

**Are teachers effectively applying
what they learn in professional
development? Assessing practice**

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Underlying Philosophy of Professional Development

1. Teachers want to improve their practice;
2. Teacher's practice changes incrementally over extended periods of time; and
3. Change requires sustained quality professional development that results in observable improvements in classroom instructional practices.

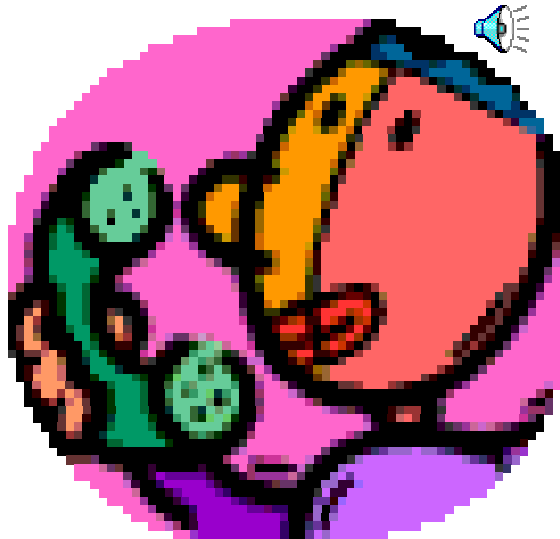
Phoning in the Vision

Classroom Teacher



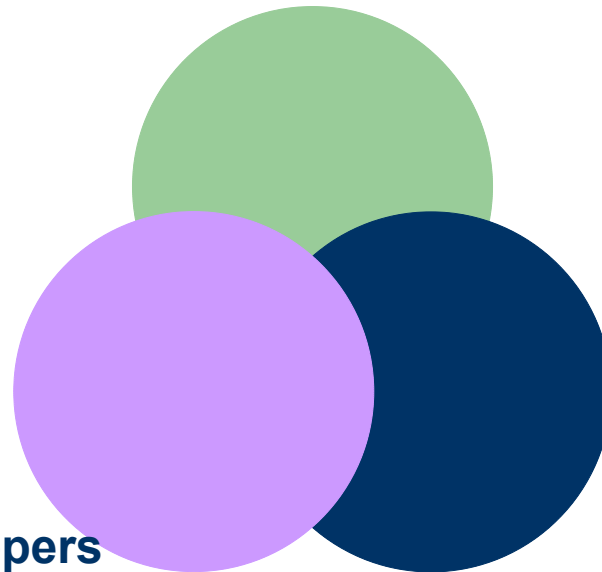
Program Designer

Staff Developer



Creating a Common Vision

Program Designers



Staff Developers

Teachers

Creating a Common Vision

1. Determine goals of the project in terms of teacher behaviors
2. Describe target behaviors in ways that can be observed in the classroom
3. Outline behaviors that build toward the target behavior
4. Sequence behaviors from new concept to fully integrated.

Put It To The Test

- Leadership team views videotapes of classroom lessons
- Scores lessons individually using THEIR Teacher Behavior Continuum
- Discuss and calibrate ratings
- Modify Behavior Continuum as needed for clarity

Uses for the Behavior Continuum

- Makes abstract concepts more concrete
- Create a leadership focus and direction
- Focus and direction to staff development
- Provides template for evaluation plan
- Informs teachers about expected goals
- Pre-post self assessment for teachers
- Tool to guide session discussion

What are some of the teacher behavior goals for your project?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



Use of Inquiry

LEVEL I- New Concept	LEVEL II- Beginning Awareness	LEVEL III- Beginning Implementation	LEVEL IV- Implementation	LEVEL V- Integration
Assigns students to work alone on drill type problems	Directly models solution procedures for students to follow	Uses inquiry or open ended problem types as isolated events without linking to inquiry	Uses a mixture of procedural and inquiry problems with students collaborating and sharing strategies	Poses complex inquiry based problems for students to solve and seamlessly embeds procedural skill instruction in inquiry problems

English Language Development

LEVEL I- New Concept	LEVEL II- Beginning Awareness	LEVEL III- Beginning Implementation	LEVEL IV- Implementation	LEVEL V- Integration
Teaches science but not ELD	Has awareness of need for ELD and is looking to build strategies	Provides ELD instruction separately from content instruction	Incorporate s ELD instruction into science lessons at several points	ELD and science instruction is totally integrated and seamless

Differentiated Instruction

LEVEL I- New Concept	LEVEL II- Beginning Awareness	LEVEL III- Beginning Implementation	LEVEL IV- Implementation	LEVEL V- Integration
Provides one science lesson for all students	Sees the need to provide different instruction for some students but does not provide it	Makes slight lesson modifications based on broad categories of student need (i.e. High, Low, ELL, etc	Recognizes a variety of needs in the classroom and modifies lessons. Relates changes to the needs of the group rather than individuals within the group	Uses flexible grouping, instruction, and content based on clearly articulated individual needs without losing lesson intent

Focus: _____

LEVEL I – New Concept	LEVEL II – Beginning Awareness	LEVEL III – Beginning Implementation	LEVEL IV – Implementation	LEVEL V – Integration

Video Analysis

STRAND

I

II

III

IV

V

Lesson Focus	Tasks, intent and purpose of the lesson are unclear	Tasks made clear but not the intent or purpose of the lesson	Lesson tasks and intent are clear but not set within a larger frame	Some linkages are made between the current activity and the key concepts of the unit.	Lesson tasks and intent is clearly evident within the key concepts of the unit.
Student Engagement	Many students not actively engaged in lesson	Engages most of the students to participate.	Engages nearly all students to participate at various points in the lesson	Most students engaged physically and intellectually in the lesson	Engages nearly all students physically and intellectually to contribute consistently throughout the lesson
Data, Claims & Evidence	Teacher doesn't require and/or provide direction for data collection	Teacher requires data collection but without sufficient student support	Teacher monitors and guides students to clearly and accurately record data from the lesson	Teacher ensures that students record data clearly and accurately and can interpret data	Teacher ensures that students record data clearly and accurately, can interpret data, and relate findings to the key concept
Discourse Discussion	Teacher talks, students listen	Teacher engages students in procedural and management discussions	Teacher asks students fact based questions about what they did and found in the lesson	Teacher poses questions to develop student thinking that begins to link the lesson to the key concept	Teacher poses questions that connect lesson to key concepts and requires students to explain their responses with clear lines of evidence
Closure Conclusion	Lesson ends without closing activity	Procedures reviewed to handle and put away materials	Lesson's activities and findings were reviewed	Lesson's activities and findings were reviewed with some reference to the key concept	Lesson's activities and findings were reviewed and tied to lesson intent, purpose, and key concept

Student Notebook

STRAND

I

II

III

IV

V

Lesson Focus	Tasks, intent and purpose of the lesson are unclear	Tasks made clear but not the intent or purpose of the lesson	Lesson tasks and intent are clear but not set within a larger frame	Some linkages are made between the current activity and the key concepts of the unit	Lesson tasks and intent is clearly evident within the key concepts of the unit
Student Engagement	Many of the notebook components are missing or incomplete	Some of the notebook components are missing or incomplete	All parts of the notebook are present and complete	Notebook entries complete with some examples of original student thinking or work	Most of the notebook entries reflect original student thinking and work
Data, Claims & Evidence	Students don't gather or report data	Data is not clear or is inaccurate	Students clearly and accurately record data from the lesson	Students record data clearly and accurately and interpret the findings	Students record data clearly and accurately, interpret data, and relate findings to the key concept
Discourse Discussion	Notebook does not contain evidence student thinking	Student thinking is limited to procedural information	Student relates facts about what they did and found in the lesson	Student links findings to the key concept	Student connects findings to the key concepts and explains reasoning with clear lines of evidence
Closure Conclusion	No conclusion recorded	Conclusion is not supported by the findings	Conclusion is supported by the findings	Conclusion is supported by the findings with some connections made to the key concept	Conclusion well founded in the data and strongly tied to the key concept. Includes ideas/questions for further investigation

Delivery of the lesson



A lesson demonstration

- Grade 2
- Unit: Soils

Questions/comments



For more....

- Olga Amaral
- http://www.ivcampus.sdsu.edu/teacher_ed/amaral_home.htm