

Key Question #2

Section

Teacher Support Through Partnerships

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type. There are also additional resources under the "Resources" tab of this section.



**Key Question Two:
How do we support different
teacher needs to ensure
readiness?**

Leaders can support teachers through Teacher Partnerships.

Leaders
Actions

Support
Teachers

to Ensure
Student
Readiness

II

Teacher Partnerships

What is it?

Personalized professional learning

- **Teachers who struggle with specific strategies are paired with a colleague** in the same school **who has demonstrated success**, based on indicator-level classroom observation data.
- Partners **identify goals, develop a plan, and work together** to strengthen practice.
- Whereas coaching and mentoring are sometimes costly, **teacher partnership** can be used **in any building** at no cost.

**In a pilot study, schools that implemented this program (then called the EPP) saw TCAP scores increase school-wide by 5 points in literacy and 7 points in math. Lower-performing teachers saw score gains of 12 points.*

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Expand the Possibilities

Pair Based
on Focus,
Coherence,
or Rigor

Instructional
Partnership
Initiative (IPI)

Pair Based on
Evaluation
Indicators

Pair Across
Contents
and Grade
Levels

Pair
Teacher
Teams



Notes:

Click [here](#) to view the Tennessee TEAM IPI site.

Teacher Partnership Videos

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The videos utilized in this segment are linked in the "Resources" area of this section.

Video 1 Turn and Talk:

1. How does the principal begin the conversation? Why?
2. How does the principal approach the threat of teacher partnerships feeling punitive for growing teachers?

Video 2 Turn and Talk:

3. How does the principal focus the teachers on problem solving and standards and objectives?
4. How does each teacher respond in regards to working on the identified indicator?

Video 3 Turn and Talk:

5. How will the principal follow up with the partnership?
6. How could a leader follow up with teacher partnerships more thoroughly?

Bridge to Practice - Class One

Saturday, January 2, 2016 12:35 PM

Tennessee Department of Education Fall 2015 Integrated Leadership Course

Bridge to Practice: Teacher Partnership Plans

For this Bridge to Practice activity, school leaders are encouraged to return to their district and engage with their school's Leadership Team in completing this teacher partnership plan. This plan will ensure that school leaders focus on actionable feedback and provide teachers with models to support the implementation of feedback.

Integrated Leadership Course participants will bring their own Teacher Partnership plans to class two, and this experience will serve as the opening piece during collaborative sharing and networking time. This will ensure that everyone is able to learn from one another and take the best ideas back to their schools and districts.

Implementing the "Teacher Partnership" Plan

The planning document begins on the next page. Use this template to record your steps with the teacher(s) you support during your Bridge to Practice experience.

Step One: Observe or walk through 3-5 teachers' classrooms.

Step Two: Select a teacher observation/walk through experience and determine a category to give feedback in: focus, rigor or coherence.

Step Three: After selecting a category, align it to the general educator rubric. Which indicator does the area of feedback best fit for the observation/walkthrough experience?

Step Four: Write feedback for the teacher that uses the category and a descriptor. Using the models from class one, script actionable feedback with clear steps.

Step Five: Identify another teacher in your school who excels at the area of feedback for the teacher above. This teacher can provide a strong model for the teacher you observed. Ask your model teacher to participate in the teacher partnership and outline what you would like her/him to model and share as part of the teacher partnership

Step Six: After discussing your feedback, recommend that the observed teacher visit the model teacher and observe her/his practices. (We recommend that you structure this partnership and use some of the recommended steps from the Course One PPT).

Remember this debrief is valuable for both teachers and helps the model teacher become more reflective of his/her practice and the observed teacher will have the opportunity to learn from a peer. Recommend that the observed teacher take away key ideas, adapt these ideas to her/his classroom, and try the strategy that you gave as feedback. Have a reflection conversation with both teachers to determine the impact of this practice. We recommend that you replicate this teacher partnership two to three times to determine if it supports actionable growth with your teachers. When attending Course Two, bring your attached chart, your notes, and your reflection on how this practice supported or did not support teacher growth in your building.

	Classroom Look Fors	Rubric Connection	Feedback	Potential Partnership
Focus	Alignment to standard/ Depth of standard			
Rigor	Application of conceptual understanding			
Coherence	Connections to past and future content/ cross content resources chunking of content			

Leader Reflection: How did the teacher partnerships support your feedback? Was the use of a peer model helpful in your development of teacher practices?

Debriefing the Bridge to Practice

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Debrief of Bridge to Practice

Form a small group of 3-5 people. Each person in your group will have a turn to talk.

If you implemented Teacher Partnerships, talk about what you did, how the teachers responded, what your next steps are, and bright spots with Teacher Partnerships.

If you did not have an opportunity to implement Teacher Partnerships, use the following slides to respond to a scenario. Read the short scenario assigned to your group and share your response.

Take 10 minutes for your group to share.



OneNote Users: You may click within the questions of the scenario to record your answers.

Scenario One:

You are a new high school principal at your school this year. Most of your new faculty has over ten years of experience. The school is high functioning and has shown consistently high outcomes in both growth and achievement. The school has been recognized by district staff members and is well-liked by the community.

However, not all students are achieving success. Achievement gaps exist for students who come from poverty as well as students with disabilities. These gaps have started to cause AMO issues, and the new instructional supervisor has asked you to close these gaps. Despite the district's satisfaction with success, you understand that this issue will become a focal area if not addressed quickly.

Based on discussions with students from these subgroups, you learn that students don't see

connections in the different subjects they are learning. They see each class as “stuff” they have to learn from their teachers. They also state that their learning has no point and is nothing they will use in “the real world”. You reflect that their comments show their instruction lacks relevance to their lives.

In addition, your walk through data shows that skills such as citing textual evidence, supporting a claim through writing, and problem solving are not consistently seen in all classrooms.

As a solution to this lack of relevance, you believe that teachers need to see, talk, observe and discuss the different content areas, to ensure they are connected to deepen student understanding and to provide relevance. In the past, departments have not been interested in sharing or working collaboratively. You have heard that “integrated units” were a “big flop” and caused teachers to “not focus on their standards”. Because the teachers do not feel that working with other teachers outside their subject area is beneficial, you have a challenge.

- What structures or systems would need to be created to support collaboration?
- In addition, how will you use this strategy to connect this work to the focus on bridging gaps for students?
- How does a conversation on instructional shifts help different content area teachers have collaborative discussions?
- Could teacher partnerships be a pilot component that would be part of your solution?

Discuss three specific leader moves you make in your meeting with the strong teacher, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Two:

You have followed the Bridge to Practice Partnership up to Step Five with a sixth grade struggling teacher, Ms. Smith. During this process, you have identified that Ms. Smith needs support in rigor. She is not able to use questioning effectively and all other areas of support have not helped this teacher improve.

During your coaching work with Ms. Smith, you have identified a model eighth grade teacher, Ms. Greek. Ms. Greek was identified as a potential partner because she has very strong use of questioning, especially accessing and advancing questions.

She refuses to give away the answer to students and consistently makes students think until they work towards deeper understanding. Ms. Greek creates opportunities for students to demonstrate their understanding through various media including written expression, demonstrations, and project-based learning.

You are about to meet with Mrs. Greek to ask her to commit to a partnership with Ms.

Smith. While Ms. Greek is strong, she doesn't like to lead professional development. She is modest and does not want her peers to see her as a "know-it-all." She doesn't always realize why she is a strong teacher. She cannot single out her questioning strategies as a strength and does not analyze her practices.

- How can you encourage Ms. Greek to work with Ms. Smith?
- What strategies will you encourage in this partnership?
- How will a teacher partnership strengthen both teachers in this scenario?
- How will you analyze the effectiveness of this partnership for Ms. Greek?

Discuss three specific leader moves you make in your meeting with the strong teacher, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Three:

You have been asked to take over another middle school in your district. You have several years of success in your current principalship. After six months in your new school, you reflect that the teacher culture in your school is hindering the overarching success of the school.

Teachers are somewhat fearful of informal walkthroughs and teacher observations. Teachers see the process as punitive rather than a method to grow and improve instruction. You have heard several teachers commenting that the administrators don't trust them, and walk-throughs are used "to catch" teachers. Teachers have also complained that observations are not valid because they only show one quick snapshot of their classroom.

The staff also has strengths in the culture because they are good about sharing resources with each other. You frequently see departments meeting in the hallway. These informal meetings frequently focus on instructional strategies and are focused on sharing suggestions of support. However, staff members do not feel comfortable with visitors in the classroom.

Past experiences with administrators have left the staff with broken trust. You want to change that mindset and think that the Teacher Partnership concept is the right move to alleviate this mistrust.

- How will you start the conversation with teachers?
- Will you approach all teachers or certain teachers first?
- How do you build trust with teachers?

- Which teachers will you ask to initiate teacher partnerships?
- What are the opportunities that exist to strengthen the instructional capacity of the school?

Discuss three specific leader moves you would make to leverage Teacher Partnerships and shift the culture to one that buys into collaboration and transparency, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Four:

You are about to meet with a tenth grade English teacher, Mr. Wright, which you have identified as struggling in the area of focus. He has a tendency to teach his favorite topics in depth whether they still exist in the current state standards or not. A review of his lesson plans shows that he is still teaching dropped SPIs, and he is not teaching critical focal areas in the new standards.

Mr. Wright's most recent TVAAS data shows that his value added data has dropped over the course of the last two years. During walk throughs, you have noticed that the activities he uses to engage students do not support the lesson objective. His activities continue to focus on the the SPIs and not on the focal areas of the current standards.

While his focus is not on the appropriate standards, Mr. Wright's students work hard on the interesting and engaging tasks he provides them. While his students enjoy these activities, the activities are not allowing students to master the lesson objectives or the current standards.

As you reflect on the strengths and areas for growth for Mr. Wright, you determine actionable steps for his instruction. You also identify a potential teacher for a teacher partnership.

- What steps did you take to select this teacher?
- What should the content area background of this teacher be?
- What teaching strengths should this teacher have?
- What would you say to Mr. Wright to encourage him to work with this teacher?
- How do you help Mr. Wright value the opportunity to grow?

Discuss three specific leader moves you would make to leverage Teacher Partnerships as a way to support Mr. Wright, providing clear explanation why you are taking those steps.

Thoughts:

Administrator Rubric and 3-2-1 Reflection

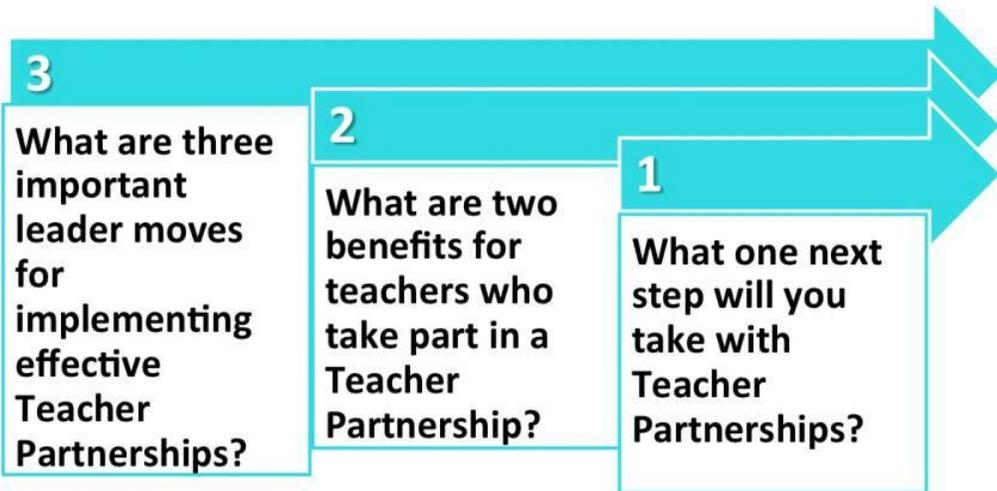
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Double-click on the Administration Rubric below or click [here](#) to access it.

Connect to the Admin Rubric

Indicator	Descriptor	Practice (Evidence)
Capacity Building	Implementing ongoing strategies and feedback for peers	Teacher Partnerships
Leveraging Educator Strengths	Creates a coherent system to extend impact of educators at all performance levels	Teacher Partnerships
Ownership	Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success	Teacher Partnerships
Teacher Leaders 3 minutes work time	Provide teacher-leaders with various leadership opportunities	Teacher Partnerships

3-2-1 reflection



The resources section has a valuable tool – IPI resources!



3	2	1
Leader Moves for Implementing Effective Teacher Partnerships	Benefits for Teachers Who Take Part in Teacher Partnership	Step You Will Take With Teacher Partnerships

Resources

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[Tennessee TEAM Instructional Partnership Initiative IPI Teacher Guide Book](#)

[Teacher Partnership Videos](#)

Optional IPI Resources

We hope these optional resources may be helpful to you as you develop teacher partnerships, but please note that these resources are not endorsed by the department, and utilizing these optional resources is not mandatory for participation in IPI.

Observations

- [Harvard's Observation Outline](#) – a guide on what to look for and note while observing

Lesson Planning

- [TNTP's Lesson Planning Template](#)
- [Tennessee Benchmark Lesson Plan Template](#) – one Tennessee district's lesson planning template, which aligns with TEAM

Co-Teaching

- [Everything You Need to Know About Co-Teaching](#) – strategies, videos, suggestions and more resources on co-teaching

Videos of Effective Practice

- [NIET Best Practices Portal](#) – video lessons aligned directly to the rubric; helpful for teachers and observers

General Instructional Skills

- [Tips on Improving the "Questioning" Indicator](#)
- [TNTP's Teacher Talent Toolbox](#) – TNTP's open-source library of resources for building a teaching team
- [Coach G's Teaching Tips](#) – instructional coach David Ginsburg posts informative "teaching tips" on his Education Week blog
- [Education Week PD Webinars](#) – professional learning webinars on various topics ranging from curriculum to classroom management
- [Dr. Marzano's Tips on Instructional Coaching](#) – a short outline of Dr. Marzano's main tips for coaching and improving classroom instruction

Instructional Partnership Initiative Using Teacher Evaluation to Drive Instructional Improvement

Overview

The Instructional Partnership Initiative (IPI) is a research based, no-cost strategy that uses teacher evaluation data to drive instructional improvement in clearly identified areas of practice. Utilizing detailed, indicator-level evaluation data, TDOE identifies and recommends potential partnerships between teachers in a given school. These pairings provide flexible, data-driven, targeted professional learning opportunities for teachers at all levels of practice. In Tennessee pilot studies, principals found the support to be beneficial, teachers appreciated the collaboration, educators perceived the evaluation system more positively, and students' TCAP scores improved significantly schoolwide--6 points in reading and 7 points in math.

Instructional Partnerships

Over the past two years, TDOE has been developing this approach for creating instructional change. The resulting Instructional Partnership Initiative is designed to leverage the formal evaluation feedback teachers receive into lasting instructional improvements through collaborative teacher partnerships. Based on complementary, indicator level evaluation data, TDOE identifies teachers who might benefit from working together in a yearlong partnership. The partners are then encouraged to work together throughout the year to build instructional skills and are provided with suggestions for accomplishing this successfully. The partnerships are voluntary, require very little time to establish, and have demonstrated great success. They allow principals to use existing expertise within their schools, promote shared leadership, and build capacity for all educators. The focus becomes using performance evaluation data to improve teacher practice, rather than spotlighting evaluation as a means for accountability.

Setting up Instructional Partnerships is straightforward:

- (1) TDOE uses fine-grained evaluation data to generate potential matches, then sends these matches and other implementation support to school principals. Each principal gets a list of possible partners along with pertinent information about each pair.
- (2) School principals review the recommended list of matches and make changes if necessary. This latitude allows principals to create the most successful combinations possible.
- (3) Principals invite teachers (separately) to participate, introduce each willing pair, explain the pairing, and encourage the pair in their work together. Principals begin with initial meetings in the fall. Setting up the IPI partnerships is a minimal time commitment and does not require on-going management.
- (4) Once paired, teachers work together throughout the year. While there is great latitude in what teachers do with their partnerships, each teacher receives an IPI guidebook with suggestions to help them structure the partnership over the course of the year. The guidebook supports a core part of the program -- autonomy to determine how the partnership will operate.

There are no specific requirements for participating teachers, as they are explicitly encouraged to structure their work to best meet their goals. Recommendations for partner activities are

provided, including peer class observation and lesson planning. Teachers may choose to work together during planning times, during (possible) release time, and potentially after school.

Pilot Study Results

In the TDOE pilot of this initiative, interested schools were randomly chosen to implement Instructional Partnerships. Schools using these partnerships increased average student TCAP test scores school-wide by 7 points in mathematics and 6 points in reading/language arts. Students of participating teachers saw TCAP improvement of up to 12 points more than the students of similar teachers in control schools. In addition, teachers in the schools that implemented the IPI reported evaluation was more about feedback than accountability vs. their counterparts in control schools. The random assignment of schools to receive the initiative ensured that we could make strong causal claims about the effects of the partnerships.

In addition to fostering higher test scores, adopting the IP! approach promoted shared leadership, built capacity in schools, and gave principals a concrete way to provide feedback to teachers. Principals indicated that the partnerships took minimal time to set up, teachers benefitted, and partnerships offered more support than the principals alone could provide. Teachers felt the opportunity to reflect on their practice and collaborate with a colleague were clear benefits of the initiative. Each principal who implemented the IP! in the pilot study chose to continue it for an additional year.

For additional questions about the IPI, please contact us at team.questions@tn.gov.

