

# Elevating the Conversation to Drive Instruction



Noelle Beale, PhD  
RISE Conference  
November 16, 2023

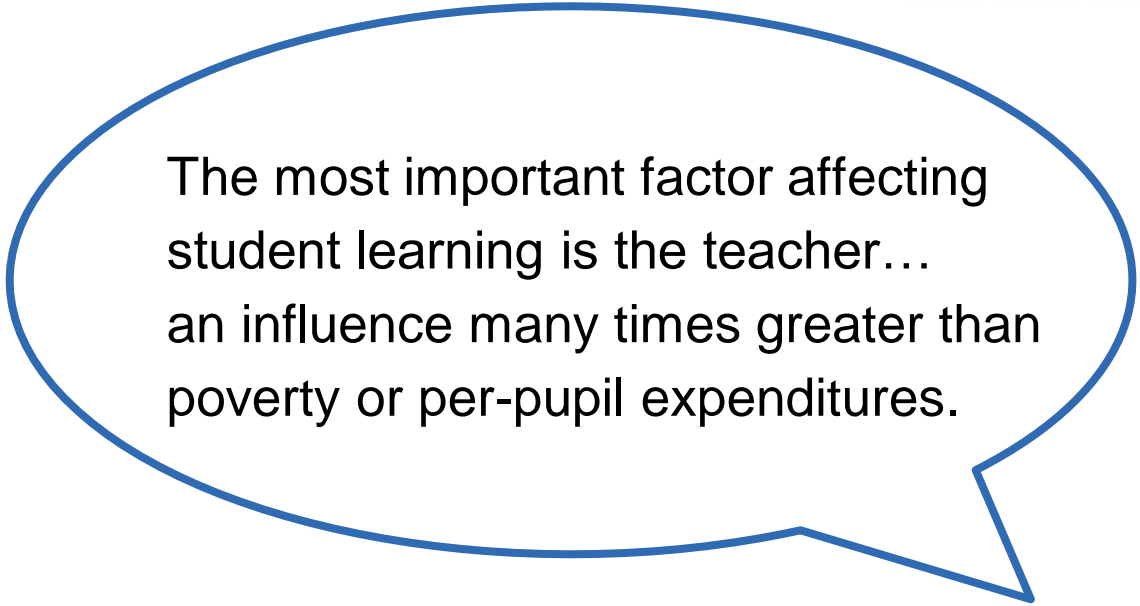
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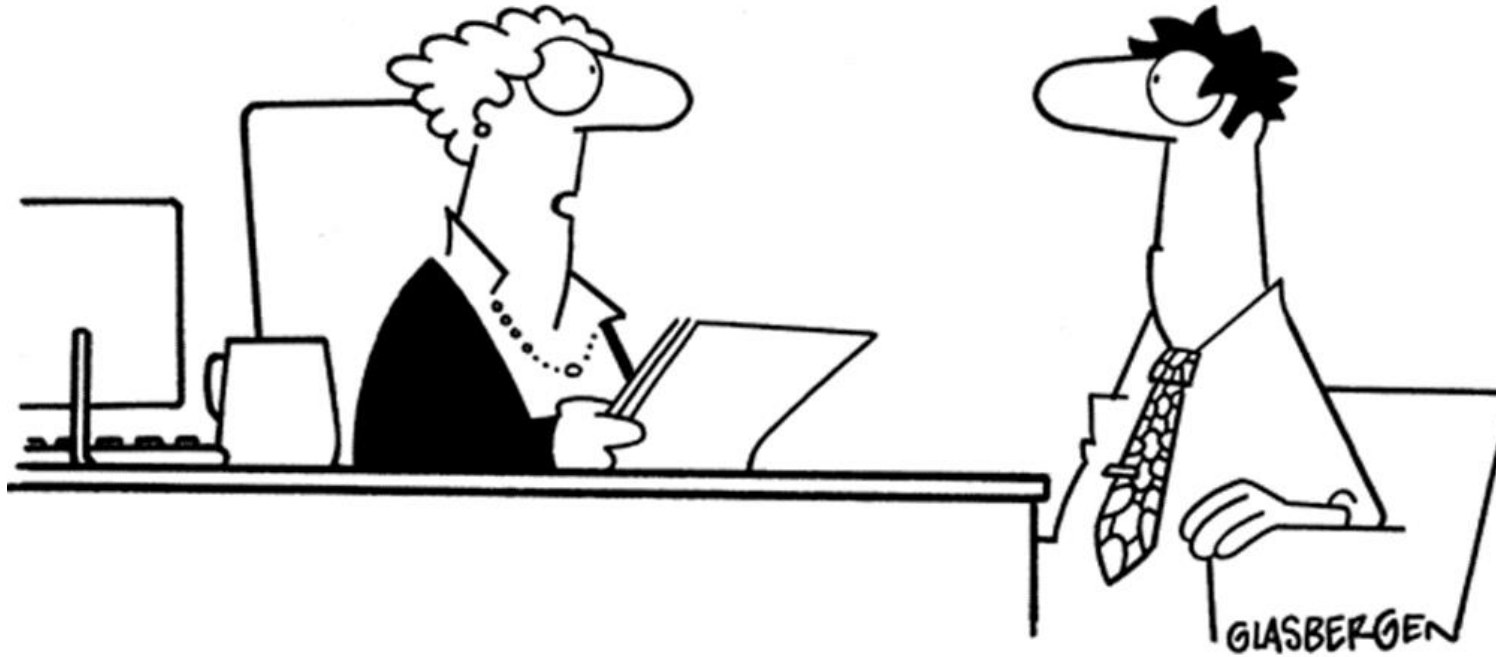
# AGENDA

- Introduction
  - Noelle Beale, PhD
  - Teacher, Leader & Student
- Why Danielson?
  - Ensures quality teaching
  - Promotes professional learning
- Why Everyday?
  - Sets the tone
  - More learning, for more kids, in more ways, more of the time



The most important factor affecting student learning is the teacher... an influence many times greater than poverty or per-pupil expenditures.

Sanders, Wright, Horn  
1997



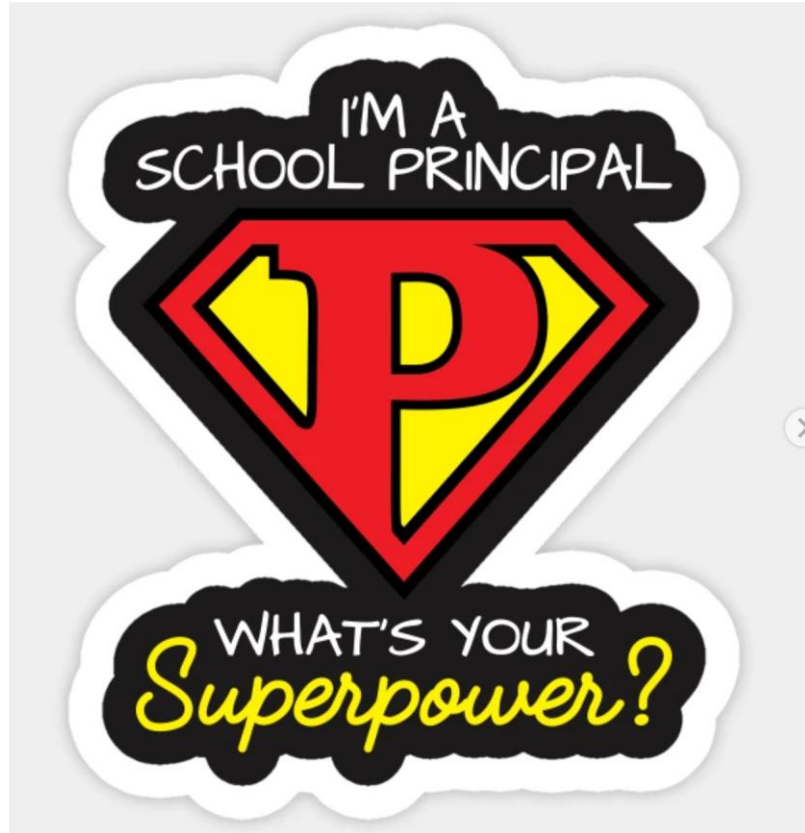
**“For what it’s worth, this is some of the finest substandard mediocrity I’ve ever seen.”**

# What is Instructional Leadership?

The National Association of Elementary School Principals (2001) defines instructional leadership as *leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn.*

In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, *create a culture of continuous learning for adults*, and get the community's support for school success.

As a school leader,  
you will always be using your  
**Super-Vision**



# Why Danielson?

## Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

## Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism

## Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

## Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

# 2b Establishing a Culture of Learning

## 2b ESTABLISHING A CULTURE FOR LEARNING

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

## 2b

# ESTABLISHING A CULTURE FOR LEARNING



### The elements of component 2b are:

#### Importance of the content and of learning

*In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.*

#### Expectations for learning and achievement

*In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.*

#### Student pride in work

*When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.*



2b

## ESTABLISHING A CULTURE FOR LEARNING



### Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

## 2b

# ESTABLISHING A CULTURE FOR LEARNING

### UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

### PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

### BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

### DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

# Being a Reflective Practitioner

“When teachers assume an active role in the processes of their evaluation, when they are asked to reflect on the success of an observed lesson, when they are asked to analyze student work, they actually become more skilled and more thoughtful as a result of these activities.”

The Danielson Group

As the school leader,  
how are you engaging  
your teachers in  
reflective practice?



# School Leader Lead Reflection

- Leaders contribute to a teacher's professional development by asking in-depth reflective questions.
- As the leaders, we need to shift the focus of the evaluation from “gotcha” or “a review” to “collaborative reflection.”
- Leaders must set the expectation for quality teaching within the school building



Synthesizing more than 900 educational meta-analyses, researcher John Hattie has found that **effective feedback is among the most powerful influences on how people learn.**

[John Hattie, Know Thy Impact](#)

# 7

**EL** Takeaways

## Things to Remember About Feedback

**1** Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.  
*Grant Wiggins, p. 10*



**2** If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.  
*Dylan William, p. 30*

**3** The feedback students give teachers can be more powerful than the feedback teachers give students.  
*Cris Tovani, p. 48*

**4** When we give a grade as part of our feedback, students routinely read only as far as the grade.  
*Peter Johnston, p. 64*

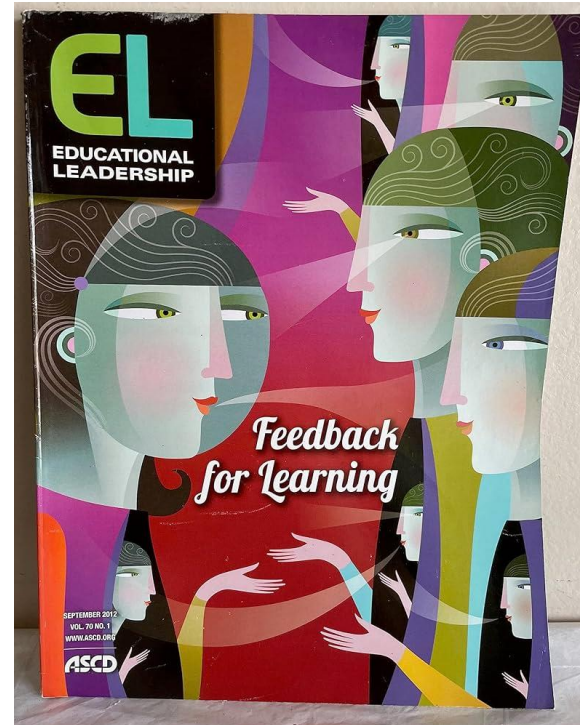
**7** Students need to know their learning target—the specific skill they’re supposed to learn— or else “feedback” is just someone telling them what to do.  
*Susan Brookhart, p. 24*



**5** Effective feedback occurs during the learning, while there is still time to act on it.  
*Jan Chappuis, p. 36*

**6** Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong.  
*John Hattie, p. 18*

Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: “Feedback for Learning.” (Volume 70, Issue 1).



[Seven Keys to Effective Feedback](#), by Wiggins is one of the articles found in this issue.



ASCD dedicated an entire issue (70, 1) to Feedback. This [infographic](#) is from that issue.





# It's ALL about teaching

[Mortimore and Sammons](#) (1987) found that **teaching** had 6 to 10 times as much impact on achievement as all other factors combined.

**Instruction** itself has the largest influence on achievement ([Schmoker](#), 2006)

We do not learn from experience... we learn from reflecting on experience.

- John Dewey

# Instructional Leadership Skills All Principals Need

Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.



1. Effective use of resources
  - o Using data to plan & to drive instruction
2. Strong communication skills
  - o Providing quality feedback to teachers about what you are seeing using your super-Vision
3. Serve as an instructional resource
  - o Modeling quality instruction
4. Are visible & accessible to all
  - o Visit every classroom, every day



The New York State Office of Religious and Independent Schools  
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# Join Us for More!

January 24  
February 13  
March 5



The New York State Office of Religious and Independent Schools  
**PROFESSIONAL DEVELOPMENT  
RESOURCE CENTER (PDRC)**  
The Upstate PDRC - All NYS Regions North of NYC

**MI MEASUREMENT  
INCORPORATED**

## Elevating Conversations to Drive Instruction



With Dr. Noelle Beale, *Regional Superintendent, Catholic Schools of Westchester in the Archdiocese of NY*

**Join us!**

*One key to improving student learning outcomes is to elevate the conversation between teachers and instructional coaches. This series will help you examine how to use data to focus conversations that help teachers align their practice with their instructional goals. Learn practical strategies from fellow principals and coaches who have implemented this framework.*

January 24, 2024 9:30-10:30 am	February 13, 2024 9:30-10:30 am	March 5, 2024 9:30 -10:30 am
 <b>Observation &amp; Assessment Data with Danielson</b>	 <b>Next Steps: Digging into Implementation</b>	 <b>Principal Panel: Success Stories and Overcoming Challenges</b>

Questions?  
Contact Rebecca Shea, Upstate PDRC Director  
rshea@measinc.com

Scan the QR to learn more & register!







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End of Day Survey**

*Each survey enters you into a raffle for gift cards!*