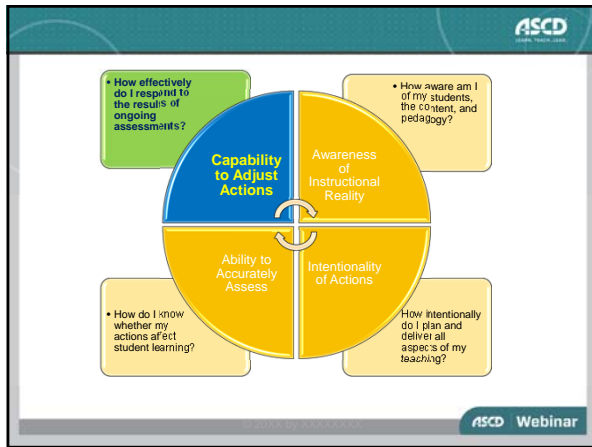
Teacher analyzing student work to pinpoint where misconceptions may lie.

Sounds Like

"Explain your thinking to your neighbor and have your neighbor repeat back to you what they heard. Clarify any misconceptions."

"On the count of three, show me your work on your white boards."

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Capability to Adjust Actions

Looks Like

Recognizing the class is talkative today and embedding more discussion time into the lesson to keep students engaged.

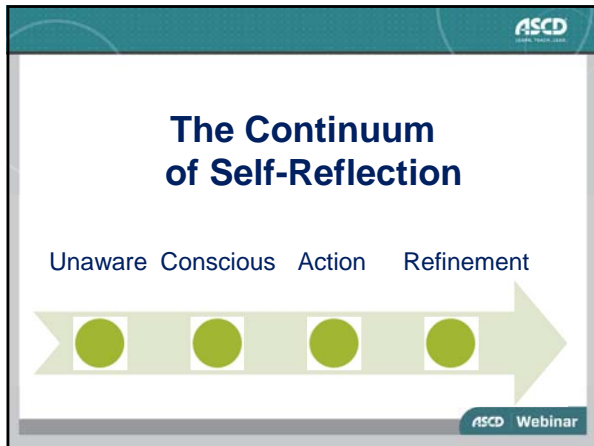
Making the split-second decision to allow the class to engage in a powerful discussion, although the conversation has veered away from the planned lesson.

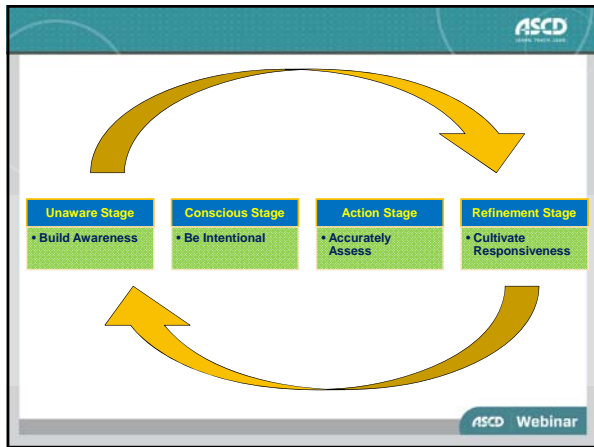
Sounds Like

"Class - start your work. Jody, Sam, and May, please meet me at the back table for a quick reteach."

"Tomas, swap places on the rug with Diana. I'd like you to partner with Scott for the rest of today's lesson."

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- 5 Access points:**
- 1 • Individually
 - 2 • Looking at students
 - 3 • Collaborating with teammates
 - 4 • Working with a coach
 - 5 • Partnering with an administrator
- The ASCD logo and 'ASCD Webinar' text are visible in the top and bottom right corners.

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Student Learning

is at the Heart of Teacher Reflection.




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Building Your Capacity for Success
in the Classroom



Take the 6 Week Challenge!

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