

Teacher Best Practices Training

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Project Introduction:

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Our First SURVEY!

Check your email for the link.

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Training Overview:

- ▶ **Background Research**
- ▶ **Evidenced-Based Practices**
  - ▶ Opportunities to Respond
  - ▶ Positive Feedback
- ▶ **Coaching Model: Coach Best Practices**
  - ▶ Review the four-coaching session
  - ▶ Review the exercises
- ▶ **Data collection processes**
- ▶ **Next Steps**

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What are Teacher Best Practices?

1. Best Practices are those that are known to provide the highest probabilities for success
2. For teachers, best practices maximize the probability of student success
  - ▶ Nothing is a sure-thing, but some things work better than others
3. Best practices are identified through empirical research
  - ▶ Those practices shown to have a positive effect
  - ▶ Those practices whose effects are large in comparison to alternatives

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Engaging Students with Opportunities to Respond (OTR)

Motivational Interviewing Skills for Coaches (MISC)  
Video Training Module

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## Engagement Discussion.

- ▶ What are your reactions to this concepts being introduced?
- ▶ Is increasing engagement something your school is already focused on?
- ▶ Are there strategies you already implement?

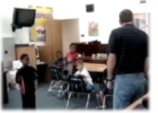

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## Engagement is a Teacher Behavior

Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement

Effective Teachers find ways to engage all students

- Verbal responses
- Raise hand or other signal
- Create and share
- Demonstrate
- Talk to neighbor

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## Opportunities to Respond: OTRs

- ▶ Engagement is perhaps the most important predictor of student success
  - ▶ Increased active attention to lesson
  - ▶ Decreased rates of disruption and off-task
- ▶ Teachers can facilitate student engagement by providing opportunities for students to respond during instruction.
  - ▶ We call these OTRs
  - ▶ Any teacher behavior that makes the student think about the curricular content and respond in some way is an OTR
- ▶ OTRs can be done in a number of way

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## Types of OTRs

- ▶ Question OTRs
  - ▶ Choral (whole group) or individual
  - ▶ Why do you think this would be a good way to do this?
- ▶ Discussion OTRs
  - ▶ Turn to your neighbor and tell them why you think this is the right way
  - ▶ Tell me which is your favorite
- ▶ Action
  - ▶ Hold up your green card if you agree
  - ▶ Write your answer on your white board and hold it up
  - ▶ Point to the one you think is the best example
  - ▶ Build one on your own and share with your partner
  - ▶ Hands up if you think this is the best way

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## Positive Feedback

- ▶ Positive Feedback is an essential component of effective instruction and is associated with student academic and social success.
- ▶ Positive Feedback simply means that the teacher has clearly indicated to the student(s) that behavior is appropriate/correct

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## Cont.

- ▶ Types of Positive Feedback include verbal, tangible, and group attention. During instruction, teachers can provide high rates of verbal positive feedback without interrupting the lesson
- ▶ Effective positive feedback is delivered immediately after behavior, with specificity, and in a genuine manner
  - ▶ Thanks for being ready
  - ▶ That's the right way to \_\_\_\_\_ thanks,
  - ▶ I'm impressed by how you've \_\_\_\_\_
  - ▶ You are really doing a good job with \_\_\_\_\_

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**Engage Student Opportunities to Request OTRs & Positive Feedback**

Best Practices are those that are likely to produce the highest probability for success. For teachers, that means increasing the probability of student success, and while making it a core thing you engage with every day.

Best practices are identified through empirical research. They are practices that have been observed to be effective in the classroom. Conversely, they are not based on the opinions of a single teacher or a single classroom. During instruction, we perhaps for some frequent practices of classroom events.

There are strategies aimed at:

- Increased time of attention and off-task behaviors
- Increased active student behavior

Positive Feedback is a consistent component of effective instruction and is associated with student success and well-being. Positive Feedback simply means that the teacher has clearly indicated to the student that he/she is doing well.

Types of Positive Feedback include verbal, written, and group attention. During instruction, teachers are encouraged to use a variety of positive feedback techniques including the following:

Effective positive feedback is delivered immediately after a behavior, with specificity, and in a genuine manner.

Here are some examples:

- "Great job, keep it up!"
- "You did it! Well done!"
- "You are really doing great at this!"

**OTRs - Engagement in Teacher Behavior**

Teachers will receive student engagement during instruction with specific behaviors that are known to keep students actively thinking and learning. For many students, this will not happen without explicit planning and delivery by the teacher.

By providing opportunities for students to request during instruction teachers can facilitate student engagement, as well as OTRs. This teacher behavior has proven to be effective in the classroom, and will be used as a key strategy in all OTRs. We've provided several examples of OTRs at the back of this page.

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## Coach Best Practices Model:

We have introduced you to **what** the strategies are, now let's talk about **how** you can introduce them to teachers.

**Coaching Best Practice procedures**

- ▶ 4-5 Sessions
- ▶ 20-45 Minutes
- ▶ Each session has a different focus, that starts with in step 1 by getting to know your teacher and culminates with a plan of action in step 4.

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## Navigation Guide

**Session 1. Initial Meeting**

- Teacher Interview

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**Session 2. Present the Information and Assess Current Practices**

- Present OTR and Positive Feedback
- Present the Observation Data

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**Session 3. Identify a focus area**

- Review current practices
- Identify potential behavior change

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**Session 4. Planning**

- Complete Teacher Action Form
- Offer ongoing support

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**Additional Session: Extended Consultation / Provide Closure**

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## Session 1: Initial Meeting

Getting to know your teacher, and their classroom.

- ▶ Complete the **Teacher Interview** form.
- ▶ Complete the **Values Discovery** activity.

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**Teacher Interview Form**

What do you consider your strengths as a teacher? Please provide 3-5 examples.

What do you consider your challenges as a teacher? Please provide 3-5 examples.

What are your goals for the year?

What do you consider your strengths as a teacher? Please provide 3-5 examples.

What do you consider your challenges as a teacher? Please provide 3-5 examples.

What are your goals for the year?

## The Teacher Interview Form:

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## Review the Values Cards exercise:

This exercise invites the teacher to identify his or her values within the context of education and teaching.

1. Introduce the activity
2. Ask the teachers to sort the cards.
3. Facilitate a conversation about why the teacher selected the cards that they did

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## Values Discovery Pair Practice:

1. Split into pairs and take out your teacher **Values Discovery** handout.
2. Take out your recording device, let's practice (review the handout in your training materials).
3. Each of you take 5 minutes to practice using the form.
4. Switch roles and repeat.

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## Session 2: Present the Information and Assess Current Practices

1. Review the **Opportunities to Respond** and **Positive Feedback** handout.
2. Present the classroom **Observation Graphs**.
3. Ask the teacher to reflect on the content you've shared and prioritize an area of focus for your work together.

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**Opportunities to Respond (OTR) & Positive Feedback**

**Key Problem** are those that are known to provide the highest probability for success for students, but are often overlooked for the possibility of either omission and while waiting to see what the response will be, or not at all.

**Key practices are identified through targeted questions:** How many practices did you use? How many practices did you use in the last 10 minutes? How many practices did you use in the last 5 minutes? How many practices did you use in the last 2 minutes? How many practices did you use in the last 1 minute?

**These are some examples:**

- 1. Directed time of attention and effort.
- 2. Directed active student to learn.
- 3. Directed active student to learn.
- 4. Directed active student to learn.

**Positive Feedback** is an essential component of effective instruction and is associated with student achievement and student retention. Positive feedback is most effective when it is specific and timely. Positive feedback is most effective when it is specific and timely. Positive feedback is most effective when it is specific and timely.

**OTR: (Equipment to Student Behavior)**

Teachers who deliver explicit, targeted, and specific feedback to students with specific behaviors that are valued, highly practiced and reinforced, and targeted. For every practice, the what and target are provided.

By providing opportunities for students to respond during instruction teachers can facilitate student retention and retention of the OTR. The number of opportunities that students have to respond should be the number of opportunities and provided in some way in an OTR. We've provided several examples of OTRs at the back of the page.

# OTRs and Positive Feedback

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**Use of OTRs and Feedback in Baseline**

Observation	Date	Classroom Lesson
1	10/20/2022	Reading
2	10/27/2022	Reading
3	10/30/2022	Reading

**Opportunity to Respond (OTR)**

Target: 1.00  
 Max: 1.00  
 Min: 0.00  
 Target Mean: 0.75

**Feedback**

Target: 1.00  
 Max: 1.00  
 Min: 0.00  
 Target Mean: 0.75

# OTRs and Positive Feedback

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## Session 3: Identify A Focus Area

After presenting the observation data and OTR & Positive Feedback handout you're now ready to discuss with the teacher how to apply the information to their own instructional practices.

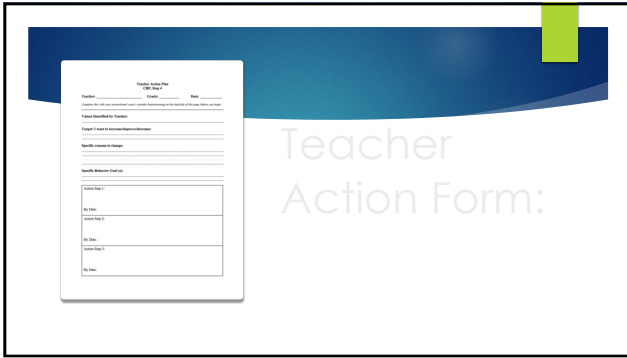
- ▶ Discuss takeaways from the Observation Data and OTRs and Positive Feedback handout.
- ▶ Explore the potential impact that improving in this area might have. Discuss potential first steps for integrating this skill into daily teaching.
- ▶ Offer a Step 4, Planning Session

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## Session 4: Planning

- ▶ Review work completed in Steps 1-3.
- ▶ Complete the **Teacher Action Plan**. Be **CONCRETE**.
- ▶ Offer ongoing support for implementing the plan.

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## Teacher Action Form:

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### Next Steps:

- We will schedule two one-on-one practice sessions.
  - Virtual, 30-minutes, Session 1 and 2.
  - We will email you more details.

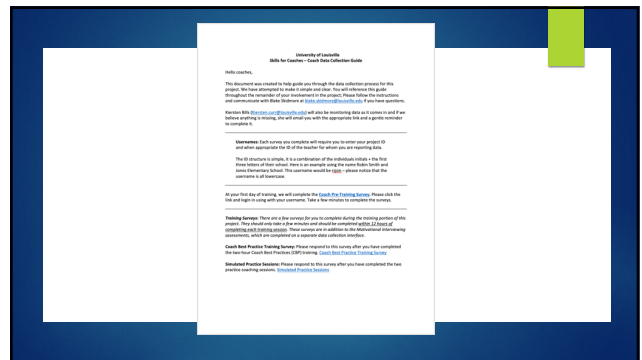
Once complete, you will be ready to schedule with your teachers.

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### Data Collection Procedures

- You will receive a Coach Data Collection Guide (next slide)
- As needed, you'll receive Email Reminders from our data team
- Audio Recording Devices (handout in their materials)
- Weekly PLCs

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### Weekly PLCs

- Occur for 4-5 weeks, while you are working with your teacher.
- Focused on peer support
- Data Collection
- Preparing for upcoming sessions
- Audio Device Swapping

Let's Schedule!?

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### Comments, questions, thoughts?

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